

## Utilising TikTok as a Digital Learning Tool to Improve Vocabulary Mastery

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### ABSTRACT

This study aimed to ascertain whether the use of the TikTok app as a digital learning tool could enhance vocabulary acquisition among grade 11 students at MAN 2 Palu. The study was motivated by the observation that many students demonstrated low vocabulary mastery, with limited lexical resources that hindered their ability to use vocabulary effectively in productive language tasks. The researchers employed a quasi-experimental design, assigning students to two groups: an experimental class that utilised TikTok-based learning and a control class that received conventional instruction. A total of 64 students were selected through random sampling and divided equally into two groups. Both groups were given a pre-test and a post-test to measure vocabulary improvement. The collected data were analysed using descriptive statistics and an independent-sample t-test at a significance level of 0.05. The findings revealed a significant difference between the post-test mean scores of the experimental group (86.13) and the control group (68.84). A paired-samples t-test confirmed that the difference was statistically significant, lending support to the idea. These findings suggest that the TikTok app has a positive impact, enhancing students' vocabulary mastery. Therefore, TikTok can be considered an effective and engaging digital media platform that supports English as a Foreign Language (EFL) learning, particularly in improving students' vocabulary mastery.

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## 1. INTRODUCTION

Vocabulary is widely recognised as one of the most essential components of second language acquisition, as it serves as the foundation for effective communication in listening, speaking, reading, and writing skills. A learner's ability to understand and produce meaningful discourse largely depends on the size and quality of their vocabulary repertoire [1]. Hence, an insufficient vocabulary often results in communicative breakdowns and poor

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language performance. Lack of vocabulary will make it difficult for students to understand texts, articulate their thoughts, and actively participate in class discussions. Alqahtani [2] stated that when students lack a strong and sufficient vocabulary, they struggle to comprehend and generate meaningful communication. Then Richard & Renandya [3] acknowledged that vocabulary is an essential component of all language skills and provides a solid basis for students' linguistic abilities. Thus, it reinforces Sharafi et al. [4] that explicit vocabulary augmentation activities play a critical role in EFL students' vocabulary mastery and retention.

Despite its importance, observations conducted in the eleventh grade at MAN 2 Palu revealed that many students exhibit low vocabulary mastery. Their limited lexical resources make it challenging for them to apply vocabulary actively, particularly in productive tasks. This issue became evident during the teaching assistance program, where students consistently struggled to use appropriate vocabulary in their speaking and writing assignments. The reluctance of students to participate in speaking activities in English often results in them switching to Indonesian, a sign of limited self-confidence and inadequate lexical resources. This aligns with Baharudin et al. [5], who revealed that students with insufficient vocabulary often experience low motivation and a lack of confidence in using English. Vocabulary learning that is perceived as monotonous will decrease engagement in class. As a result, teachers must overcome this issue by using effective innovation to enhance their students' vocabulary rather than just memorising it. One possible way to improve language learning engagement is to switch to digital media. As attested to by Lutfi et al. [6], digital interactions significantly enhance participants' motivation, confidence, and language abilities. It has been demonstrated that Haidari et al. [7] Learning through digital media significantly improves students' language acquisition results. Digital media, such as YouTube, Instagram, and TikTok, provide multimodal content that combines text, sound, and visuals. The interaction between these modes helps students understand meaning through context and repetition. Among the most widely used platforms today, TikTok has gained immense popularity among adolescents for its short, creative video content [8], [9].

A growing body of studies demonstrates TikTok's value in educational settings, particularly in terms of vocabulary development. Zein et al [10] emphasised that the use of TikTok as edutainment for vocabulary acquisition increases students' motivation and engagement, suggesting that combining digital media with interactive exercises improves vocabulary retention. Alshreef and Khadawardi [11] found that using TikTok for vocabulary learning in EFL contexts improves learners' word recall and contextual understanding. Similarly, studies by Mauriza and Siregar [12] indicated that active TikTok users, particularly those who watch instructional content or reviews, have stronger language abilities. However, several studies have explored TikTok for vocabulary learning, with most focusing on motivation and informal contexts. Few studies have systematically integrated TikTok-based learning into formal high school classrooms, particularly those that combine exposure to TikTok videos, student production of short videos that require the use of target vocabulary, and peer sharing and feedback activities to reinforce the use of communicative vocabulary. In summary, this study integrates TikTok-based learning into formal high school classrooms as part of EFL pedagogy to improve students' vocabulary.

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TikTok was selected as a learning medium to leverage students' existing digital habits. Through this platform, students can view short instructional videos illustrating vocabulary in context and create their own vocabulary-focused clips, which may enhance retention, contextual comprehension, and confidence. Supported by Alhazmi [13], a contextual vocabulary teaching technique backed by audio-visual media has been demonstrated to yield higher long-term learning outcomes than text-only education. The approach used in this study is expected to provide empirical evidence regarding the effectiveness of TikTok-based learning models in formal secondary school contexts, as well as to increase classroom participation and confidence in using English. By combining digital engagement with academic objectives, this study presents a creative, student-centred approach to enhancing vocabulary mastery and communicative competence in an English as a Foreign Language (EFL) learning environment. The purpose of this study is to determine whether the use of the TikTok application as a digital learning tool can improve vocabulary mastery.

## 2. METHOD

To address the research issues, this study employs a quantitative method using a quasi-experimental research design. This design was chosen to determine whether using the TikTok app as a learning tool can improve vocabulary mastery among eleventh-grade students at MAN 2 Palu. This design was proposed by Gey et al. [14] as follows:

Experimental            O1 X O2  
Control                    O3 O4

Where:

O1 O3 = pre-test

O2 O4 = post-test

X        = treatment

Figure 1 also includes a flowchart of the experimental design to provide clarity:

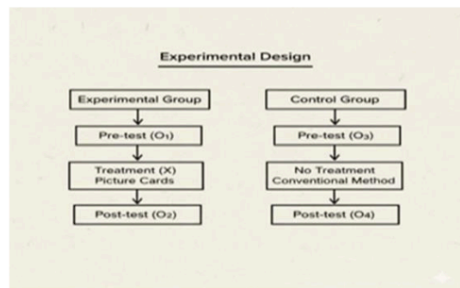


Figure 1. Experimental Design

The population of this study consisted of all eleventh-grade students at MAN 2 Palu in the 2024/2025 academic year. From the population, two classes are chosen using random sampling [15], [16], with each class having an equal chance of being chosen to represent the population. The randomisation process was carried out by numbering the available classes and selecting two classes through a lottery system. This resulted in 32 students from Class XI E forming the experimental group and 32 students from Class XI A forming the control group, totaling 64 students.

Moreover, the researcher treated the experimental group with TikTok videos as a learning medium, whereas the control group was taught using typical tactics used by the school's English teacher. Students in the experimental group created and viewed short TikTok videos featuring target vocabulary in contextualised sentences. The videos were 30–60 seconds long and focused on verbs and adjectives relevant to daily communication. The treatment was administered to the experimental class for 90 minutes at each meeting. The meeting was originally scheduled for six times, but owing to scheduling constraints, it was reduced to four.

The data were obtained from two types of tests: pre-test and post-test. Each test consists of 10 multiple-choice items, 10 jumbled words, and 4 sentence construction items. Both the experimental group and the control group received the same test formats. The pre-test was administered during the initial session, while the post-test was conducted in the final session after treatment. The researchers conducted content validation by consulting with two lecturers in the English Language Education Department, who reviewed the test items for relevance, clarity, and alignment with the curriculum. Additionally, a pilot test was administered to a group of students outside the research sample. The pilot test results were analysed to examine the instrument's reliability using Cronbach's Alpha, which yielded a coefficient of 0.81, indicating high reliability.

For data analysis, the researchers used a technique proposed by Arikunto [17] which involves calculating the mean and standard deviation, and then applying a t-test to determine the significance of differences between the experimental and control classes. To support accurate and systematic data processing, all statistical analyses were performed using Microsoft Excel.

### 3. RESULTS AND DISCUSSION

In this chapter, the researcher presents data findings from a study conducted in Class XI Man 2 Palu. The data obtained from two types of tests, namely the pre-test and post-test, are given to both groups: the experimental and control groups.

#### 3.1 Result

In this section, the researcher presents the details of the test results obtained from the experimental and control classes. The tests consisted of a pre-test and a post-test, administered before and after the treatment. The purpose of the pre-test was to measure students' initial vocabulary mastery, while the post-test was conducted to determine their improvement after the learning process. This is in line with Tirtayasa et al. [18], who stated that administering pre-tests and post-tests is necessary to evaluate the effectiveness of

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TikTok teaching media in improving students' vocabulary. The experimental class received treatment using TikTok Media, while the control class was taught using conventional methods. The test scoring was adapted from Brookhart [19], while the score and mean 54 calculations were performed using 41 Arikunto's formula [16]. The pre-test and post-test score results are presented in the following table:

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Table 1. The Summary of the Experimental Group

Test	Total Score	Mean Score
Pre-Test	1.984,375	62,01
Post Test	2.756,25	86,13

The data above shows the pre-test and post-test results of the Experimental Group. From the data, The Students' overall score increased from 1.984375 in the pre-test to 2.75625 in the post-test. Consequently, the mean score improved from 62.01 to 86.13. This suggests that utilising TikTok as a media platform has significantly enhanced students' vocabulary acquisition.

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Table 2. The Summary of the Control Group

Test	Total Score	Mean Score
Pre-Test	1.906,25	59,57
Post Test	2.203,13	68,84

The table above shows the pre-test and post-test results of the control class. The students' total score increased slightly from 1.906,25 in the pre-test to 2.203,13 in the post-test. Moreover, the mean score also increased from 59.57 to 68.84. Although there was an improvement in the students' vocabulary scores, the increase was not as significant as in the experimental class. This suggests that the use of conventional teaching methods provided only limited progress in students' vocabulary mastery.

After calculating the mean scores for the pre-test and post-test, the researcher calculated the mean deviation and square deviation to determine if there was a significant difference between the experimental and control classes' pre-test and post-test scores. The table below shows the detailed results of the mean deviation and square deviation for the experimental and control classes:

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Table 3. Deviation and Squared Deviation of Experimental and Control Groups

Group	Pre-test Total (X1)	Post-test Total (X2)	Deviation (X1-X2)	Mean Deviation	Squared Deviation
Experimental Group	1.984,375	2.756,25	771,875	24,12	21220,70
Control Group	1.906,25	2.203,13	296,875	9,26	4501,95

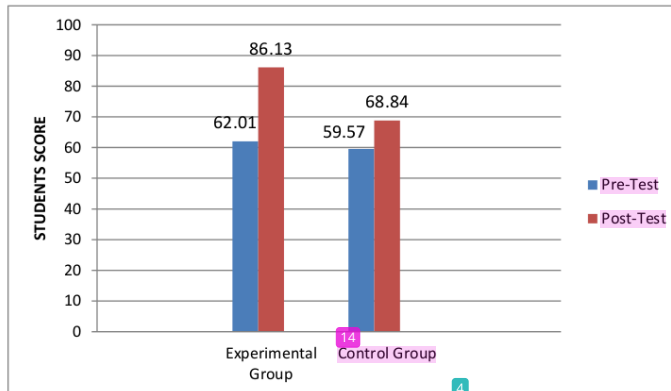


Figure 1. Comparison of Pre-Test and Post-Test Scores Between Experimental and Control Groups

A significant improvement was found in the experimental group ( $M = 86.13$ ,  $SD = 21220.70$ ) compared with the control group ( $M = 68.84$ ,  $SD = 4501.95$ ),  $t(62) = 7.27$ ,  $p < 0.05$ , indicating an improvement in students' vocabulary when utilising TikTok as a learning tool.

After computing the mean score deviation, the researcher then applied the t-count formula to determine whether there is a significant effect of the treatment. The research used a formula proposed by Arikunto [16] as follows:

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2}\right)\left(\frac{1}{Nx}\right) + \left(\frac{1}{Ny}\right)}}$$

$$t = \frac{24,12 - 9,27}{\sqrt{\left(\frac{2.602,24 + 1.747,74}{32 + 32 - 2}\right)\left(\frac{1}{32}\right) + \left(\frac{1}{32}\right)}}$$

$$t = \frac{14,85}{\sqrt{\left(\frac{4.349,98}{62}\right)\left(\frac{1}{32}\right) + \left(\frac{1}{32}\right)}}$$

$$t = \frac{14,85}{\sqrt{\left(\frac{4.349,98}{62}\right)\left(\frac{2}{32}\right)}}$$

$$t = \frac{14,85}{\sqrt{(70,16)(0,06)}}$$

$$t = \frac{14.85}{\sqrt{4.20}}$$

$$t = \frac{14,85}{2.04}$$

$$t = 7.27$$

Based on the calculations above, the t-test for this study is 7.27. The final step is to test the hypothesis to determine whether the hypothesis is accepted or rejected. Researchers need to find the critical t-table by calculating the degrees of freedom (df) with a significance level of 0.05. The calculation is as follows;

$$\begin{aligned} \text{Degree of freedom (df)} &= Nx + Ny - 2 \\ &= 32 + 32 - 2 \\ &= 62 \end{aligned}$$

$$\text{Level of Significant} = 0,05$$

$$\text{t-table} = 1.999$$

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Based on the result of data analysis above, the researcher obtained that the value of t-counts (7.27) and the value of the t-table (1.99) at the 0,05 significance level. The result shows that the value of t-counted is higher than the value in the t-table (7.27 > 1.999). In other words, the alternative hypothesis (H<sub>a</sub>) in this research is that the treatment is successful or accepted. This indicates a significant difference in vocabulary mastery between the students in the experimental class and the control class. Moreover, Cohen's d [20] was calculated to determine the magnitude of the treatment effect. Based on the mean difference between the two groups and their pooled standard deviation, Cohen's d .24, indicating a large effect size according to Cohen's (1988) traditional standards (d = 0.2 is small, 0.5 is medium, and 0.8 is large). Practically, educators can consider integrating short, engaging, and contextual TikTok videos into vocabulary teaching to produce faster and more meaningful improvements in language acquisition.

### 3.2 DISCUSSIONS

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The findings of this study indicate that the use of TikTok as a digital learning tool significantly improved students' vocabulary mastery. The experimental group's mean score increased from 62.01 in the pre-test to 86.13 in the post-test, representing an impressive rise of 24.12 points. On the other hand, the control class mean score rose from 59.57 to 68.84, showing a smaller increase of 9.27 points. The t-test results (t = 7.27 > 1.999, p < 0.05) confirm a statistically significant difference in favor of the TikTok-based instruction. This reveals that students who were taught how to use TikTok made more progress in their vocabulary mastery than those who were taught using standard methods.

These findings are consistent with those of Maria & Sujarwati [21], who show that short-video platforms can effectively support EFL learners' vocabulary growth.

Several factors support the results of this study. TikTok offers unique advantages for vocabulary teaching due to its multimodal nature. One reason for this success is the nature of short-form video content. The platform presents short videos that combine text, sound, and images, helping students connect word forms with their meanings in real contexts. This aligns with multimedia learning theory, as proposed by Mayer [22], which suggests that learners retain more information when verbal and visual input are integrated. The format of TikTok naturally supports this principle, as it allows learners to experience new vocabulary through realistic, visually stimulating, and meaningful short videos that enhance their engagement in the learning process.

The improvement in vocabulary mastery also reflects the motivational aspect of learning through TikTok platforms. The use of TikTok videos in this study provided students with enjoyable and relatable materials, which contributed to a higher degree of motivation to learn new words. Previous studies have also confirmed similar outcomes. A study by Cahyono & Perdhani [23] found that EFL learners held overwhelmingly positive perceptions of TikTok videos for vocabulary learning, noting enhanced interest and a sense of novelty. Similarly, Moreira et al [24] reported that TikTok functioned effectively as a vocabulary enrichment tool in EFL contexts, with learners highlighting the immediate relevance of the words presented. These studies support the idea that when learners feel motivated and when learning materials seem relevant and modern, their engagement and vocabulary acquisition will increase.

During the treatment, students were exposed to various TikTok videos featuring descriptive content that focused on verbs and adjectives. After watching, they identified new words, discussed meanings, and practised using them in simple sentences. This active engagement supports findings by Setiana and Rahayu [25], who noted that TikTok encourages students' participation and makes vocabulary lessons more dynamic. The social nature of the platform also fosters peer interaction, which helps learners negotiate meaning together and reinforces their understanding of the material. Collaborative learning strategies like this have been proven to enhance vocabulary acquisition in EFL contexts [26].

Despite the promising outcomes, this study had several limitations. First, Time constraints reduced the total number of meetings from six to four, limiting the exposure to TikTok-based learning. Additionally, this research focused solely on vocabulary mastery—specifically, verbs and adjectives—without exploring grammar, pronunciation, or speaking skills. Future research should expand to other linguistic aspects or integrate TikTok into broader communicative tasks. Another limitation was the varying ability levels among students. Some quickly absorbed new vocabulary, while others struggled to do so. Grouping students with mixed abilities proved helpful, as peer support improved participation and comprehension, echoing Ayana et al.'s findings that collaborative pair work significantly enhances vocabulary outcomes.

Overall, the statistical and pedagogical evidence suggests that TikTok, when purposefully integrated into English learning, can serve as an innovative and effective

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medium for teaching vocabulary. Its multimodal features address cognitive learning needs, its entertaining format enhances student motivation, and its social nature fosters meaningful peer collaboration. Therefore, teachers are encouraged to consider using TikTok or similar short-form video platforms to create more interactive, engaging, and authentic vocabulary learning experiences. As Setiana & Rahayu [25] noted, TikTok has the potential to "spark student interest and foster an engaged learning environment," making it a promising medium for modern English as a Foreign Language (EFL) pedagogy.

#### 4. CONCLUSION

This study highlights that integrating TikTok as a digital learning medium has a meaningful impact on enhancing students' vocabulary mastery in EFL classrooms. The platform is engaging, and authentic content promotes motivation, creativity, and active participation, making vocabulary learning more enjoyable and effective. Teachers are encouraged to incorporate TikTok responsibly as a supplementary tool to enrich vocabulary instruction, while students are advised to use it not only for entertainment but also as a means of independent learning. Schools should provide adequate technological support and encourage innovative teaching approaches that integrate digital media. Furthermore, future researchers are recommended to explore the broader potential of social media in improving other language skills and long-term learning outcomes.

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