

The Use Of My English Study Channel On The Tiktok Application In Improving Vocabulary Mastery At 8th Grade Of SMP Negeri 1 Tilongkabila

Sitti Fatima Nurlisa Manoppo^{1*}, Titien Fatmawaty Mohammad¹, Fahria Malabar¹,
Karmila Machmud¹, Moh. Syahrudin Ibrahim¹

¹English Language Education Study Program, Gorontalo State University
*e-mail: lisamanoppoo@gmail.com

Abstract

This study evaluated the effectiveness of the "My English Study" TikTok channel in improving the vocabulary mastery of eighth-grade students at SMP Negeri 1 Tilongkabila. Using a quantitative one-group pre-test and post-test experimental design, the study involved 26 purposively selected students. Data were collected through objective tests assessing nouns and adjectives in descriptive texts and analyzed using a paired samples t-test. The results showed a significant improvement in students' vocabulary achievement, with the mean score increasing from 40.92% in the pre-test (low category) to 74.92% in the post-test (high category). Adjective mastery reached 96.50% accuracy, while noun mastery improved to 57.97%. Statistical analysis revealed a t-value of 18.686 and a p-value of 0.000 ($p < 0.05$), indicating a significant difference between pre-test and post-test results. Therefore, the study concludes that the "My English Study" TikTok channel is an effective digital learning medium for enhancing vocabulary acquisition, motivation, and engagement among students.

Keywords: Tiktok Application, "My English Study" Channel, Vocabulary Mastery, Descriptive Text

Abstrak

Penelitian ini bertujuan untuk mengevaluasi efektivitas penggunaan kanal TikTok "My English Study" dalam meningkatkan penguasaan kosakata siswa kelas VIII di SMP Negeri 1 Tilongkabila. Penelitian menggunakan metode kuantitatif dengan desain eksperimen one-group pre-test dan post-test yang melibatkan 26 siswa yang dipilih secara purposive. Data dikumpulkan melalui tes objektif yang mengukur penguasaan kosakata berupa noun dan adjective dalam teks deskriptif, kemudian dianalisis menggunakan uji t berpasangan. Hasil penelitian menunjukkan peningkatan yang signifikan pada kemampuan kosakata siswa, dengan rata-rata nilai meningkat dari 40,92% pada pre-test (kategori rendah) menjadi 74,92% pada post-test (kategori tinggi). Penguasaan adjective mencapai 96,50%, sedangkan penguasaan noun meningkat menjadi 57,97%. Hasil analisis statistik menunjukkan nilai $t = 18,686$ dan $p = 0,000$ ($p < 0,05$), yang menandakan adanya perbedaan signifikan antara hasil pre-test dan post-test. Dengan demikian, kanal TikTok "My English Study" terbukti efektif sebagai media pembelajaran digital untuk meningkatkan penguasaan kosakata, motivasi, dan keterlibatan siswa dalam belajar bahasa Inggris.

Kata kunci: Aplikasi Tiktok, Kanal "My English Study", Penguasaan Kosakata, Teks Deskriptif.

1. PENDAHULUAN

In the Indonesian educational context, vocabulary acquisition remains a significant and pervasive challenge for learners navigating both the national language and foreign languages such as English. One of the predominant issues identified within the educational system is the limited level of vocabulary proficiency among students, a problem that largely stems from poor reading habits and insufficient exposure to diverse linguistic forms during daily communication. Reading functions as a fundamental language skill that plays an indispensable role in fostering learners' cognitive development and expanding their overarching linguistic competence. As defined by Beauty et al. (2023), reading is an active process aimed at acquiring knowledge and accessing various forms of information embedded within written texts. Furthermore, vocabulary is universally recognized as the foundational building block of language; according to Andriani and Sriwahyuningsih (2019), vocabulary mastery serves as a critical indicator of a learner's overall language ability. A robust vocabulary equips individuals with the necessary tools to articulate complex ideas, comprehend intricate information, and interact effectively

across diverse communicative contexts. Consequently, elevating students' vocabulary mastery must be prioritized as a primary concern within English language teaching paradigms.

To successfully achieve this foundational instructional goal, contemporary educators are heavily encouraged to pivot toward dynamic, student-centered learning approaches that actively engage learners in the educational process. However, practical realities often diverge from these pedagogical ideals. Based on preliminary observations and comprehensive consultations with English teachers at SMP Negeri 1 Tilogkabila, it was determined that the vocabulary mastery of eighth-grade students remains at a relatively low and concerning level. This specific linguistic deficiency directly impairs the students' capacity to comprehend reading texts and effectively internalize English learning materials. Several systemic factors contribute to this ongoing issue, including a limited variation in pedagogical strategies, the minimal utilization of interactive learning media, and a pervasive lack of opportunities for students to practice vocabulary in authentic, meaningful communicative situations. This restrictive condition demands immediate instructional innovation; limited vocabulary knowledge not only severely hinders academic performance but also substantially diminishes students' intrinsic confidence and motivation to pursue English language learning. Concurrently, in the modern digital era, rapid technological advancements have fundamentally transformed educational practices. The seamless integration of technology into instructional environments enables highly interactive experiences; as Coangi et al. (2024) assert, technology streamlines educational tasks and significantly enhances learning quality. Similarly, Bower (2019) argues that digital methodologies anchor lessons in real-life contexts, thereby stimulating active student participation and cultivating a highly motivating learning atmosphere.

The central research problem within contemporary English instruction lies in overcoming the stagnation of traditional methodologies that consistently fail to resonate with modern learners, thereby impeding optimal vocabulary acquisition. As conventional instructional environments struggle to maintain student focus and engagement, the search for viable, contemporary solutions has directed educators to explore the utility of digital social platforms. Currently, one of the most prominent digital platforms utilized extensively by the student demographic is TikTok. Functioning as a social media application that delivers short, highly engaging video content, TikTok exhibits profound potential as a general educational medium. By merging entertainment with structured educational content, the platform facilitates accessible and rapid information dissemination through concise videos, establishing itself as a highly relevant tool for modern educational requirements (Bernard, 2021). Utilizing such digital platforms allows educators to transition away from monotonous teaching techniques and instead adopt interactive methodologies that naturally capture and sustain students' attention throughout the learning process.

The platform's inherent structural features—including advanced visual effects, seamless text integration, and high-quality audio support—render it exceptionally suitable for presenting educational materials in a visually attractive and cognitively accessible manner. From a pedagogical standpoint, TikTok's multimedia capabilities, combined with its widespread familiarity among the student population, formulate a highly effective mechanism for elevating both engagement and motivation within formal learning environments. Consequently, it operates as an innovative and highly relevant general solution for supporting language acquisition in a contextualized, meaningful way. Within broader educational sectors, this platform has already been strategically utilized to distill complex academic concepts through brief visual presentations, stimulate student creativity in digital content generation, and boost active participation through methods that align seamlessly with the preferred multimodal learning styles of the current generation. Ultimately, leveraging these interactive digital tools provides a practical pathway to resolving the engagement deficit frequently observed in traditional vocabulary instruction.

Previous scientific literature has increasingly validated the specific utilization of TikTok as a highly effective intervention for improving students' vocabulary proficiency. Bernard (2021) established that the application uniquely merges entertainment with education, offering a variety of features that enable learners to access language intuitively and recognize diverse vocabulary types through exposure to authentic, real-world content. The platform's unprecedented surge in global popularity has been directly attributed to these highly engaging features, which include intuitive video creation tools, complex multimedia synthesis, and robust peer-to-peer content-sharing capabilities (Erwani et al., 2022). In the specific context of student learning, TikTok provides distinct and measurable advantages over alternative digital applications, primarily due to its concise and easily digestible video format. The

inherently short duration of these instructional videos ensures that students can absorb specific linguistic data rapidly and efficiently, thereby minimizing the risk of cognitive overload or fatigue.

Furthermore, scholarly discourse heavily emphasizes the platform's sophisticated algorithmic capacity to personalize content based on individual user preferences, a feature that strategically assists students in organically discovering educational materials such as targeted English vocabulary lessons that align with their intrinsic learning interests. Through diverse creative outputs like video tutorials and short contextual dialogues, TikTok supplies ample opportunities for learners to practice both receptive and productive language skills in an enjoyable setting. Bahri et al. (2022) highlighted that online English learning platforms successfully attract younger demographics because instructional materials are presented simply yet effectively, completely avoiding monotony through appealing text displays and clear audio delivery. User interactions consistently corroborate that such content actively accelerates the comprehension of complex English materials. Contextualizing this specific solution for the Indonesian educational landscape, Erwani et al. (2022) concluded that TikTok represents an interactive and highly effective alternative for educators to teach English. Iffah et al. (2024) reinforced this by confirming that the widespread utilization of TikTok among Indonesians logically mandates its integration as an active, supportive medium in modern teaching and learning frameworks, significantly improving classroom interaction and engagement.

Despite the robust and growing body of literature advocating for the integration of TikTok in educational settings, previous studies have exhibited critical limitations, particularly regarding the lack of in-depth analyses concerning the specific types of content or targeted application features that are most optimal for English language learning. The majority of earlier research has primarily focused on capturing students' generalized perceptions of the platform, or has documented the use of TikTok as a broad, unstructured learning medium without clearly isolating the most influential content types. Furthermore, the empirical scope of these existing studies has frequently been restricted to subjective self-assessments of speaking improvement—often lacking corroboration from standardized, objective performance measurements—or has been confined to isolated, non-comparative assessments of vocabulary improvement within a single classroom context. Recognizing this substantial research gap, it becomes theoretically and practically imperative to conduct targeted analytical studies that evaluate the diversity of specific TikTok content. This necessitates a pivot toward employing rigorous quantitative or mixed-method approaches to objectively measure the concrete impact of specialized, curated TikTok content on distinct aspects of students' English language competence.

Addressing this established empirical gap, the primary aim of this study is to determine whether the implementation of the specific “My English Study” educational channel on the TikTok application can objectively and significantly improve the vocabulary mastery of eighth-grade students at SMP Negeri 1 Tilogkabila. The novelty of this research lies in its deliberate transition from viewing TikTok as a generalized entertainment platform to rigorously examining a targeted, structured educational channel, thereby providing precise empirical justification for the hypothesis that curated multimodal content significantly accelerates vocabulary acquisition. The scope of the study is strictly confined to the utilization of the “My English Study” channel as an instructional medium for eighth-grade students operating under the Independent Curriculum. The targeted learning material is specifically delimited to descriptive texts, with a strict focus on two primary word classes: adjectives and nouns. Students are provided with structured learning experiences using carefully selected instructional videos uploaded between May and October 2023 covering specific topics such as body parts, animals, and household items designed to train students to respond to meanings accurately and fluently in daily life contexts. Ultimately, this study is expected to yield both profound theoretical insights into digital media integration and actionable practical implications for developing creative, technology-relevant English teaching strategies.

2. RESEARCH METHODOLOGY

Research Design

This study employed a quantitative research methodology utilizing a one-group pre-test and post-test experimental design. This framework involved a single experimental group that received an instructional intervention via the TikTok application. Quantitative research fundamentally constitutes an empirical investigation focusing on the collection and analysis of measurable, numerical data. As

articulated by Ali et al. (2022), this approach is designed to generate novel findings through rigorous statistical procedures and structured quantification.

Population and Sample

The target population for this study comprised 160 eighth-grade students, distributed across six classes, at SMP Negeri 1 Tilongkabila. This specific demographic was selected because junior high school students generally demonstrate a more advanced stage of language development and exhibit high engagement with social media platforms, particularly TikTok. Furthermore, the selected institution possesses reliable internet infrastructure, a crucial prerequisite for integrating digital applications into the learning environment. Students at this educational level also tend to be highly familiar with digital English content, rendering them an appropriate population for this digital-based intervention.

From this population, a sample of 26 students from a single eighth-grade class was selected utilizing a purposive sampling technique. The primary criterion for this selection was the students' comparatively low baseline academic performance in English subjects, ensuring the intervention targeted learners who necessitated significant instructional support. The data derived from this purposive sample are anticipated to yield representative insights applicable to the broader student population within similar educational contexts.

Research Instrument

The primary instrument utilized to gather empirical data was an objective test, administered in two phases: a pre-test and a post-test. The test comprised multiple-choice and fill-in-the-blank questions, enabling standardized and quantifiable measurements of student proficiency. Employing rigorously tested instruments guarantees the accuracy and comprehensiveness of the data, thereby precisely reflecting the intervention's contribution to skill enhancement. The established reliability of this data subsequently provides a robust foundation for drawing valid academic conclusions. The research instrument comprised 11 noun items and 14 adjective items to measure students' vocabulary proficiency contextually.

Instrument Validity

Test validity indicates the degree of accuracy with which an instrument measures the specific variables it was designed to assess. Within scientific research, validity is an essential prerequisite, ensuring that the collected data authentically reflect the investigated phenomena and allowing researchers to formulate credible academic conclusions. In this study, the instrument underwent a pilot test involving 25 distinct Grade VIII students to evaluate its validity. The subsequent statistical analysis determined that 15 of the original 40 test items failed to meet the established statistical thresholds and were consequently discarded as invalid. Thus, only the remaining 25 valid items were utilized during the actual evaluation phases to guarantee accurate and consistent measurement of the students' listening skills.

Instrument Reliability

Reliability denotes the extent to which a measurement instrument yields consistent and stable results across repeated administrations under uniform conditions. It acts as a critical indicator of trustworthiness, confirming that the gathered data are largely free from random errors and accurately represent the stability of the measured variables. High reliability provides researchers with the confidence that observed variations in test scores stem from genuine differences in student ability rather than structural weaknesses within the instrument itself. The instrument's reliability was established with a Cronbach's Alpha of 0.812, indicating very high reliability.

Data Collection Procedure

In quantitative methodologies, rigorous data collection techniques are imperative for acquiring precise empirical evidence. This study utilized the pre-test and post-test method, a standard approach for evaluating the efficacy of an instructional intervention by establishing baseline conditions and measuring subsequent changes.

Pre-Test Administration

Prior to the implementation of the experimental treatment, a pre-test was administered to the sample group. This initial assessment served to establish the students' baseline vocabulary abilities, functioning as a comparative benchmark against the eventual post-test results to quantify the intervention's impact.

Treatment Phase

The treatment constituted the core experimental intervention, during which students were introduced to the "My English Study" channel on the TikTok platform by the researcher. The instructional materials specifically focused on descriptive text vocabulary—predominantly nouns and adjectives—aligning with the school's eighth-grade curriculum.

The treatment phase encompassed six structured meetings. The instructional materials specifically focused on descriptive text vocabulary, predominantly nouns and adjectives. The researcher introduced TikTok as an educational tool, guiding students through thematic videos such as favorite friends, animals, house, school supplies, food, and tourist attractions. Each session involved brainstorming, vocabulary identification, reading comprehension, and descriptive writing tasks, culminating in targeted educator feedback.

Post-Test Administration

Following the conclusion of the six-session treatment phase, a post-test was administered to the participants. The primary objective of this final evaluation was to quantitatively assess the cognitive changes resulting from the intervention. These scores were systematically compared against the pre-test data to determine the overall instructional effectiveness of the "My English Study" TikTok videos.

Data Analysis

Data analysis constitutes a pivotal phase in empirical research, establishing the foundation for assessing the validity and reliability of the gathered evidence. This systematic process involves managing, interpreting, and applying appropriate statistical techniques to the collected numerical data. The primary objective of this analysis is to ensure that all academic conclusions are derived from objective, quantifiable, and verifiable evidence, thereby securing the study's scientific credibility and neutralizing subjective bias. Consequently, the analytical outcomes provide a robust framework for formulating empirical recommendations and guiding future academic inquiries.

To facilitate systematic interpretation, the students' achievement levels were categorized based on an established assessment scale, grouping scores into five tiers: very low, low, medium, high, and very high. This structured classification clarifies the mastery distribution and systematically highlights variations in student ability, allowing the research findings to be presented in an accessible and highly informative manner.

3. RESEARCH FINDING AND DISCUSSION

Research Findings

This section presents the quantitative outcomes regarding the implementation of the "My English Study" TikTok channel as a medium to enhance the vocabulary mastery of eighth-grade students at SMP Negeri 1 Tilongkabila. The analysis encompasses pre-test and post-test data, complemented by statistical comparisons that quantify the magnitude of the instructional medium's impact on students' linguistic skills.

Students' Baseline Vocabulary Proficiency (Pre-Test Results)

Prior to the implementation of the TikTok-based learning strategy, a pre-test was administered to establish a baseline evaluation of the students' initial vocabulary proficiency. The cumulative score achieved by the 26 participating students was 1,064, yielding a mean score of 40.92%. This average positioned the students' collective performance within the "Low" category, falling significantly below the institution's minimum passing requirements.

Table 1. Students' score of pre-test

Pre-Test			
Score	Category	frequency	Percentage
0-34	Very Low	4	15.38%
35-54	Low	20	76.92%
55-64	Medium	2	7.69%
65-84	High	0	0%
85-100	Very High	0	0%
Total		26	100%

The pre-test frequency distribution (Table 6) revealed that a vast majority of the students (76.92%) were classified in the "Low" category, while an additional 15.38% fell into the "Very Low" category. Cumulatively, nearly 90% of the sample population commenced the study with insufficient vocabulary competence, indicating profound difficulties in basic vocabulary comprehension. Only a marginal proportion (7.69%) reached the "Medium" category.

Table 2. Students' Score in Each Indicator (Pre-Test)

Word Class	Number of Items	Total Point	Max Point	Percentage of correct answer
Noun	11	132	286	36,26%
Adjective	14	131	364	45,80%

Furthermore, an analysis of specific word classes (Table 7) highlighted variations in baseline proficiency. Students demonstrated marginally better comprehension of adjectives (45.80% accuracy) compared to nouns (36.26% accuracy). These initial metrics underscored an urgent need for targeted instructional feedback, particularly concerning word class selection and contextual usage, to rectify these foundational linguistic deficiencies.

Implementation of the Instructional Intervention (Treatment Phase)

To address the identified vocabulary deficits, researchers utilized the TikTok platform as the primary treatment medium over six sessions, each lasting 80 minutes. The overarching objective was to leverage the "My English Study" channel to familiarize students with the structural and contextual applications of nouns and adjectives within descriptive texts.

The instructional progression was designed inductively, building from foundational recognition to active contextual application across various themes including "Favorite Friends," "Animals," "House," "School Supplies," "Food," and "Around Town." Over the course of the intervention, longitudinal tracking of vocabulary acquisition indicated consistent developmental progress.

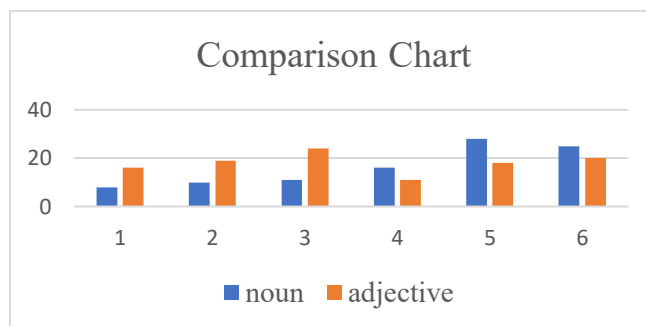


Figure 1. Comparison Chart of Nouns and Adjectives Mastery per Session

As illustrated in Figure 1, while initial familiarity leaned heavily toward adjectives (16 words identified in session 1 compared to 8 nouns), sustained exposure to targeted multimedia content fostered a balanced and expanding acquisition of both word classes. By the final sessions, noun identification peaked at 28 words, demonstrating the establishment of a highly interactive and contextualized learning environment.

Students' Post-Intervention Vocabulary Proficiency (Post-Test Results)

Following the completion of the six-session intervention, a post-test was administered to quantify the instructional impact. The cumulative score surged to 1,948, producing a substantially elevated mean score of 74.92%.

Table 3. Students' Score of Post-Test

Post-Test			
Category	Score	Frequency	Percentage
Very Low	0-34	0	0%

Low	35-54	2	7,69%
Medium	55-64	5	19,23%
High	65-84	19	65,38%
Very High	85-100	2	7,69%
Total		26	100%

The post-test frequency distribution (Table 8) highlighted a dramatic categorical shift. The majority of students (65.38%) advanced into the "High" category, indicating a robust understanding of targeted vocabulary. Furthermore, 7.69% of the cohort reached the "Very High" category, demonstrating excellent, advanced mastery in applying vocabulary across varied contexts.

Table 4. Students' Score in Each Indicator (Post-Test)

Word Class	Number of Items	Total Point	Max Point	Percentage of correct answer
Noun	11	211	286	57,97%
Adjective	14	276	364	96,50%

In terms of specific linguistic components (Table 9), mastery across both tested word classes increased significantly. Noun comprehension rose to 57.97%, establishing a solid foundation for constructing meaning. Most notably, adjective comprehension reached an exceptional 96.50% accuracy. This superior proficiency enabled students to articulate qualities and characteristics with precise detail, substantially enriching their expressive language capabilities.

Statistical Hypothesis Verification

To rigorously determine the statistical significance of the observed proficiency enhancements, a paired samples t-test was conducted comparing the pre-test and post-test data.

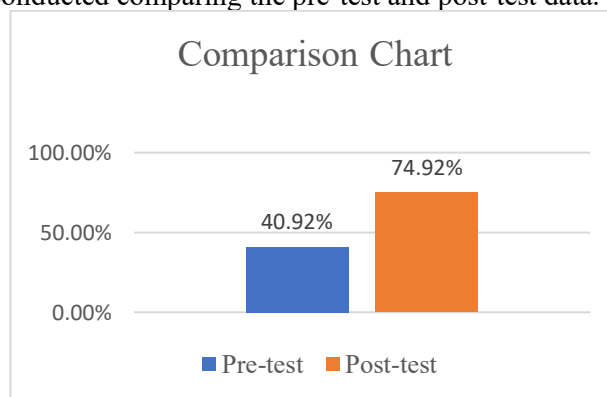


Figure 2. Comparison Chart of Pre-Test and Post-Test Average Scores

Figure 2 visually demonstrates the relative improvement of 83.08% from the pre-test baseline (40.92%) to the post-test (74.92%), providing compelling evidence that the TikTok-based strategy successfully accelerated vocabulary acquisition.

Table 5. Hypothesis verification

Paired Samples Test					t	df	Sig. (2-tailed)		
Pair	Paired Differences Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
				Lower	Upper				
1	pretest - posttest	34.00	9.28	1.82	30.25	37.75	18.686	25	0.000

The statistical analysis (Table 5) yielded a mean difference of 34.00, corroborated by a substantial t-value of 18.686 ($df = 25$). The resultant significance value (p-value) was 0.000, which is definitively lower than the established alpha threshold of 0.05. Additionally, the 95% confidence interval of the difference (30.25 to 37.75) did not encompass zero, verifying the absolute reliability of the improvement. Consequently, the null hypothesis (H_0) was firmly rejected, and the alternative hypothesis (H_1) was accepted.

Discussion

The empirical findings of this research unequivocally demonstrate that utilizing the "My English Study" channel via the TikTok application significantly elevated students' vocabulary mastery. The dramatic transition of the cohort's average score from the "Low" baseline to the "High" post-test category provides robust validation for the efficacy of digital, multimodal interventions in modern language education.

These outcomes align seamlessly with the theoretical framework established by Afidah et al. (2022), which positions vocabulary as the indispensable foundation of language learning that dictates communicative efficacy. Prior to the intervention, students exhibited pervasive difficulties in recall, semantic comprehension, and contextual application—challenges consistent with those documented by Aristya (2018) among junior high school populations. However, the structured, repeated exposure to vocabulary through the TikTok medium effectively neutralized these barriers, fostering autonomy and linguistic confidence.

The observed enhancements are intrinsically linked to the distinct pedagogical advantages of technology-based media. Consistent with the assertions of Said et al. (2023) and Alfiana et al. (2024), the integration of rich multimedia elements (audio, visual text, and dynamic imagery) facilitated a highly engaging, interactive learning paradigm. TikTok's format delivered simultaneous audio-visual input, effectively accommodating varied cognitive learning styles. Muhammad et al. (2024) corroborate this mechanism, arguing that such rich language input prevents rote memorization, instead allowing students to absorb pronunciation, semantics, and context concurrently. Furthermore, Erwani et al. (2022) note that features inherent to TikTok naturally sustain student attention, directly combatting the monotony of conventional instructional methods.

Crucially, the success of the "My English Study" channel resided in its thematic, contextualized delivery of vocabulary. By organizing content around familiar daily concepts, the intervention aligned with Nita et al.'s (2023) premise that vocabulary acquisition is optimized when embedded in authentic, relatable scenarios.

An analytical focal point of the results is the disparate magnitude of improvement between word classes; adjective mastery (96.50%) vastly outpaced noun mastery (57.97%). This phenomenon can be attributed to the high frequency and repetitive exposure of descriptive language inherent in the selected videos. As Zhang (2022) postulates, repeated linguistic exposure exponentially increases retention and comprehension. The visual nature of the platform inherently emphasized the visual characteristics (adjectives) of the subjects presented, thereby solidifying those specific semantic connections more rapidly than the corresponding noun labels. Ultimately, the interactive and culturally relevant nature of the platform stimulated intrinsic motivation and creative engagement, echoing Rahardaya's (2021) conclusions regarding social media's positive impact on student confidence.

Limitations of the Research

While the empirical findings are highly encouraging, several limitations inherent to the study's design must be acknowledged. First, the research scope was restricted to a specific cohort of 26 eighth-grade students at SMP Negeri 1 Tilongkabila. Consequently, the statistical generalizations derived from this sample may not perfectly extrapolate to differing educational strata or institutions with variant socio-cultural or technological infrastructure.

Secondly, the experimental treatment was executed over a highly concentrated duration of six sessions. This abbreviated timeframe precludes a longitudinal analysis of the intervention; thus, the long-term cognitive retention of the acquired vocabulary remains unmeasured. Finally, a structural limitation exists within the research instrument following the validity testing, which resulted in an unequal distribution of test items (11 noun items versus 14 adjective items). This discrepancy

introduces a potential imbalance in the cumulative assessment of word-class mastery, necessitating cautious interpretation of the comparative results. Future researchers are explicitly advised to utilize symmetrically balanced, longitudinally deployed instruments across wider demographics to further validate these foundational findings.

4. CONCLUSION AND SUGGESTIONS

This study concludes that integrating the TikTok application, specifically the “My English Study” channel, significantly enhances the English vocabulary mastery of eighth-grade students. The empirical data demonstrated a substantial increase in proficiency, with average scores rising from 40.92% (pre-test) to 74.92% (post-test) and a statistically significant p-value of 0.000. These findings prove that utilizing concise, multimodal, and contextual digital content effectively transforms passive learners into active, motivated participants.

By shifting from conventional, rote-memorization methods to interactive social media platforms, this research contributes empirically to the growing body of knowledge on technology-integrated language learning. It validates that platforms like TikTok offer meaningful pedagogical benefits by accommodating diverse learning styles through audio-visual stimuli. The practical implication is that educators should actively incorporate curated social media content to contextualize vocabulary instruction and foster autonomous learning.

To build upon these findings, future research should investigate the long-term retention of vocabulary acquired through social media. Additionally, exploring the efficacy of TikTok across broader demographics and its potential impact on other language skills such as speaking, listening, and writing will further illuminate its comprehensive educational utility.

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