
Academia Open



By Universitas Muhammadiyah Sidoarjo

Academia Open

Vol. 10 No. 2 (2025): December
DOI: 10.21070/acopen.10.2025.11463

Table Of Contents

Journal Cover	1
Author[s] Statement	3
Editorial Team	4
Article information	5
Check this article update (crossmark)	5
Check this article impact	5
Cite this article.....	5
Title page	6
Article Title	6
Author information	6
Abstract	6
Article content	8

Originality Statement

The author[s] declare that this article is their own work and to the best of their knowledge it contains no materials previously published or written by another person, or substantial proportions of material which have been accepted for the published of any other published materials, except where due acknowledgement is made in the article. Any contribution made to the research by others, with whom author[s] have work, is explicitly acknowledged in the article.

Conflict of Interest Statement

The author[s] declare that this article was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

Copyright Statement

Copyright © Author(s). This article is published under the Creative Commons Attribution (CC BY 4.0) licence. Anyone may reproduce, distribute, translate and create derivative works of this article (for both commercial and non-commercial purposes), subject to full attribution to the original publication and authors. The full terms of this licence may be seen at <http://creativecommons.org/licenses/by/4.0/legalcode>

Academia Open

Vol. 10 No. 2 (2025): December
DOI: 10.21070/acopen.10.2025.11463

EDITORIAL TEAM

Editor in Chief

Mochammad Tanzil Multazam, Universitas Muhammadiyah Sidoarjo, Indonesia

Managing Editor

Bobur Sobirov, Samarkand Institute of Economics and Service, Uzbekistan

Editors

Fika Megawati, Universitas Muhammadiyah Sidoarjo, Indonesia

Mahardika Darmawan Kusuma Wardana, Universitas Muhammadiyah Sidoarjo, Indonesia

Wiwit Wahyu Wijayanti, Universitas Muhammadiyah Sidoarjo, Indonesia

Farkhod Abdurakhmonov, Silk Road International Tourism University, Uzbekistan

Dr. Hindarto, Universitas Muhammadiyah Sidoarjo, Indonesia

Evi Rinata, Universitas Muhammadiyah Sidoarjo, Indonesia

M Faisal Amir, Universitas Muhammadiyah Sidoarjo, Indonesia

Dr. Hana Catur Wahyuni, Universitas Muhammadiyah Sidoarjo, Indonesia

Complete list of editorial team ([link](#))

Complete list of indexing services for this journal ([link](#))

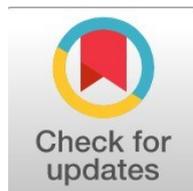
How to submit to this journal ([link](#))

Academia Open

Vol. 10 No. 2 (2025): December
DOI: 10.21070/acopen.10.2025.11463

Article information

Check this article update (crossmark)



Check this article impact (*)



Save this article to Mendeley



(*) Time for indexing process is various, depends on indexing database platform

TikTok Videos Support Students' Vocabulary Mastery in Junior High School: Video TikTok Dukung Penguasaan Kosakata Siswa di Sekolah Menengah Pertama

Tria Miranda, mirandateria@gmail.com (*)

Program Studi Bahasa Inggris , STKIP Muhammadiyah Pagaram , Indonesia

Tri Rohani, liehans33@gmail.com

Program Studi Bahasa Inggris , STKIP Muhammadiyah Pagaram , Indonesia

Umi Kalsum, umkagoan@gmail.com

Program Studi Bahasa Inggris , STKIP Muhammadiyah Pagaram , Indonesia

(*) Corresponding author

Abstract

General Background: Vocabulary mastery is essential for language proficiency, yet many junior high school students in Indonesia struggle with vocabulary acquisition. **Specific Background:** Traditional, textbook-based methods often fail to engage Generation Z learners, prompting the need for innovative, tech-integrated pedagogies. **Knowledge Gap:** While prior studies have explored social media for language learning, few have examined TikTok's effectiveness in formal junior high school contexts in Indonesia. **Aims:** This study investigates the impact of TikTok-based instruction on vocabulary mastery among seventh-grade students at SMP Muhammadiyah Pagaram. **Results:** Using a quasi-experimental design, the study revealed that the experimental group, taught with TikTok videos, significantly outperformed the control group in vocabulary post-tests, with a mean improvement of 44.83 points compared to 29.33 points. **Novelty:** Unlike prior research focused on university settings or informal learning, this study applies TikTok pedagogically within a structured junior high school environment, demonstrating its potential beyond entertainment. **Implications:** The findings suggest that integrating TikTok into English instruction enhances student engagement, retention, and confidence, offering a viable alternative to conventional methods and encouraging educators to embrace digital platforms aligned with students' media habits.

Highlight :

- TikTok-based instruction significantly improved students' vocabulary mastery compared to traditional methods, showing higher post-test scores and engagement.
- Students in the experimental group demonstrated greater motivation and retention, aided by interactive, visual, and auditory content from TikTok videos.
- The study supports integrating social media into formal education, offering practical benefits in language learning and suggesting broader pedagogical applications.

Keywords : TikTok, Vocabulary Mastery, Language Learning, English Education, Junior High School

Academia Open

Vol. 10 No. 2 (2025): December
DOI: 10.21070/acopen.10.2025.11463

Published date: 2025-07-01

Introduction

Mastery of English vocabulary is a foundational aspect of language proficiency, as it significantly supports the development of the four core skills: listening, speaking, reading, and writing[1]. A rich vocabulary allows students not only to understand texts but also to express ideas more clearly and effectively. However, many students in Indonesia, including those at SMP Muhammadiyah Pagaram, continue to face difficulties in vocabulary acquisition, such as trouble remembering word meanings, spelling, pronunciation, and contextual usage. These obstacles often result in reduced motivation, poor classroom engagement, and lower academic achievement.

Traditional teaching methods that rely heavily on rote memorization and textbook-based exercises are often perceived as monotonous and disengaging [2]. As a result, students tend to view English as a difficult and uninspiring subject. Several studies [3] [4] have shown that conventional methods may limit students' long-term retention and fail to accommodate diverse learning styles, particularly those of Generation Z learners. This condition prompts the need for innovative instructional strategies that are more interactive and relevant to students' everyday experiences[5].

In the digital era, social media platforms have emerged not only as tools for entertainment but also as potential instruments for education. Among these, TikTok stands out due to its popularity among teenagers and its short, engaging video format that caters to both visual and auditory learners. Research by [6] suggests that TikTok can enhance language input and provide meaningful exposure through user-generated content. Meanwhile, a more recent study in the *ASEAN Journal of Educational Technology* [7] demonstrated that TikTok-based vocabulary instruction significantly improved retention rates and learner enthusiasm in high school settings.

Despite such promising findings, there remains a notable gap in the literature regarding the application of TikTok in formal education at the junior high school level—particularly within the Indonesian context. Most existing studies have been conducted at the university level or in informal learning environments[8]. Additionally, limited research compares the effectiveness of TikTok with traditional vocabulary instruction methods in terms of measurable learning outcomes and student engagement.

As teachers continue to navigate the evolving landscape of digital education, it becomes crucial to explore how popular platforms like TikTok can be leveraged not just for communication or entertainment, but as meaningful pedagogical tools in the classroom[9].

This study seeks to contribute to the growing body of media-assisted language learning research by specifically investigating the impact of TikTok videos on vocabulary mastery among seventh-grade students at SMP Muhammadiyah Pagaram. In contrast to previous studies, such as [6], which focused on university-level learners in informal contexts, this research highlights the formal application of TikTok in junior secondary education—a level where its pedagogical potential remains largely underexplored. Furthermore, by integrating up-to-date technological trends with structured classroom objectives, this study aims to offer practical insights for teachers seeking to modernize English instruction in line with students' digital habits and cognitive preferences[10][11].

Based on this context, the present study aims to explore the effectiveness of TikTok videos in expanding the vocabulary mastery of seventh-grade students at SMP Muhammadiyah Pagaram. It is hoped that this research contributes to the growing knowledge on digital media integration in language learning and inspires educators to adopt engaging and contemporary approaches in the classroom.

Method

A. Research Design

This study employed a quasi-experimental design, specifically a pre-test and post-test control group design, to evaluate the effectiveness of incorporating TikTok videos into English vocabulary instruction[12]. This design was selected over a randomized control trial due to the existing class arrangements at SMP Muhammadiyah Pagaram, which made random assignment impractical. The quasi-experimental approach allowed the researcher to maintain ecological validity while still enabling comparison between instructional interventions[13].

The main objective was to determine whether short-form video content from TikTok could significantly improve students' mastery of vocabulary related to greetings and farewells[14]. This design enabled the observation of measurable changes in students' vocabulary performance before and after the intervention, and comparison of learning outcomes between two different teaching methods[15][16].

The participants were divided into two distinct groups:[17]

1. Experimental group: Received instruction using selected TikTok videos that introduced and reinforced target vocabulary through visual, auditory, and contextual cues.
2. Control group: Was taught using conventional methods, such as textbook-based vocabulary exercises, teacher explanations, and written dialogues without multimedia.

The research design structure is as follows:[18]

Group	Pre-Test	Treatment	Post-Test
Experimental Group	O ₁	X	O ₂
Control Group	O ₃	C	O ₄

Where:

- O₁/O₃ = Pre-test results
- O₂/O₄ = Post-test results
- X = TikTok-based instruction
- C = Conventional instruction

B. Participants and Sampling

The population comprised 245 seventh-grade students of SMP Muhammadiyah Pagaram in the academic year 2024/2025. Using purposive sampling, two existing classes were selected based on:[19]

- Class schedule availability
- Teacher recommendation
- Student readiness and digital access

The selected classes were:

- Class VII.2 (Experimental group): 30 students
- Class VII.3 (Control group): 30 students

C. Teaching Procedures

Both groups received instruction aligned with the same syllabus and learning objectives, focusing on greetings and farewells. The differences lay in instructional media and delivery:[20]

- Experimental class: TikTok videos were used as visual and contextual input. Students watched videos, participated in discussions, engaged in role-plays, and created their own short content in groups[21].
- Control class: Taught through conventional methods using textbook materials, teacher lectures, and written vocabulary exercises[22].

The learning process took place over eight sessions, covering subtopics such as basic greetings, expressions for parting, and real-life conversational situations.

D. Instruments

The main research instrument used in this study was a 20-item multiple-choice test designed to assess students' vocabulary mastery related to greetings and farewells. The test items were constructed based on the junior high school English syllabus and supported by vocabulary acquisition theory as proposed by [23]. To ensure the quality and appropriateness of the instrument, a try-out was conducted with a different class outside the research sample. Content validity was established through expert judgment and alignment with relevant curriculum indicators, as detailed in the blueprint provided in Appendix A. In terms of reliability, the instrument demonstrated high internal consistency, with a Cronbach's Alpha coefficient of 0.877. Furthermore, the lowest corrected item-total correlation (r-item-total) was 0.41, indicating that each test item made a meaningful contribution to the overall score and none were considered weak or misleading.

E. Data Collection Technique

Two types of test were administered:[24]

- Pre-test: Conducted before the intervention to both groups, to measure baseline vocabulary knowledge[25].
- Post-test: Administered after treatment to measure vocabulary improvement and compare between groups[26].

F. Data Analysis

The quantitative data were analyzed using SPSS 24, selected for its accuracy, user-friendliness, and ability to handle educational data analysis with robust statistical tools[27].

Before conducting hypothesis testing, the data were first tested for assumptions of parametric statistics, particularly:[28]

1. Normality: Checked using the Shapiro–Wilk test, which confirmed that the score distributions in both groups followed a normal curve ($p > 0.05$).
2. Homogeneity of Variance: Assessed using Levene’s Test, which showed equal variances between groups ($p > 0.05$), validating the use of t-tests.

The following analyses were then performed:[29]

1. Paired Sample t-test: To analyze the significance of students’ vocabulary improvement within each group (pre- vs post-test).[30]
2. Independent Sample t-test: To compare the post-test performance between the experimental and control groups.[31]

G. Hypothesis Testing Criteria

The null hypothesis (H_0) was rejected if the t-count $>$ t-table at the significance level of 0.05 with degrees of freedom ($df = 58$ ($N - 2$)). The result of the pilot test yielded a t-count of 8.38, which exceeded the t-table value of 2.021, indicating a statistically significant difference in vocabulary mastery between students taught with TikTok videos and those taught with conventional methods[32][33].

Result and Discussion

A. Research Findings

The purpose of this study was to find out how well the TikTok app works as a teaching tool to improve students' command of English vocabulary, especially when it comes to welcomes and farewells[34]. Two classrooms were chosen as the sample for the study, which focused on seventh-grade pupils at SMP Muhammadiyah Pagaram. While the control class (VII.3) was taught using traditional techniques without the use of digital media or social applications, the experimental class (VII.2) was treated with TikTok-based education. The purpose of this study was to ascertain whether using innovative and captivating digital content, as opposed to more conventional teaching methods, may result in improved learning results.[35]

Short videos that featured real-world English expressions in authentic settings were used to introduce the TikTok-based approach to the experimental class. These movies were picked with care to match the curriculum and learning goals. In addition to passively seeing the vocabulary, students were urged to engage with the material through role-plays, conversations, and even the production of original videos. This interactive method was created to improve vocabulary retention and make learning more fun[36][37].

The control group, on the other hand, used a more traditional teaching approach that included teacher-led discussions, textbook explanations, and group or pair projects. Although the content was identical, the distribution mechanism lacked the captivating visual appeal that defined the TikTok-based approach[38]. The primary variable being examined was the variation in instructional media, and the findings aimed to determine the extent to which the digital platform would influence student learning[39]. Data collection was carried out through the administration of pre-tests and post-tests in both classes. The pre-test aimed to assess students’ initial vocabulary knowledge, while the post-test measured their progress after the intervention[40]. The data obtained were analyzed using both descriptive and inferential statistics to evaluate improvements within each group and to compare the effectiveness between the two teaching methods. The results were then presented in the form of frequency tables, mean scores, standard deviations, graphs, and statistical test outputs (including paired sample t-tests and independent sample t-tests)[41][42].

It was clear from the analysis that students in the experimental class improved their vocabulary competence more than those in the control group. The TikTok-based learning approach had a significant and beneficial impact on students' vocabulary development, as evidenced by the statistical significance of this result[43]. These results offer insightful information on how digital media may be used into language instruction and imply that sites like TikTok can be useful instruments for improving learning outcomes and student engagement[44].

1. Descriptive Statistics of Pre-Test and Post-Test

a. Pre-Test Results

The pre-test results indicate that prior to the treatment, students in both groups had low vocabulary mastery, with the majority falling into the “Fail” and “Poor” categories.

b. Post-Test Results

The post-test scores show a significant improvement in the experimental class, with several students reaching the “Excellent” category. Meanwhile, the control class improved moderately, with most students remaining in the “Average” category[45].

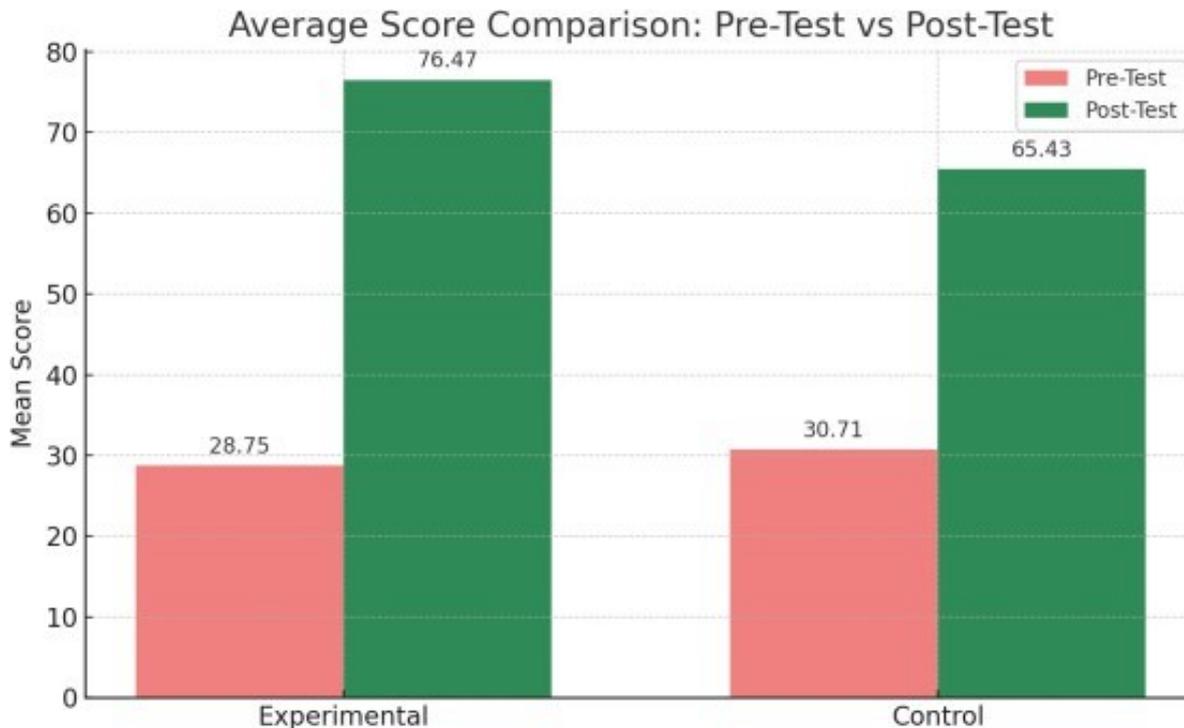


Figure 1. Average score comparison: pre-test vs post-test

B. Discussion

The findings of this study demonstrate that using TikTok as a learning medium has a significant effect on improving students’ English vocabulary mastery.

1. Improvement in the Experimental Class

The analysis of the Paired Sample t-test results for the experimental group revealed a p-value of 0.000 and a t-obtained value of -19.039, which surpasses the critical t-table value of 2.045. This finding indicates a statistically significant difference between the pre-test and post-test scores of students in the experimental class. The mean score increased by 44.83 points, showing a notable improvement in students’ vocabulary achievement following the TikTok-based instructional intervention[46].

This substantial increase illustrates that the integration of TikTok as a learning tool had a positive influence on students’ English vocabulary development[47]. The videos used in the learning process presented practical and relatable conversational contexts, which made it easier for students to grasp new vocabulary. In addition, the use of multimedia content allowed learners to associate words with visual and auditory cues, enhancing their comprehension and retention. Therefore, it can be concluded that incorporating TikTok into vocabulary instruction not only improved academic performance but also increased student engagement and interest in learning English[48].

2. Improvement in the Control Class

Although the control class also showed improvement, the gain was notably smaller. The Paired Sample t-test yielded a p-value of 0.000 with a t-value of -14.447, and an average score increase of 29.33 points. While this improvement is statistically significant, it indicates that conventional teaching methods are less effective compared to TikTok-based learning.

3. Comparison Between the Two Groups

The Independent Sample t-test revealed a significant difference ($p = 0.000$) between the post-test scores of the experimental and control groups, with a mean difference of 10.5 points. The t-value of 5.257 supports the conclusion that students in the experimental class performed significantly better than those in the control class.

4. Implications of the Findings

These results are in line with previous studies [6][49], which emphasized that integrating social media like TikTok into language learning increases student motivation, participation, and content retention. TikTok, beyond being an entertainment platform, proved to be an effective educational tool[50].

Several factors contributed to the success of TikTok-based instruction:[51]

- a. Visualization of real-world contexts
- b. Easy access to relevant and engaging content
- c. Active student participation through video creation
- d. Increased self-confidence in using the target language

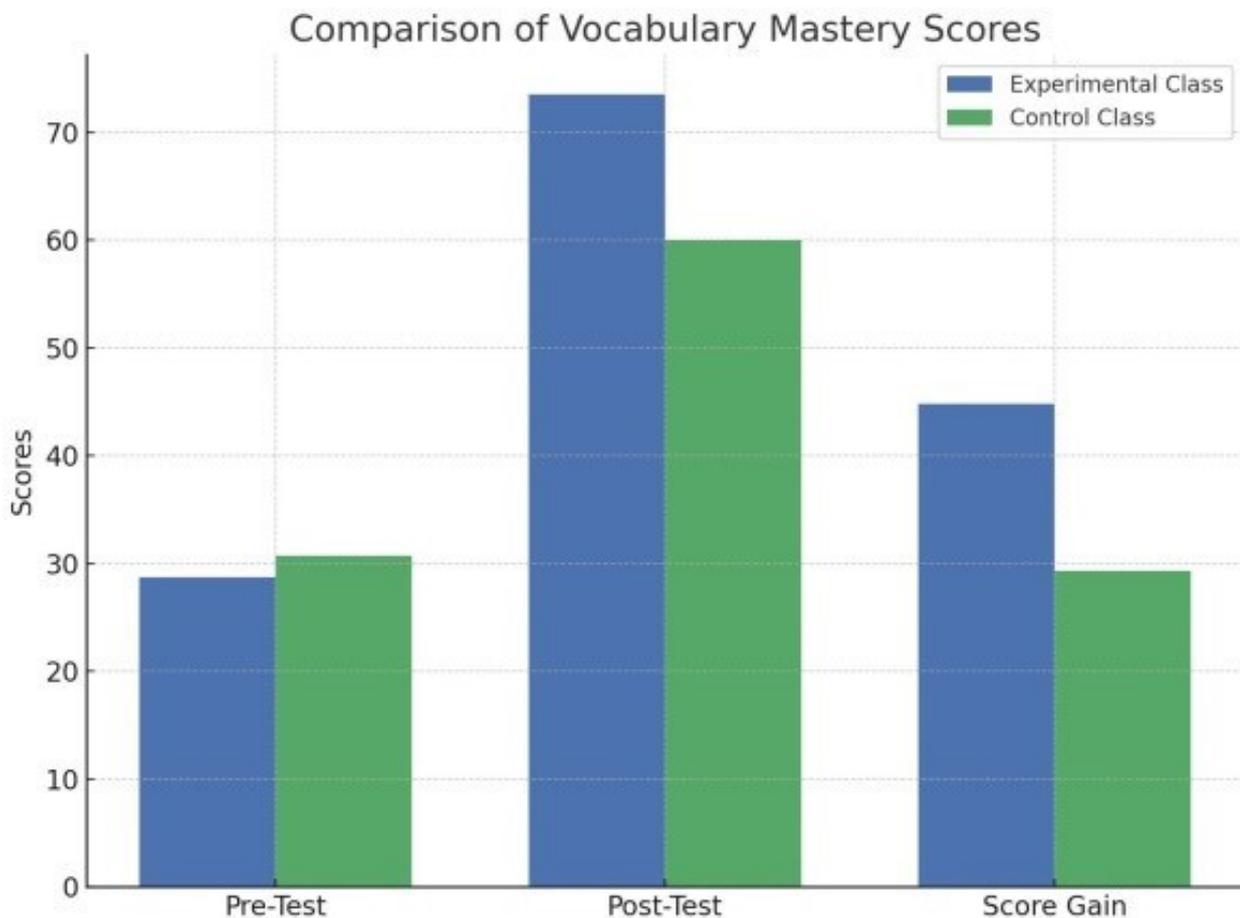


Figure 2. Preliminary Conclusion

The use of TikTok significantly enhances students' vocabulary mastery compared to traditional teaching methods. Interactive, visual, and engaging content helps foster student motivation and deeper learning, resulting in greater vocabulary retention and usage accuracy[52].

Conclusion

This research was conducted to examine the effectiveness of using TikTok as an instructional tool to enhance the English vocabulary mastery of seventh-grade students at SMP Muhammadiyah Pagaram, specifically focusing on the topic of greetings and farewells. The main objective was to assess whether integrating digital media—particularly a widely-used platform like TikTok—could yield measurable improvements in students' language learning outcomes.

The findings revealed a significant improvement in the vocabulary mastery of students who received TikTok-based

Academia Open

Vol. 10 No. 2 (2025): December

DOI: 10.21070/acopen.10.2025.11463

instruction. The paired sample t-test for the experimental group indicated a mean score increase of 44.83 points with a significance level of $p = 0.000$, demonstrating a strong positive effect. The use of engaging, context-rich video content helped students to internalize and retain vocabulary more effectively than traditional methods.

Although the control group also showed an improvement (mean gain of 29.33 points), the increase was relatively lower. The independent sample t-test further confirmed the difference, yielding a mean difference of 10.5 points with $p = 0.000$, indicating that TikTok-based instruction was statistically more effective than conventional teaching methods.

These results offer several pedagogical implications:

1. Increased engagement and motivation: TikTok videos captured students' attention through familiar formats and real-life language use.
2. Active participation and creativity: Students were not only consumers but also content creators, which enhanced their sense of ownership in the learning process.
3. Improved confidence: Exposure to authentic English usage in multimedia formats helped students become more comfortable using new vocabulary in class.

These findings align with those of Pereira & Hitotuzi (2023) and Lakhali (2022), who also emphasized the educational potential of TikTok when used purposefully in language classrooms. This study contributes to the ongoing discourse on media-assisted language learning, affirming that digital platforms can support both academic achievement and soft skill development, including creativity, collaboration, and digital literacy.

However, despite its promising results, this study has certain limitations. First, the duration of the intervention was limited to eight class meetings, which may not fully capture long-term retention effects. Second, the study was conducted within a single school and involved only two classes, which may affect the generalizability of the findings. Third, while the teacher was consistent across both groups, variations in classroom dynamics or student-teacher interaction could also influence outcomes. Lastly, student access to technology outside the classroom was not controlled, which may affect familiarity and comfort with the TikTok format.

Recommendations

Based on the findings, several recommendations can be made:

- a. For educators: Consider integrating TikTok or similar platforms as supplementary media for teaching vocabulary, particularly in topics that benefit from contextual and visual reinforcement.
- b. For schools: Encourage digital literacy programs that responsibly incorporate social media into the curriculum.
- c. For future researchers: Explore the long-term effects of TikTok-based instruction, its impact on other language skills (e.g., speaking or writing), and its effectiveness across different educational levels and diverse student populations.

Acknowledgement

First and foremost, the researcher would like to express deep gratitude to Allah SWT, the Almighty, for the strength, health, and perseverance granted throughout the completion of this study. Without His guidance and blessings, this research would not have been possible.

The researcher would also like to convey sincere thanks to the Head of SMP Muhammadiyah Pagaralam, as well as to the English teachers and all the staff members who kindly provided permission, support, and access to the students involved in the study. Their cooperation was essential for data collection and implementation of the treatment sessions.

Special appreciation goes to all the seventh-grade students of classes VII.2 and VII.3 who willingly participated in this research. Their enthusiasm, cooperation, and consistent attendance played a crucial role in ensuring the accuracy and completeness of the data.

The researcher is also deeply thankful to her academic advisors and lecturers at STKIP Muhammadiyah Pagar Alam, especially those in the English Education Study Program, for their guidance, insightful feedback, and unwavering support throughout the research process. Their suggestions and academic mentorship helped shape this study into its final form.

Additionally, heartfelt thanks are extended to the researcher's family and friends who continuously encouraged and motivated her, both emotionally and mentally, throughout the challenges of writing and conducting this research. Their prayers and moral support were invaluable.

Finally, the researcher is grateful to all individuals and parties, both named and unnamed, who contributed directly or indirectly to the success of this study. May all your kindness be rewarded abundantly.

References

1. N. E. Abdullah, F. Mohamad, M. A. A. Kamal, and I. A. M. Isa, "The Acceptance of TikTok as a Tool in English Language Learning Among University Students," *Journal of Language and Education*, vol. 9, no. 2, pp. 45–52, 2023.
2. L. N. Adnan, S. Ramli, and I. N. Ismail, "Investigating the Usefulness of TikTok as an Educational Tool," *International Journal of Teaching and Learning Practices (IJPTL)*, vol. 1, no. 2, pp. 1–5, 2021.
3. D. N. Aisyah, "Vocabulary Teaching and Vocabulary Learning Reception: Strategies and Influences on Students' Vocabulary Mastery," *Lingua Scientica: Journal of Language*, vol. 9, no. 2, pp. 112–121, 2007.
4. Aliyah and D. Wahjudi, "Learning Outcomes of Spreadsheet Subjects Using Online-Based Problem-Based Learning Supported by Video Media," *Edukatif: Jurnal Ilmu Pendidikan*, vol. 3, no. 3, pp. 1075–1083, 2021.
5. N. R. Alshreef and H. A. Khadawardi, "Using TikTok as a Tool for English Vocabulary Learning in the EFL Context," *English Language Teaching*, vol. 16, no. 10, pp. 33–42, 2023.
6. A. V. Bernard, "Expanding ESL Students' Vocabulary Through TikTok Videos," *English Language Teaching*, vol. 14, no. 8, pp. 65–72, 2021.
7. D. Pereira and S. Hitotui, "Enhancing Speaking Skills and Vocabulary in the EAL Classroom Through TikTok: A Literature Review," *International Journal of English Linguistics*, vol. 13, no. 5, pp. 1–12, 2023.
8. N. R. Alshreef and H. A. Khadawardi, "Using TikTok as a Tool for English Vocabulary Learning in the EFL Context," Riyadh, Saudi Arabia, 2023.
9. D. S. Amaniarsih and L. D. Arsita, "Tips for Mastering Four English Language Skills," *JURDIMAS: Journal of Community Service*, vol. 2, no. 1, pp. 25–31, 2023.
10. G. A. Amirzai, "Assessing the Effects of Teaching Vocabulary in Developing Receptive Skills: A Review Article," *Journal of World Englishes and Educational Practices*, vol. 3, no. 3, pp. 15–21, 2021.
11. Y. R. Anindyajati and A. S. Choiri, "The Effectiveness of Using Wordwall Media to Increase Science-Based Vocabulary of Students With Hearing Impairment," *European Journal of Special Education Research*, vol. 2, no. 2, pp. 1–13, 2017.
12. T. Apriandari, *Improving Students' English Vocabulary Through the Use of Riddles Technique*, Banda Aceh, Indonesia: Ar-Raniry State Islamic University, 2019.
13. S. Arikunto, *Research Procedures: A Practical Approach*, Jakarta, Indonesia: Rineka Cipta, 2010.
14. W. Aulia, Y. Maputra, N. Afriyeni, and L. Sari, "The Relationship Between Religiosity and Self-Control in TikTok Use Among Adolescents," *Jurnal Psikologi Udayana*, vol. 9, no. 2, pp. 118–125, 2022.
15. M. R. Aziz and W. S. Devi, "Building Language Pillars: Effective Methods to Expand English Vocabulary of Junior High School Students," in *Proceedings of the National Seminar on Education*, Jakarta, Indonesia, 2024.
16. H. N. Azizah, "Improving Arabic Vocabulary Mastery Through Word Wall Media," *Alsuniyat: Journal of Arabic Linguistics and Education*, vol. 1, no. 1, pp. 1–16, 2020.
17. A. Bahri, C. M. Damayanti, Y. H. Sirait, and F. Alfarisy, "TikTok Application as English Learning Media in Indonesia," *Jurnal Indonesia Sosial Sains*, vol. 3, no. 1, 2022.
18. A. V. Bernard, "Expanding ESL Students' Vocabulary Through TikTok Videos," *Unimus Journal*, vol. 11, no. 1, pp. 55–63, 2021.
19. H. D. Brown, *Language Assessment: Principles and Classroom Practices*, New York, NY, USA: Longman, 2004.
20. L. Cohen, L. Manion, and K. Morrison, *Research Methods in Education*, 6th ed., London, UK: Routledge, 2007.
21. J. W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 5th ed., Thousand Oaks, CA, USA: Sage Publications, 2018.
22. A. Farisa, "The Importance of Introducing Foreign Languages to Children at an Early Age," 2022. [Online].
23. N. T. Fitria, "Utilization of TikTok Application as English Learning Media: A Literature Review," *JETALL: Journal of English Teaching, Applied Linguistics and Literature*, vol. 6, no. 2, pp. 89–98, 2023.
24. J. Fraenkel and N. Wallen, *How to Design and Evaluate Research in Education*, New York, NY, USA: McGraw-Hill, 1990.
25. R. Ghina, "An Analysis of Students' Vocabulary Mastery in Comprehending Descriptive Text," *Kampar*, Indonesia, 2021.
26. Hajarudin, "Utilization of Social Media as a Collaborative Tool in English Learning," *Journal on Education*, vol. 6, no. 1, pp. 17352–17362, 2023.
27. E. M. Hatch and C. Brown, *Vocabulary, Semantics, and Language Education*, Cambridge, UK: Cambridge University Press, 2015.
28. D. Herlisya and P. Wiratno, "Improving English Speaking Skills Through TikTok Application," *Journal of Educational Linguistics and Literature*, vol. 1, no. 3, pp. 45–53, 2022.
29. Hidayat and W. S. Devi, "Reviewing the Phenomenon of Low Interest in English Learning at Schools," in *Proceedings of the National Seminar on Education*, Jakarta, Indonesia, 2024.
30. N. N. Hidayati, "Rethinking the Quality of Children's Bilingual Storybooks," *Al-Asasiyya: Journal of Basic Education*, vol. 4, no. 1, pp. 46–55, 2020.
31. P. Nation, *Learning Vocabulary in Another Language*, Cambridge, UK: Cambridge University Press, 2001.
32. R. Husni and E. N. Saputri, "Junior High School Students' Difficulties in English Learning," *Innovative: Journal of Social Science Research*, vol. 3, no. 3, pp. 8046–8052, 2023.
33. M. Iwanti, "Improving Students' Vocabulary Mastery Through Make a Match Technique," *Medan*, Indonesia, 2020.
34. N. Mahnun, "Learning Media: Selection and Implementation Study," *Jurnal Pemikiran Islam*, vol. 37, no. 1, pp. 27–35, 2012.
35. S. L. McKay, "English as an International Language: What It Is and What It Means for Pedagogy," *RELC Journal*, vol. 49, no. 1, pp. 9–23, 2018.
36. Munirah and Hardian, "The Influence of Vocabulary and Sentence Structure Ability on Descriptive Writing Skills,"

Academia Open

Vol. 10 No. 2 (2025): December

DOI: 10.21070/acopen.10.2025.11463

Journal of Language and Literature Education, vol. 16, no. 1, pp. 78–87, 2016.

37. M. Nastiti, “Improving Vocabulary Mastery Through Word Exchange Method,” Mataram, Indonesia: University of Mataram, 2017.
38. A. A. Putri, H. D. Wahyudin, and J. Catusari, “The Influence of TikTok Application on Elementary Students’ Behavior and Character,” *Journal of Education and Learning*, vol. 3, no. 1, 2023.
39. N. Rahmah, M. Tahir, and A. Talib, “The Effect of Vocabulary Mastery on Students’ Reading Comprehension,” *International Journal of Business, English and Communication*, vol. 2, no. 1, pp. 44–52, 2022.
40. M. A. Rama, Z. Hamdani, and C. Prihatini, “Students’ Perceptions of TikTok as an Effective Learning Media to Improve Vocabulary,” *Journal on Education*, vol. 5, no. 4, pp. 9876–9885, 2023.
41. M. F. Ramadhan, R. A. Siroj, and M. W. Afgani, “Validity and Reliability in Educational Research,” *Journal on Education*, vol. 6, no. 2, pp. 10967–10975, 2024.
42. U. Salam and N. Nurnisa, “Students’ Difficulties in Learning Vocabulary,” *English Community Journal*, vol. 5, no. 1, pp. 12–20, 2021.
43. Seidlitz Educational, “Active vs. Passive Vocabulary: What Is It?” 2021.
44. U. Sekaran and R. Bougie, *Research Methods for Business: A Skill-Building Approach*, 7th ed., West Sussex, UK: Wiley, 2016.
45. U. Sekaran and R. Bougie, *Business Research Methods*, 6th ed., Jakarta, Indonesia: Salemba Empat, 2017.
46. A. P. Srijono, “Greetings and Farewells in English and Sangihe Language: A Contrastive Analysis,” 2017.
47. Sugiyono, *Business Research Methods*, 10th ed., Bandung, Indonesia: Alfabeta, 2007.
48. Susanthi, “Language Barriers and How to Overcome Them,” vol. 1, no. 2, pp. 64–70, 2021.
49. Y. S. M. Tan and J. J. Amiel, “Teachers Learning to Apply Neuroscience to Classroom Instruction,” *Case Studies in Education*, vol. 48, no. 1, pp. 70–87, 2022.
50. P. A. Thariq et al., “Socialization of the Importance of Mastering English for University Students,” vol. 2, no. 2, pp. 15–22, 2020.
51. H. Vossoughi and M. Zargar, “Using Word Search Puzzle Games for Improving Vocabulary Knowledge of Iranian EFL Learners,” *Journal of Language Teaching and Research*, vol. 1, no. 2, pp. 123–130, 2009.
52. Wardah, “Improving English Vocabulary Learning Outcomes Through Make a Match Model,” *Language: Journal of Educational Innovation in Language and Literature*, vol. 2, no. 2, pp. 45–54, 2022.