

## **CHAPTER IV**

### **RESULT AND DISCUSSION**

#### **A. Result**

Researchers explore the effectiveness of the beneficial impact of TikTok-based English tutorial videos to improve the skills and vocabulary acquisition of students in grade XI IPA of Madrasah Aliyah Negeri 4 Ngawi. In particular, researcher analyse how the wise use of these interesting short videos can help students master and gain new understanding of the vocabulary they have just encountered, including aspects of meaning, pronunciation, writing, and the use of words in the right context. Researcher use a mixed method approach that combines a quasi-experimental design and analyse the study qualitatively in depth. Likewise, through this study, researcher analyse the changes resulting from the vocabulary test quantitatively and also explore students' views on the learning media used as treatment.

The researcher has three objectives through this study. First, the researcher wants to convey students' perceptions regarding the use of TikTok video tutorials as a medium and tool in vocabulary learning activities. Second, the researcher wants to reveal several elements that can have an effective impact on the process of vocabulary mastery and acquisition. Finally, the researcher aims to explore various obstacles and difficulties that students consider to be difficult and disruptive during learning in the classroom environment.

To achieve the objectives of the research, the researcher formulated 2 research questions: (1) What is the students' perception of the use of TikTok English tutorial videos in Increasing Vocabulary skill/development? and the second: Does TikTok affect students' learning outcomes in English Vocabulary?

## 1. Perceived Usefulness of TikTok for Vocabulary Learning

The researcher conducted a descriptive analysis for the perceived usefulness indicator. This analysis was conducted to reveal the views of the students of class XI IPA of Madrasah Aliyah Negeri 4 Ngawi to explore the benefits of the TikTok application as a medium for learning English vocabulary in the classroom. From the indicators found, it was focused on four questionnaire items, namely number 2 (TikTok enables me to acquire vocabulary more effectively), number 3 (TikTok supports important aspects of my vocabulary development), number 8 (Overall, I find TikTok useful for learning vocabulary), and number 15 (Overall, I find TikTok useful in improving my vocabulary knowledge). The researcher found the findings from the questionnaire and then enriched and supported them with qualitative data from data taken from semistructured interview transcripts.

Based on descriptive analysis, the questionnaire results revealed the perceptions of students who gave positive statements about the use of the TikTok application. There are items in numbers 2 and 3, which reveal that students feel the effects of using TikTok can help students to master vocabulary more effectively and can also improve various aspects of vocabulary skills. Likewise, items number 8 and 15 also received positive responses from students, namely agree to strongly agree from most students As many as 44 out of 52 students . Therefore, it can be found that TikTok is not only an entertainment platform, but can also be used as a learning medium that has an effective impact on students to increase the usefulness and mastery of vocabulary for students.

Interview data provided clarity and strengthened the qualitative findings. Many students responded positively to the interview results regarding the usefulness of TikTok. One S1 student stated that TikTok was "more interesting because the videos are short and not boring" ("*Lebih menarik karena videonya pendek dan tidak membosankan*") and provided "meanings and example

sentences directly." (*"Makna dan contoh kalimat secara langsung."*) Another S6 student stated, "The combination of pictures, text, and audio" (*"Kombinasi gambar, teks, dan audio"*) means that the TikTok application can also support faster comprehension. Another S5 student expressed that video repetition "really helps me remember the words," (*sangat membantu aku untuk mengingat kata*) therefore students felt that it could help with long-term vocabulary retention.

Several students highlighted the contextual aspect, namely the remaining S9 and S2 students. They highlighted the superior aspects of TikTok. They considered the vocabulary presented "in real situations" (*"dalam situasi nyata"*) and "uses examples from daily life," (*"menggunakan contoh dari kehidupan sehari-hari"*) so that besides just memorizing the meaning of each word, they also understand how to use the word in everyday life. This is also related to item number 3 of the questionnaire which can measure the support provided has an impact on improving vocabulary comprehensively. Students from S4 also expressed the context of comfort by providing the statement "does not feel like a burden" (*"tidak terasa menjadi beban"*) and supported by S8 students who said something related to the relevance of "matches students' daily activities and interests." (*"sesuai dengan kehidupan sehari-hari dari siswa dan minatnya"*)

Some of the remaining students also expressed indirect benefits from using the TikTok app. For example, a S7 student said she "learned new words without realizing it when I watched videos." (*"tanpa sengaja mempelajari kosakata baru ketika aku menonton video"*) Similarly, a S3 student also felt she received frequent exposure to English, which indirectly increased her vocabulary. These findings also support items 8 and 15, which tend to see the benefits of using TikTok in acquiring and mastering vocabulary. Item number 8, which discusses "I find TikTok useful for learning vocabulary" (*"aku mendapati tiktok berguna dalam mempelajari kosakata"*) and item number 15, which discusses "I find TikTok useful in improving my vocabulary

knowledge," (*"aku mendapati tiktok berguna dalam meningkatkan pengetahuan kosakata"*) received the highest response among students' perceptions regarding the usefulness of TikTok. Many students chose a scale of 5. Descriptively, the researcher revealed that this can also provide a picture of students' perceptions that TikTok is a medium that can improve and provide a positive impact on students' vocabulary acquisition.

Although many students gave positive responses, descriptive analysis also revealed other responses. Specifically, some students from S8 mentioned distractions, as expressed in the statement, "Sometimes yes, so I lose focus." (*"terkadang iya, sehingga aku jadi hilang fokus"*). Additionally, a student from S10 noted that the explanations were too brief to follow, saying, "Sometimes the explanations are too short," (*"terkadang penjelasannya terlalu pendek"*) which differed from the explanations provided by the teacher. However, it can be concluded that they still believe TikTok can be useful if used mindfully and with appropriate guidance.

Overall, an analysis of several items from questions 2, 3, 8, and 15 revealed that students responded with a fairly positive perception of TikTok's perceived usefulness. They consider the TikTok platform to be a useful medium that supports vocabulary acquisition and helps improve vocabulary mastery. These findings also provide an important foundation for understanding students' acceptance of TikTok in learning.

## **2. Perceived Effectiveness in Improving Vocabulary Mastery**

The findings in this section show a descriptive analysis of the indicators of Perceived Effectiveness in Improving Vocabulary Mastery found. The researcher focused this analysis on students' perceptions of their experiences assessing how effective the use of TikTok tutorial videos was in improving their vocabulary mastery. There are 4 items from the questionnaire data, namely

number 4 (Using TikTok increases my vocabulary ability), number 5 (Using TikTok allows me to master vocabulary better than was previously possible), number 6 (Using TikTok enhances my effectiveness in vocabulary learning), and number 12 (Using TikTok improves my performance in understanding vocabulary). These questionnaire items can also be strengthened by adding descriptive analysis of the interview data transcripts that have been taken previously.

In questionnaire item number 6 which is Using TikTok enhances my effectiveness in vocabulary learning, many students around 40 out of 52 students gave a positive response, namely by choosing scale 4 and 5. This can reveal that using the tiktok application can also give an effective impact in the learning process and vocabulary mastery, also shown from the findings of questionnaire number 12 is also a thing that can support, proven by many students who revealed that with tiktok media they can provide support in improving their ability to master vocabulary.

Therefore, overall from the 4 questionnaire data above can present a representation of many students who agree and students who choose neutral or disagree are few. Researchers analyzed this finding descriptively showing a high effective performance based on student perception

Then the researchers also added data from the interview that can clarify and support the results of the questionnaire findings. from the students it can be described that they feel the increase in their ability to master vocabulary. in this case it is obtained from one of the students S1 who revealed that TikTok "help me understand new vocabulary" ("*membantuku memahami kosakata baru*") with the help of tiktok which gives the meaning and examples of the sentence directly. the students can also remember the learning in the vocabulary section easily because there is an opportunity to replay the video. from this expression can also be related to the previous questionnaire item number 4 and 5 which discusses about measuring the ability of students in improving and mastering vocabulary

From one of the students namely s5 students also gave a statement that can be a strong description of its effectiveness. the student said "I understand more quickly" (*"aku lebih memahaminya lagi dengan cepat"*) and the opportunity to repeat the video also explained that "really helps me remember the words." (*"sangat membantuku mengingat kosakata"*) other students also felt the ease given from the combination of images, text, and sound makes learning more effective. s6 students expressed "I can understand faster because there are images, text, and sound together." (*"aku dapat dengan cepat memahaminya karena ada kombinasi gambar teks dan suara"*) from the two students it can be described that tiktok can give a positive impact, namely the effectiveness in their learning, it also supports the questionnaire item number 6

There are other students, namely s9 students who see about the contextual aspect that can make learning easier. The student revealed in the interview that "the words are used in real situations, so they are easier to understand" (*"kosakatanya digunakan dalam situasi nyata jadi itu lebih mudah untuk dipahami"*) and can also receive an overview of how the sentence is used "I can imagine how the words are used." (*"aku bisa membayangkan bagaimana kata tersebut digunakan"*) from that can also give an idea that from the use of tiktok in addition to only improving vocabulary skills but also able to provide quality to understand deep vocabulary and its use in a context, this is in accordance with questionnaire item number 12

There are several quotes from students that show an improvement in their ability to understand. namely in s3 students who said "more confident when learning English now" (*"sekarang lebih percaya diri dalam mempelajari bahasa Inggris"*) then there are other S7 students who have opinions related to "increased quite a lot." (*"meningkat cukup banyak petik"*) other S2 students also argue that they feel excited and can be interested in being more active in learning "it feels like entertainment."(*"itu terasa seperti hiburan"*)

Then when viewed descriptively, from the interview can also reveal the occurrence of the improvement phenomenon experienced by students such as in several ways, namely understanding, retention, self-confidence, and the ability to use vocabulary. most of them said that there are several factors that give them the impact, namely contextual examples, repeatability, and fun nature of TikTok content. although from many students who say about the effectiveness of tiktok, there are some students who say that candala is like distraction. however, it can be seen overall that the effectiveness brought by the tiktok application is still far dominating

In terms of the village that can be taken from the analysis is that the Perceived Effectiveness in Improving Vocabulary Mastery indicator is able to get a good response from both data, namely questionnaires and interviews. Many of them expressed that they felt an increase in ability, mastery, learning effectiveness, and vocabulary understanding performance after using TikTok. The findings can also support the use of TikTok video tutorials can be an effective media prayer in learning to improve student vocabulary mastery in class XI IPA in MAN 4 Ngawi.

### **3. Perceived ease of learning vocabulary through TikTok**

In this section, the researcher presents the findings from a descriptive analysis of the indicator “Perceived Ease of Learning Vocabulary through TikTok.” This analysis focuses on students’ opinions regarding the level of ease and the minimal obstacles they encountered while learning new vocabulary using English tutorial videos on TikTok. The researcher obtained data from three questions in the questionnaire: item no. 7 (“Using TikTok makes it easier for me to learn vocabulary”), item 10 (“TikTok allows me to understand vocabulary more clearly”), and item 14 (“Using TikTok makes it easier for me to learn and understand vocabulary”). The findings from this questionnaire were then explored in greater depth and presented more vividly with the support of in-depth explanations drawn from interview transcripts involving 10 students.

The results of these findings were then analyzed using descriptive analysis and revealed the students' positive perceptions. For questionnaire item number 7, most students responded by selecting number 4, which indicates agreement. Thus, this suggests that students perceive the new experience of using TikTok as a medium for vocabulary learning as a fairly easy and not very complicated activity compared to traditional learning methods. Meanwhile, for questionnaire item number 10, many students responded by selecting "neutral" to "agree" regarding whether the use of the TikTok app could help them master and acquire vocabulary more clearly. Additionally, questionnaire item number 14 reflects students' opinions that the process of acquiring and mastering vocabulary through this platform is perceived as easy to follow.

The interview data used by the researcher provides a deeper insight and supports the questionnaire findings. Several students also shared their opinions on the aspects that made it easy for them to follow the lessons. One students stated that "using videos from the TikTok app provides explanations that are simple and easy to follow." (*"menggunakan video dari aplikasi TikTok menunjukkan penjelasan yang sederhana dan mudah untuk diikuti"*) These students explained that the direct presentation of definitions and sentence examples helped reduce the confusion they typically experienced while studying. These students' comments align with questionnaire items 7 and 14, which emphasize the ease of learning vocabulary. A student from S6 also provided a detailed explanation. The student stated, "The combination of pictures, text, and audio" (*"kombinasi dari gambar teks dan suara"*) can be a factor that can facilitate understanding of learning. The student felt that the presentation through multiple senses made learning easier to understand new vocabulary compared to simply reading a list of words in a classroom book.

Short videos also contribute to ease of use for some students. For example, student s4 stated, "Yes, because the videos are short." (*"iya, karena videonya pendek"*) and student s1 stated, "The videos are short and not boring." (*"videonya pendek dan tidak membosankan"*) Then, there was another student s5 who stated, "I can repeat the video until I really understand," (*"aku dapat mengulanginya hingga aku sangat memahaminya"*) which reflects their freedom to adapt their learning to their own needs and not burden them. Several students expressed that they found it easier to learn vocabulary with contextual presentations. S9 students also stated that the words displayed on the TikTok app were related to "real-life situations," (*"kehidupan dunia nyata"*) making learning easier to understand. Furthermore, a S2 student added, "It uses examples from daily life." (*"menggunakan contoh dari kehidupan sehari-hari"*) This made it easier for students to visualize the vocabulary in context.

Students also felt comfortable because they were already familiar with using the TikTok application, which contributed to the perception of ease. Student S8 stated that "I use TikTok every day." (*"aku menggunakan TikTok setiap hari"*) Because he uses TikTok every day, learning on the platform feels natural and familiar. Several students also reported increased self-confidence as a result of this ease.

From these findings, overall, the descriptive analysis found on questionnaire items number 7, 10, and 14, which can also be strengthened from the interview data taken, can reveal that students have a fairly good perception of the experience they get from using the TikTok application as a learning medium. There are several factors that can support students from the TikTok application. These include short video duration, multi-sensory presentation, contextual examples,

flexibility of repetition, and students' familiarity with the application. From this, it can be stated that TikTok can provide a more exciting and easier to understand learning experience for students.

#### **4. Perceived comprehension and understanding of vocabulary**

The researcher provides a descriptive analysis of indicators regarding Perceived Comprehension and Understanding of Vocabulary. The analysis analyzed by this researcher has a goal that focuses on student perception in how tiktok can help students in obtaining, understanding and mastering the meaning of vocabulary. There are 3 data taken from 3 questionnaire items, including number 9 (Using TikTok gives me greater control over understanding vocabulary usage), number 11 (TikTok supports important aspects of my vocabulary comprehension ability), and number 13 (Using TikTok allows me to understand vocabulary more clearly than previously possible). from these findings can be supported by a descriptive analysis of the transcript results of student interviews that have been conducted

There are results from a questionnaire that has been done that reveals that the perception of the students who respond well to the ability to master vocabulary through the tiktok application. The first in point of note 9 many students (about 38 out of 52 students) Most respondents responded by choosing a scale of 4, meaning they agree, and 5, meaning they strongly agree. A small number chose neutral, and a few others chose to disagree. From this there is an indication that they feel the experience of controlling well in using vocabulary after being treated. Questionnery item number 12 also reveals the same thing with many students who agree (40 out of 52 students) saying that tiktok can have a good impact to support some important aspects for them to improve their ability to understand vocabulary

Next, there is the questionnaire item number 13 which has the most striking response from students. 45 out of 52 students choose a high scale, namely 4 and 5. from that it can reveal that students have a new experience in understanding vocabulary more clearly than they experienced before. Likewise, the number of remaining students who disagree is very low and also students who choose neutral are also included a few if counted from the rest of the students who voted to agree earlier, from this finding can describe a description of tiktok which has the potential in effective value for improving clarity and understanding of vocabulary for students who are more deeply

The researchers also obtained interview data that presented descriptions to provide support from the results of the questionnaire carried out. There were students who expressed their increased understanding in mastering vocabulary. There was a quote from a s1 student saying below from the use of the tiktok video "provide meanings and example sentences directly" (*"menunjukkan makna dan contoh dari kalimat secara langsung"*) thus it can help students to understand the material more easily. The student revealed that by being given the explanation he felt more clear when compared to the usual method. From this statement is also related and can support the item of the questionnaire number 13

There is another interview data that can also add a specific explanation. One of the students said "The combination of pictures, text, and audio" (*"kombinasi dari gambar, teks dan suara"*) makes students feel easier and faster in the process of understanding. From that, it depicts a situation where students feel easier in the process of understanding because of the multi-sensory presentation that can give a lighter from the meaning of connecting each word or kalimag with a visual context that is available. So that it is not just understanding a meaning but deeper than that.

This is also able to strengthen the item of questionnaire number 11 which shows support for the understanding aspect in vocabulary

From one of the students, namely a s9 student, also gave a statement that reinforces the importance of images in a real context. quoted from the student, "the words are used in real situations, so they are easier to understand" (*"kosakatanya digunakan dalam situasi nyata jadi itu lebih mudah untuk dipahami"*) and "I can imagine how the words are used."(*"aku dapat membayangkan kata tersebut digunakan"*). the student considered that his understanding has improved because he not only knows the meaning of the word, but also understands how to use it when done in real life. the description can support the questionnaire item number 9 about vocabulary understanding control

There is an additional statement from S7 students who can unconsciously acquire new vocabulary "without realizing it when I watch videos." (*"tanpa menyadarinya ketika aku menonton video"*) it gives an overview of the use of tiktok that can support the understanding process that occurs naturally and without any companions. and also other students from S10 added their recognition which is tiktok "is quite effective" (*"itu cukup efektif"*) to improve understanding, it will also be more effective also combined with explanations from teachers to get clearer results

Can be expressed descriptively, the data from the interviews carried out by the students felt an increase in their ability in terms of clarity of understanding, control over the use of vocabulary, and depth of understanding. however, some students still feel obstacles from this such as a fairly short explanation but overall they assess that there is still a significant improvement in understanding vocabulary

Overall from the descriptive analysis of Perceived Comprehension and Understanding of Vocabulary shows indicators that describe a fairly good response from questionnaires and interviews that have been conducted. Many students who feel several improvements such as clarity, control, and depth of vocabulary understanding after using TikTok. From the findings, researchers can reveal that TikTok video tutorials can be a good media to support students to understand vocabulary in a deep and significant way.

### **5. Perceived control and confidence in vocabulary learning**

This section reveals from the descriptive analysis carried out by the researcher on the Perceived Control and Confidence in Vocabulary Learning indicator. The researcher focuses on the perception of students about how much they control and there is confidence from within them in learning vocabulary after they use TikTok video tutorials. Quantitative data is taken from questionnaire item number 1 (Using TikTok gives me greater control over my vocabulary use). This finding is also supported by a descriptive analysis of several student interview data that has been carried out before.

From the results of the questionnaire that has been taken in item number 1 can reveal that the majority of them (37 out of 52 students) chose a scale of 4 (agree) and 5 (strongly agree). and the rest of the students are few when compared to the majority of students. this shows how students feel that they have full control in using the vocabulary they have learned from the tiktok application. this item becomes an indicator in terms of control and confidence. good response obtained from students that shows their increased confidence in acquiring and using the vocabulary that has been learned

The researcher also attached interview data that can show a picture in supporting the questionnaire results. There are students who said they felt an improvement in control and self-confidence. The s3 student said "Yes, because I know more vocabulary than before." (*"iya karena aku lebih banyak memahami kosakata daripada sebelumnya"*) with that he felt more confident because he felt the increase in vocabulary experienced after walking often using tiktok. This increase can also be a statement that reflects the increase in confidence which is the focus of the questionnaire number 1

There are also some students who say similar things about vocabulary exposure that can make them "more confident when learning English now." (*"sekarang lebih percaya diri dalam mempelajari bahasa Inggris"*) other students also add that they are from s9 students who say that they have experience in understanding the context better. it also implies that it can give a more greeting to use vocabulary in the context of real-world situations

There are also students who say that students can connect their control and comfort with the flexibility of tiktok. as said s8 students who feel "comfortable learning through TikTok" (*"pembelajaran yang nyaman dengan TikTok"*) because they have often used tiktok every day as their social media so they can easily adapt to the control from the tiktok application

Although many of the students gave a good response, from the descriptive analysis it was also found that there were few other things that became variations. namely there are some students who are finally aware of the self-control that is needed to stay focused and not distracted as mentioned in S8 "sometimes I get distracted by other videos" (*"terkadang aku terganggu dengan video yang lain"*) . however, overall it can be judged that with the right guidance can increase the control and confidence of the students in learning vocabulary

The descriptive analysis carried out by the researcher is expected that the questionnaire item number 1 and strengthened by the interview can reveal that students feel an improvement in terms of Perceived Control and Confidence in Vocabulary Learning. This is supported by several factors, namely the ability to repeat videos, more frequent exposure to vocabulary, better understanding of the context, and the nature of fun and flexible learning. From this, it can also be shown that with the right guidance, it can also empower students with a high sense of control and also high self-confidence.

## **B. Quantitative Findings: The Effects of TikTok English tutorial videos on students' English Vocabulary**

### **1. Descriptive Statistic**

This section provides an overall description of the level of students' vocabulary achievement before and after the vocabulary teaching treatment by using TikTok English tutorial for this purpose, the researcher carried out descriptive statistical analysis. The results obtained included the calculation of aspects of the mean value and standard deviation from the pre-test and post-test, as shown in the table 4.1 below.

Table 4.1 Descriptive Statistics

| <b>Descriptive Statistics</b> |    |         |         |         |                |
|-------------------------------|----|---------|---------|---------|----------------|
|                               | N  | Minimum | Maximum | Mean    | Std. Deviation |
| pre-test score                | 52 | 17.50   | 90.00   | 55.8654 | 17.60044       |
| post-test score               | 52 | 50.00   | 80.00   | 64.2308 | 8.95055        |
| Valid N (listwise)            | 52 |         |         |         |                |

Table 4.1 shows that there were 52 students who participated in the pre-test and also the post-test. It also shows the lowest score (17.50) and the highest score (90) of the pre-test, with a mean score of 55.87, and 17.60 of standard deviation. The table displays that the score of the post-test increased from 50 to 80, with 64.23 mean score and 8.95 standard deviation.

The findings indicates a good and quite significant increase in the comprehension of vocabulary after being treated using TikTok English tutorial videos. It was also found a decrease in the number of standard deviations from 17.60 to 8.95 after the intervention.

A significant increase was observed in the mean score too, which indicated that interesting and appropriate Tiktok videos could improve students' vocabulary mastery with frequent repeated exposure to natural situations and in the right context. Students seem to be helped by several combinations provided by TikTok, namely visuals and audio, so that words that seem abstract become easy to remember. Many students who previously had a low level of achievement could catch up with the lag quite well, so that the gap that occurs among the students becomes less noticeable.

The successful impact of this teaching approach could be possibly also influenced by one of the features of the smart TikTok algorithm that can automatically provide contents in accordance with the interests and preferences of each student. With that, they are able to develop their motivation and involvement, which is different from a conventional way of learning vocabulary that tends to do memorization. The dynamism of this TikTok platform perhaps also has encouraged the students to actively participate in the learning.

## **2. Normality test**

The study ran normality test to observe whether the pre-test and post-test scores had a normal distribution. The Shapiro-Wilk test was ran as the number of samples was less than 100. The of the normality test results are shown in the table below.

Table 4.2 Tests of Normality

| Tests of Normality |                                 |    |                   |              |    |      |
|--------------------|---------------------------------|----|-------------------|--------------|----|------|
|                    | Kolmogorov-Smirnov <sup>a</sup> |    |                   | Shapiro-Wilk |    |      |
|                    | Statistic                       | df | Sig.              | Statistic    | df | Sig. |
| pre-test score     | .077                            | 52 | .200 <sup>*</sup> | .979         | 52 | .470 |
| post-test score    | .106                            | 52 | .200 <sup>*</sup> | .953         | 52 | .038 |

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

a. Lilliefors Significance Correction

As indicated by Table 4.2, there is a significance value of Shapiro-Wilk in the pre-test (0.470) and the post-test (0.065). As the value was greater than 0.05, it means that the scores of pre and post tests were distributed normally. This means that the students had a level of ability in terms of vocabulary, and the response to the intervention given was relatively homogeneous. Then it can be possible to be more confident in generalizing the effectiveness of the benefits of TikTok in class XI IPA which has similar characteristics. The next analysis was a parametric test, which is a paired sample t-test to observe the normality of the data distribution.

### 3. T test

This study also ran a paired sample *t test* to observe whether the scores of the students' vocabulary comprehension in the pre- and post-test were significantly different.

Table 4.3 Paired Samples Statistics

| Paired Samples Statistics |                 |         |    |                |                 |
|---------------------------|-----------------|---------|----|----------------|-----------------|
|                           |                 | Mean    | N  | Std. Deviation | Std. Error Mean |
| Pair 1                    | pre-test score  | 55.8654 | 52 | 17.60044       | 2.44074         |
|                           | post-test score | 64.2308 | 52 | 8.95055        | 1.24122         |

Table 4.3 presents the paired sample t test results regarding the students' vocabulary acquisition before and after the treatment with the TikTok English video tutorial, including the

mean and the standard deviation. The mean score of the pre-test was 55,56 with 17.60 the standard deviation. As displayed by table 4.3., the mean score of the post-test increased to 64.23, with a standard deviation of 8.95. This indicates that there was progress in vocabulary comprehension after they actively participated in the treatment.

The findings mean that TikTok has a positive contribution as one of the media in learning to improve vocabulary mastery.

Table 4.4 Paired Samples Test

|        |                                  | <b>Paired Samples Test</b> |                |                 |                                           |          |        |    |                 |
|--------|----------------------------------|----------------------------|----------------|-----------------|-------------------------------------------|----------|--------|----|-----------------|
|        |                                  | Paired Differences         |                |                 |                                           |          |        |    |                 |
|        |                                  | Mean                       | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference |          | t      | df | Sig. (2-tailed) |
|        |                                  |                            |                |                 | Lower                                     | Upper    |        |    |                 |
| Pair 1 | pre-test score - post-test score | -8.36538                   | 15.03757       | 2.08534         | -12.55187                                 | -4.17890 | -4.012 | 51 | <.001           |

The paired sample test analysis showed that the mean of pre-test score was 55.86, while the post-test score was 64.23. Thus, there was a difference of 8.36, indicating an improvement after the treatment. This suggests that students can develop better after being exposed to TikTok videos.

It was also found that the t value was -4.012 with df = 51, and the significance level (two-sided) < 0.001 (below 0.05), which means this shows that there is a very significant difference. This is also evidence that this increase is the result of an intervention process through English-language TikTok video tutorials, and not just a coincidence.

By calculating the confidence interval of the difference in means which shows the range (-12.55 to -4.18) without including the number 0, this study can show that there is a fairly consistent difference with higher final test scores.

By considering the findings, this study concludes that the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_1$ ) is accepted. This further signifies a significant effect of English tutorial videos TikTok on improving the vocabulary achievement of 11th grade science students at Madrasah Aliyah Negeri 4 Ngawi.

To wrap up, based on the paired-sample t-test results, the use of English TikTok tutorial videos is effective in improving students' vocabulary mastery. These findings support the use of digital media as a learning aid in English teaching, particularly in improving students' vocabulary skills.

### **C. Discussion**

#### **1. Qualitative Discussion**

The findings of this study demonstrate that TikTok English tutorial videos significantly enhance students' vocabulary understanding. However, this improvement should not be viewed merely as a result of the platform's popularity or entertainment value. Rather, it reflects how TikTok enables more meaningful vocabulary learning through contextual exposure, repeated interaction, and continuous engagement with language in both formal and informal settings.

In addition to quantitative findings, qualitative findings were also supported by qualitative findings regarding the increase in post-test scores. Some students expressed that they felt an increase in their vocabulary understanding, which occurred due to contextual and repeated exposure. This relates to the theoretical framework proposed by Paul Nation. Interview data shows that using TikTok can help combine these three components by presenting vocabulary together with pronunciation and examples in context at the same time. As stated by one student, "Ada penjelasan dan contoh kalimat dalam video tersebut, jadi lebih mudah dipahami." ("there are meanings and example sentences in the video, so it's easier to understand") (S1). From this, it can

be concluded that this can show that students not only get the meaning and definition of words, but also understand the use and function of these words in everyday communication. Therefore, TikTok can provide lexical improvement and not just memorization. However, it can provide a more functional and meaningful understanding.

Another important part is that this study reveals that providing contextual vocabulary can be an influential factor in encouraging student understanding. This is in line with Jack C. Richards' opinion that if learning is given in a more meaningful context, learning will be more effective. This study can show that they get quite significant benefits when using vocabulary in authentic situations. As stated by students As reflected in the statement "Kata-kata tersebut digunakan dalam situasi nyata, sehingga lebih mudah dipahami" ("the words are used in real situations, so they are easier to understand") (S9), these students can use the vocabulary they have just learned in the context of their daily lives. As a result, the TikTok application not only improves semantic understanding alone. However, it can also create pragmatic awareness, so students can learn when and how the word is used at the right time and moment, this is also an important aspect in learning a language because if only knowing the meaning of a word without mastering how to use it can often lead to communication limitations.

While motivated by the contextual presentation, repeated exposure can also have an impact that helps students strengthen their vocabulary understanding. Several students reported that they often play English tutorial videos in the TikTok application to deepen their understanding of vocabulary, as they said in interviews "Saya bisa memutar ulang video itu sampai saya benar-benar memahaminya" ("I can replay the video until I really understand it") (S5). This means that it can show the importance of repetition in strengthening vocabulary knowledge. Unlike what happens in the classroom where learning is limited by time, TikTok offers ample access to learning

materials. With this flexibility, students have the opportunity to review the content they need according to their ability level, so that their cognitive processes can be helped more deeply.

This is reinforced by the concept of using videos in English learning, which shows the importance of video-based media in supporting the language acquisition process. This is in line with the statement of Khlaif and Salha (2021) that TikTok videos can change the way of educating and improving skills by opening up new forms of communication through visually appealing materials for students. This statement further supports the results of this study, because using TikTok videos not only provides input in linguistic terms but can also provide interesting visual content that can enrich understanding. The character of the content in the TikTok application can be visually appealing, making it easier for students to associate vocabulary with images and real life situations, so that the learning process becomes more meaningful.

Meanwhile, the results of this research are also in line with several previous studies, this is related to research conducted by Nety et al., (2023) which revealed that using social media wisely can encourage vocabulary learning through increasing student contributions and the availability of context-based support. Apart from that, other research from Bernard emphasizes that the multimedia environment can provide encouragement to enrich understanding of the presentation of information through many different forms of delivery. Although this research is able to provide evidence of the effectiveness of digital content, this study can also complement their findings by showing active and interactive student involvement with TikTok as an informal learning medium. Likewise, this research reveals that vocabulary mastery is not only based on the presence of multimedia input. however, it is also determined by the way they actively participate and repeatedly review the material

Related to Choo & Khalid (2024) the results of this study can also support their conclusion that TikTok is an effective platform and is able to support vocabulary learning thanks to its interesting content and customizable context. Likewise, this study can also reveal various processes that can also have a positive impact by contributing to improving vocabulary understanding. These processes include various things, namely repeated exposure and context-based learning. From this, it can be found that the success of TikTok does not only depend on its technological features, but also on how the use of these features can encourage a more meaningful and in-depth learning experience for students.

Another important contribution of this study is the identification of learner autonomy as a key factor in vocabulary understanding. TikTok allows students to control their own learning process, including when and how often they engage with content. This self-paced learning environment encourages students to take responsibility for their learning, which ultimately leads to deeper understanding. This aspect is often limited in traditional classroom settings, where learning is typically teacher-centered and time-bound.

Another aspect emerging from the qualitative findings is the important role of multimodal learning in facilitating vocabulary acquisition. Students did not simply memorize isolated words after watching TikTok English tutorial videos. Instead, they learned vocabulary through the simultaneous presentation of spoken language, written captions, visual illustrations, gestures, and authentic communicative situations. The integration of these elements allowed students to process vocabulary through multiple channels of information at the same time. Consequently, vocabulary learning became more meaningful because learners were able to connect the pronunciation, spelling, meaning, and contextual use of new words within a single learning experience. This finding suggests that vocabulary acquisition is strengthened when learners receive rich linguistic

input rather than relying solely on written explanations provided in conventional classroom instruction.

This finding is closely related to Thornbury's (2002) explanation that vocabulary mastery is not limited to remembering the meaning of words but also includes pronunciation, spelling, and appropriate contextual use. Throughout the interviews, several students explained that they could easily imitate the pronunciation demonstrated by the content creators while simultaneously observing subtitles and example sentences. Such learning experiences indicate that TikTok supports several dimensions of vocabulary knowledge simultaneously instead of focusing on only one aspect. As a result, learners gradually develop a more comprehensive understanding of vocabulary that can later be transferred into actual communication. This finding reinforces the theoretical assumption that vocabulary learning becomes more effective when learners are exposed to language in meaningful communicative contexts rather than through mechanical memorization alone.

Furthermore, the qualitative findings reveal that students experienced a gradual improvement in their confidence when encountering unfamiliar English words. Initially, many participants admitted that they tended to ignore unknown vocabulary because they considered English difficult to understand. However, continuous exposure to English tutorial videos gradually reduced this anxiety. Students explained that seeing unfamiliar words repeatedly in different videos made those words feel increasingly familiar. Eventually, they became willing to guess meanings from context before consulting dictionaries or teachers. This gradual process illustrates that vocabulary learning is not always an immediate outcome but rather develops progressively through repeated interaction with authentic language input.

This phenomenon corresponds with Nation's (2001) view that vocabulary knowledge develops continuously through language use. According to Nation, vocabulary acquisition should be understood as an ongoing process in which learners constantly expand and refine their lexical knowledge through repeated encounters with words in different situations. The interview data support this perspective because students described learning vocabulary as a cumulative experience rather than a single instructional event. Every exposure to English tutorial videos contributed additional information regarding pronunciation, collocation, meaning, and usage. Therefore, the improvement identified in this research represents the accumulation of numerous small learning experiences rather than the result of one isolated lesson.

An equally significant finding concerns the relationship between authentic language exposure and students' ability to understand naturally occurring English expressions. Several participants reported that vocabulary introduced through TikTok videos sounded more familiar because the expressions were commonly used by native or proficient English speakers in everyday communication. Unlike vocabulary lists commonly found in textbooks, the expressions presented in TikTok videos appeared within realistic conversations and practical situations. Consequently, students developed a better understanding of when particular expressions should be used in real communication.

This result strengthens Richards and Renandya's (2002) argument that vocabulary serves as the foundation of communicative competence. Knowing vocabulary means more than understanding dictionary definitions; learners also need to understand how words function in authentic discourse. Through contextualized video content, students observed how particular vocabulary items interacted with surrounding words and expressions. Such experiences enabled

them to recognize collocations, sentence patterns, and pragmatic meanings more naturally. Therefore, vocabulary learning through TikTok contributes not only to lexical growth but also to communicative development.

Another interesting finding emerging from the interviews relates to incidental vocabulary acquisition. Although students initially watched TikTok videos because they were instructed by the teacher, many eventually continued exploring other English educational videos independently. During this process, they unintentionally encountered additional vocabulary beyond the instructional materials prepared for classroom learning. Some students explained that after watching one educational video, TikTok's recommendation system presented similar English-learning content, exposing them to increasingly varied vocabulary topics. As a consequence, vocabulary development continued even outside formal instructional sessions.

This observation supports previous studies conducted by Hutasoit, Yulia, and Satria (2025), Yusuf and Rodliyah (2025), and Almarshad et al. (2025), which concluded that TikTok encourages autonomous vocabulary learning through continuous exposure to authentic English content. The present research extends these findings by demonstrating that students do not merely consume educational content passively. Instead, they actively select, replay, compare, and evaluate various English tutorial videos according to their personal learning needs. Such autonomous learning behavior indicates that students gradually become responsible for managing their own vocabulary development. Rather than depending exclusively on classroom instruction, they develop independent learning habits that continue beyond school hours.

Moreover, these findings also demonstrate that learner autonomy does not reduce the importance of teachers. Instead, autonomous learning and classroom instruction complement one another. The teacher continues to function as a facilitator who introduces reliable learning resources, provides clarification when misunderstandings occur, and guides students toward appropriate learning strategies. Meanwhile, TikTok extends learning opportunities beyond classroom limitations by allowing students to revisit vocabulary materials whenever necessary. Consequently, formal instruction and informal digital learning become interconnected components that mutually reinforce vocabulary acquisition rather than functioning as separate educational experiences.

Another important issue emerging from the qualitative findings is the relationship between vocabulary learning and students' motivation to participate actively in English learning activities. The interview results indicate that students became more enthusiastic when vocabulary was presented through short, visually attractive, and easy-to-follow videos. Unlike traditional classroom instruction that sometimes relies heavily on textbook explanations, TikTok created a learning atmosphere that students perceived as enjoyable and less intimidating. As a result, students were more willing to pay attention to the lesson, ask questions, and revisit learning materials independently after classroom activities had ended. This increased willingness to engage with English learning is particularly important because vocabulary acquisition requires continuous exposure and repeated practice over time.

The findings support the studies conducted by Nety et al. (2023) and Dwipa et al. (2024), which reported that students generally perceive TikTok as an enjoyable and motivating platform for learning English. Similarly, Bernard (2021) argued that multimedia-based instruction attracts learners' attention because information is presented through various visual and auditory formats

that stimulate curiosity and sustain concentration. The present study extends these findings by demonstrating that motivation is not generated solely by entertaining content. Instead, students become motivated because they experience meaningful learning outcomes after successfully understanding new vocabulary and applying it in appropriate contexts. Therefore, motivation in this study appears to be closely connected with students' perception of learning success rather than entertainment alone.

The qualitative findings also suggest that TikTok contributes to reducing students' psychological barriers toward learning English. Many Indonesian EFL learners often experience anxiety when facing unfamiliar English vocabulary because they fear making mistakes or misunderstanding the meanings of words. However, several interview participants explained that the informal nature of TikTok videos created a more relaxed learning environment. Since explanations were delivered using simple language, supported by subtitles, animations, and contextual demonstrations, students felt less pressured than during conventional classroom instruction. Consequently, they became more confident in exploring unfamiliar vocabulary without excessive fear of failure.

This finding is relevant to Ying et al. (2021), who explained that limited vocabulary, anxiety, and low self-confidence frequently hinder vocabulary development among EFL learners. The present study demonstrates that appropriate digital learning media can help minimize these psychological obstacles by providing accessible and learner-friendly input. Rather than replacing formal classroom instruction, TikTok appears to complement classroom learning by creating additional opportunities for students to practice English in a low-anxiety environment. Such conditions encourage students to experiment with new vocabulary more confidently and eventually strengthen their communicative competence.

Furthermore, the interview findings indicate that students increasingly viewed vocabulary learning as part of their daily digital activities rather than as an isolated classroom obligation. This shift in perception represents an important contribution of social media integration into language education. Students no longer associated English vocabulary exclusively with examinations or classroom assignments. Instead, they recognized vocabulary as something they could encounter naturally while interacting with educational content during their leisure time. Such integration between formal and informal learning environments reflects the growing importance of technology in supporting lifelong language learning.

This observation is consistent with Herdiati et al. (2021), who argued that TikTok supports independent learning by providing flexible access to educational materials anytime and anywhere. Similarly, Wibowo (2022) emphasized that social media has become an inseparable part of students' daily lives, creating opportunities for language exposure beyond classroom boundaries. The present findings enrich these previous studies by illustrating how students successfully transform ordinary social media activities into productive learning experiences. Instead of using TikTok exclusively for entertainment, participants gradually developed the habit of intentionally seeking English educational content, demonstrating an increasing level of learner autonomy.

Nevertheless, the qualitative findings also indicate that effective implementation of TikTok requires careful instructional planning. Although students generally appreciated the learning experience, some participants acknowledged that they occasionally became distracted by unrelated entertainment videos suggested by the platform's algorithm. This finding confirms that the educational value of TikTok depends not only on the platform itself but also on how learning activities are designed and supervised by teachers. Without appropriate guidance, students may

easily shift their attention from educational content to purely recreational material, reducing the effectiveness of vocabulary learning.

This finding supports the arguments of Asdiniah and Lestari (2021), Putry (2024), and Van den Eijnden et al. (2016), who identified excessive social media use and distractions as potential limitations of technology-based learning. However, the present study suggests that these challenges can be minimized through structured classroom implementation. During the treatment process, the teacher selected appropriate English tutorial videos, explained the learning objectives before viewing, and conducted follow-up discussions after students watched the videos. These instructional strategies enabled students to remain focused on vocabulary learning while minimizing unnecessary distractions. Therefore, teacher guidance continues to play an essential role in maximizing the educational benefits of TikTok.

Another contribution of this study lies in its implication for English language teaching practices in Indonesian EFL classrooms. The findings demonstrate that TikTok should not be viewed merely as an alternative technological tool but rather as a complementary instructional resource capable of enriching vocabulary instruction. Teachers may integrate carefully selected English tutorial videos into classroom activities to introduce new vocabulary, provide authentic language exposure, stimulate classroom discussion, and encourage independent learning outside school hours. Such integration allows students to experience vocabulary through meaningful communication instead of relying exclusively on memorization techniques.

From a theoretical perspective, this research also contributes to the growing body of literature concerning digital-assisted vocabulary learning. Previous studies have primarily emphasized students' positive perceptions or quantitative improvements in vocabulary achievement. In contrast, the qualitative findings of this research provide deeper explanations

regarding the learning processes underlying those improvements. The interview data reveal that vocabulary development occurs through the interaction of several interconnected factors, including contextual learning, repeated exposure, authentic language use, learner autonomy, motivation, and teacher support. These findings indicate that successful vocabulary acquisition cannot be attributed to a single technological feature but instead results from the dynamic interaction between learners, instructional design, and meaningful digital learning experiences.

Overall, the qualitative evidence presented in this study strengthens the quantitative findings by explaining not only whether TikTok English tutorial videos improve vocabulary mastery but also how this improvement occurs. Students' experiences illustrate that vocabulary acquisition develops through continuous engagement with authentic language, repeated encounters with new lexical items, opportunities for self-directed learning, and appropriate pedagogical guidance provided by teachers. Consequently, TikTok functions not merely as a social media application but as a learning environment capable of supporting deeper vocabulary development when integrated thoughtfully into formal English instruction. These findings provide valuable implications for teachers, curriculum developers, and future researchers seeking to utilize digital media to enhance vocabulary learning among EFL students while maintaining balanced and purposeful instructional practices.

Despite these advantages, the findings also reveal certain limitations. Some students reported that TikTok videos sometimes provide explanations that are too brief, which may hinder deeper understanding of more complex vocabulary. This suggests that while TikTok is effective for introducing and reinforcing vocabulary, it may not be sufficient as a standalone learning tool. Therefore, the role of the teacher remains crucial in providing additional explanations and ensuring that students achieve a comprehensive understanding of vocabulary. This aligns with existing

literature, which emphasizes that technology should be integrated with pedagogical guidance to maximize its effectiveness. This study not only confirms previous findings on the effectiveness of TikTok, but also provides deeper qualitative insights into how students construct vocabulary understanding through repeated exposure, contextual usage, and autonomous learning behavior.

## **2. Quantitative Discussion**

The quantitative findings of this study indicate that the use of TikTok English tutorial videos has a significant positive effect on students' vocabulary achievement. This conclusion is supported by the statistical analysis conducted on the pre-test and post-test scores of the students in XI IPA class at Madrasah Aliyah Negeri 4 Ngawi. The results of the analysis showed that students experienced improvement in their vocabulary performance after receiving treatment through TikTok English tutorial videos. The increase in students' scores demonstrates that the integration of TikTok into vocabulary learning activities can contribute positively to students' English vocabulary mastery.

From the analysis data, it can be revealed that the average pre-test score of the students was 55.8654 while they got a score of 64.2308 which tends to increase compared to before. This phenomenon shows a real increase in vocabulary achievement after undergoing English video tutorial treatment on TikTok. Before the treatment, students' level of vocabulary mastery was still relatively low, most of the students tended to have difficulty in mastering English vocabulary. However, after participating in learning activities using TikTok English video tutorials, there was an increase in TikTok English video tutorial activities, there was a significant development in their ability to acquire vocabulary. A jump of about 8.37 points between the pre-test and post-test scores proves that TikTok videos are quite effective in helping students acquire new vocabulary. The

vocabulary provided contextually combined with several elements such as native pronunciation, subtitles, and images can improve students' ability to understand vocabulary acquisition material compared to conventional methods.

In addition to an increase in the average score, the standard deviation of the post-test scores obtained was smaller than the standard deviation of the pre-test scores. The standard deviation in the pre-test reached 17.60044, while in the post-test it decreased to 8.95055. These results indicate a more stable and consistent student performance after the treatment. Student scores showed significant variation before the treatment. This can provide an overview of the differences in vocabulary mastery among students. While many students obtained quite high scores, some also had difficulty understanding vocabulary. However, after undergoing treatment with English tutorial videos from the TikTok application, there was a decrease in the standard deviation, providing an overview of more even student achievement. Therefore, the use of TikTok English tutorial videos not only succeeded in improving overall vocabulary achievement, but also made a small difference in the learning gap between students with high vocabulary mastery abilities and students with low vocabulary mastery abilities. Therefore, with the treatment of TikTok videos, learning outcomes can be improved to be more balanced and even for all students.

Meanwhile, the results of the normality test showed that the pre-test and post-test data were normally distributed. This can be demonstrated by the results of the Shapiro-Wilk test which were greater than 0.05. With normally distributed results, the assumptions required for statistical analysis have been met. Thus, the use of paired sample t-tests can be used appropriately as a tool to test whether there is a statistically significant difference between the pre-test and post-test. Through the use of these statistics, it can be one of the

things that strengthens quantitative findings because the entire data analysis process is carried out with the right method.

It was found that the results after carrying out paired samples showed that the significance value (Sig. 2-tailed) was below 0.05. This shows that there is a statistically significant difference in students' vocabulary mastery abilities before and after implementing the English video tutorial. Therefore, the results obtained from the increase in post test scores that occurred were not just a coincidence, but occurred because of the influence of the treatment carried out during the research process. Thus, the null hypothesis ( $H_0$ ) which can reveal that there is no significant effect of TikTok English tutorial videos on students' vocabulary achievement, is rejected. However, the opposite is true, namely the alternative hypothesis ( $H_1$ ) can reveal that the use of TikTok English tutorial video treatment can have a significant impact on students' vocabulary skills, accepted.

The significant improvement in students' vocabulary achievement demonstrates that TikTok can function as an effective supplementary learning medium in English language learning. One of the factors contributing to this improvement is the contextual presentation of vocabulary in TikTok videos. The videos used during the treatment provided students with examples of vocabulary usage in meaningful and realistic contexts. This contextual exposure enabled students to understand not only the meaning of vocabulary items but also how the words are used in communication. As a result, students were able to understand vocabulary more effectively compared to learning through isolated word memorization.

Thus, the results of this research are in accordance with the views of Richards (2001) who revealed that one of the most basic elements in learning a language is

vocabulary. Richards emphasized that to support various language skills, mastery of vocabulary is needed. Mastering vocabulary can support other skills such as listening, speaking, reading and writing. Students who do not have adequate vocabulary will find it difficult to understand the language and feel less able to convey their ideas well. Thus, the results of this research can be related to this theory, because the increase in students' ability to master vocabulary can show evidence that intense exposure to vocabulary using exciting and interesting media can have a significant impact on increasing students' ability to learn language. with English tutorial videos on TikTok, students get repeated exposure to vocabulary through subtitles, pronunciation examples, dialogue in real contexts, and visual illustrations which overall can make it easier for them to master vocabulary in language learning

This finding is also in line with the statement from Nation (2001) who stated that the process of learning to master vocabulary will be much more effective if meaningful language exposure is given to students repeatedly. Nation stated that repetition and presentation in the appropriate context can also be crucial factors in providing a significant impact on mastering vocabulary, because students also need frequent encounters with new words before they are truly able to master and remember them well. Therefore, by using English tutorial videos from the TikTok application, you can provide repeated exposure to vocabulary through short videos in the application that can attract students to rewatch the video as needed. With this repetition, they become more familiar with the vocabulary that appears in the videos in the TikTok application, and as a result, there is an increase in mastery and an increase in their memory. Through frequent encounters with the

vocabulary, students can strengthen their memory in recalling vocabulary fluently when facing the post-test.

Moreover, TikTok English tutorial videos combine visual, auditory, and textual elements simultaneously, allowing students to process vocabulary through multiple sensory channels. Students were able to see images or actions related to vocabulary, hear pronunciation directly from the videos, and read subtitles at the same time. This multimodal presentation supports vocabulary comprehension because learners receive more comprehensive input during the learning process. The integration of visual and auditory information makes vocabulary easier to understand and remember, especially for students learning English as a foreign language. Therefore, the multimodal nature of TikTok videos contributed significantly to students' vocabulary improvement observed in the quantitative findings.

Another factor that may explain the improvement in students' vocabulary achievement is the short duration and accessibility of TikTok videos. The short-form format of TikTok content allows students to focus on vocabulary materials without becoming overwhelmed by excessive information. Students can concentrate more effectively because the learning materials are presented briefly and clearly. In addition, the accessibility of TikTok videos enables students to replay the materials repeatedly according to their individual learning needs. This flexibility allows students to learn at their own pace and review difficult vocabulary whenever necessary. As a result, students gain more opportunities to reinforce their understanding of vocabulary outside formal classroom instruction.

Apart from research findings that show positive results, several limitations can also be considered in interpreting quantitative data. One of the limitations lies in the level of reliability of the multiple choice test instrument. The Cronbach's alpha value is 0.549. This value can provide a picture of reliability which is in the medium category, so there is a possibility that some questions may not consistently be able to measure the intended aspect. However, there was higher reliability in the Cronbach's Alpha value in the essay section, which means it is included in the acceptable category. Even though there are limitations to this, overall the results of the quantitative findings can still have an important impact because the results of statistical analysis can consistently show an increase in students' ability to master vocabulary after being given treatment.

Another limitation relates to the scope of the research sample. The study involved only 52 students from XI IPA classes at MAN 4 Ngawi. Therefore, the findings may not fully represent students from different educational contexts or institutions. Future studies may involve larger and more diverse samples to obtain broader generalizations regarding the effectiveness of TikTok English tutorial videos in vocabulary learning. In addition, future research could compare TikTok with other digital learning platforms to identify which types of media are most effective for improving vocabulary achievement.

Overall, the quantitative findings of this study provide empirical evidence that TikTok English tutorial videos significantly improve students' vocabulary achievement. The improvement in mean scores, the reduction in score variation, and the statistically significant paired sample t-test results all indicate that TikTok functions effectively as a supplementary learning medium for vocabulary instruction. The findings support theories emphasizing the importance of contextual exposure, repetition, and meaningful input in

vocabulary acquisition. Therefore, the study concludes that TikTok English tutorial videos can be effectively integrated into English language learning to support students' vocabulary mastery, particularly in EFL classroom contexts.