

Use of TikTok Short-Form Videos to Improve the Vocabulary Size of Grade 7 Students: A Basis for a Proposed TikTok-based Vocabulary Learning Module

Hidjarah Y. Pandita^{1*}, Amilah P. Rangiris-Magandia¹

¹ *Mindanao State University – Main Campus*

* pandita.hy112@s.msumain.edu.ph

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ABSTRACT

As short-form video platforms increasingly dominate the daily routines of adolescents, the role that teachers play in imparting education changes dramatically and they are faced with the task of modifying their traditional teaching methods to accommodate 21st-century learners. This study examined the use of TikTok short-form videos in improving the vocabulary size of Grade 7 students at Marawi City National High School and served as the basis for a proposed TikTok-based vocabulary learning module. It used a single-group pretest and posttest design that combined quantitative and qualitative research methods. The intervention involved 189 students, selected through quota sampling, who underwent a one-week intervention using selected TikTok videos featuring 20 chosen

words. The results revealed a statistically significant difference in vocabulary size from a pretest average of 6.70 to a posttest average of 12.217 ($Z = -11.966$, $p = 0.000$), demonstrating that the platform's short-form format successfully prevents cognitive overload. Furthermore, thematic analysis of post-intervention interviews with 10 students selected via convenience sampling revealed that the multimodality of TikTok, including visuals, sounds, and text, created a highly engaging learning environment that made learning enjoyable. Although students experienced difficulties with the speed of video clips and temporary learning difficulties, these were effectively mitigated by replaying the videos and receiving teacher guidance. Ultimately, this study bridges the gap between social media entertainment and formal education through the development of a TikTok-based vocabulary learning module. The findings provide curriculum developers, school administrators, and English teachers with a practical resource for transforming popular social media into an educational asset that aligns with the learning preferences of today's students. The study also contributes to the growing body of knowledge on technology-assisted language learning and the educational use of social media platforms.

Keywords: *Microlearning, TikTok, Vocabulary Size Acquisition, Mobile-Assisted Language Learning, Multimedia Learning*

INTRODUCTION

TikTok, a social media platform that facilitates the creation and sharing of short-form videos, has experienced significant growth in popularity over recent years. Beyond its original function as a platform for entertainment and social interaction, TikTok has increasingly been leveraged as an educational medium

The hashtag #LearnOnTikTok showcases content produced by educators and subject-matter experts, who aim to disseminate knowledge and provide informative content to the broader TikTok community. On that note, many TikTok users are now using the platform to share knowledge, which extends beyond vocabulary to include many other topics. Additionally, the integration of technology in education has become increasingly important, particularly in language classrooms.

Vocabulary is especially important in any language because it serves as the in learning a second language. Without adequate vocabulary, communication may prove difficult since the vocabulary one possesses is limited. A study by Huda et al. (2023) indicates that students have good experience using TikTok for learning languages. They claim that the platform helps them remember words better by showing them repeatedly and in context.

TikTok is an effective tool for helping students improve their English vocabulary, especially for ESL learners (Bernard, 2021). Its short videos, visual and audio elements, captions and subtitles, interactive features, and multimedia integration enhance the learning experience, making it more engaging. On the platform, new words are not just shown, they appear in context using images and sounds and then captions and subtitles to explain what these words mean when they are being used in sentences (Rama, 2023; Tampubolon, 2023). Additionally, TikTok's short-form video supports microlearning, a pedagogical strategy that delivers information in small, focused units. Instead of learning everything all at once, you learn a little bit now, and another part later. This approach allows for an effective learning and retention of knowledge since the brain is not overloaded with excess information. Breaking down lessons into small portions enables students and teachers to retain information effectively because of reduced cognitive overload (Ghafar et al., 2023).

One of TikTok's advantages is its algorithm, which tailors content to users' preferences. Learners encounter vocabulary that aligns with their interests and skill levels, keeping them motivated and engaged (Tran, 2023; Alghameeti, 2022). A Survey conducted among Indonesian students demonstrated that most of them find TikTok helpful for learning vocabulary. They have shown improvements in their ability to remember words and in their positive learning experiences (Rita, 2023). The platform's interactive features create a supportive environment where students practice new words, collaborate with classmates, and strengthen understanding together (Rama, 2023; Pereira, 2023)

As of 2025, the Philippines ranks 6th among the countries with the highest TikTok reach, with over 62.3 million active TikTok users (World Population Review, 2025). Despite its popularity and educational potential, few studies examine how TikTok affects vocabulary growth among Grade 7 students in the Philippines. Research such as Bernard (2021) shows that short-form videos help learners remember new words and understand how they are used in real-life contexts. Most studies, however, focus on university students (Alshreef & Khadawardi, 2023). Findings at the tertiary level show that college students respond positively to using TikTok for vocabulary growth (Simanungkalit & Katemba, 2023; Abdullah et al., 2023). There remains limited evidence on its effectiveness in improving vocabulary among Grade 7 students in the Philippines. This raised the question: Was TikTok's short-form video effective for improving the vocabulary size of the Grade 7 students?

This study examined the effectiveness of TikTok's short-form video in improving the vocabulary size of Grade 7 students in the Philippines. It examined whether exposure to educational TikTok content led to a significant improvement in students' vocabulary acquisition. Furthermore, the findings served as the basis for developing a TikTok-based vocabulary learning module. It aimed to help English teachers by providing ready-made materials that align with how 21st-century learners use technology.

Literature Review

Acquiring literacy skills, understanding subjects, and academic success, vocabulary size acquisition plays a crucial role as an integral part of a student's education and takes on great importance when applied to the ESL learners as a means of acquiring language and subject knowledge at the same time

(Armstrong, 2025; Havwini et al., 2024; Zeng et al., 2025). The academic consensus indicates that vocabulary size acquisition and language learning go hand in hand. Therefore, achieving the excellence in the English language entails an effort aimed at extending one's lexical capacity out of the classroom (Putri et al., 2024).

Throughout history, vocabulary knowledge was recognized as one of the key components of language proficiency, being the basis for developing listening, speaking, reading, and writing macro-skills (Richards & Renandya, 2002, as cited in Rusdi, 2021). In the Philippine context, where English is used as an official language for schooling, government affairs, and journalism, vocabulary development becomes an essential tool that helps students gain understanding of intricate subject matters and participate in international communication (Putri et al., 2024).

Vocabulary size is a fundamental component of language proficiency and is commonly understood through the concepts of vocabulary breadth and vocabulary depth (Anderson & Freebody, 1981). Vocabulary breadth refers to the number of words a learner knows, while vocabulary depth concerns the quality of that knowledge. With this Nation (1993) identified vocabulary size as a key indicator of language proficiency. Research shows that limited vocabulary size restricts communication, impedes reading comprehension, and reduces learners' ability to express complex ideas effectively (Alshreef & Khadawardi, 2023; Laufer & Ravenhorst-Kalovski, 2010, as cited in Aho, 2023).

Measuring vocabulary size presents methodological challenges due to lexical variation and debates regarding the most appropriate unit of analysis (Milton & Treffers-Daller, 2013, as cited in Rodousaki & Alexiou, 2021). To address this, researchers commonly use the word family, which includes a base word together with its inflected and closely related derived forms (Nation, 2001, 2002). This approach reflects how words are organized and retrieved in the human mind and provides a practical estimate of functional vocabulary knowledge (D'Anna et al., 2010, as cited in Aho, 2023). Nevertheless, knowledge of a headword does not always guarantee understanding of all its derived forms, and factors such as the treatment of proper nouns may affect vocabulary estimates (Schmitt, 2010). In the Philippine educational context, developing adequate vocabulary size is essential for students to meet curriculum demands and prepare for higher education and future careers (Gatlabayan, 2024; Pagaduan, 2025).

The growing integration of technology in education has transformed social media platforms into potential learning environments. Among these platforms, TikTok has gained attention as a tool for language learning because of its short-form video format, interactive features, and widespread popularity among young users (Khlaif & Salha, 2021; Pikhart & Botezat, 2021). Educators and content creators increasingly use TikTok to deliver lessons on vocabulary, pronunciation, and language use through engaging multimedia content (Syah & Nurjanah, 2020). Its highly visual and accessible format allows learners to encounter language in familiar digital spaces, promoting engagement and independent learning (Juwita, 2024).

The educational use of TikTok aligns with the concept of microlearning, which involves presenting content in short, focused learning units that are easier to process and retain (Fitria, 2022). Supported by mobile technologies, microlearning has been associated with improved engagement, learner satisfaction, and confidence in language learning (Chikhi & Guetaf, 2023; Jahnke et al., 2020). Through brief and targeted videos, TikTok naturally embodies microlearning principles by delivering information in manageable segments that reduce cognitive overload. Research suggests that this approach supports the learning preferences of contemporary students while improving learning efficiency and critical thinking (Yunianti, 2025). When incorporated into structured instructional materials, these short learning units can be organized into modules that provide clear objectives, content, and assessment activities, enabling teachers to integrate digital learning more systematically (Tamrongkunan, 2020).

A growing body of empirical research supports the effectiveness of TikTok in English language instruction. Studies have consistently reported improvements in vocabulary acquisition among students exposed to TikTok-based learning activities. Cantika (2023) found that students' vocabulary scores increased across two instructional cycles, while Tampubolon et al. (2023) reported significantly higher post-

test scores among students taught through TikTok compared with those receiving traditional instruction. Similar findings were observed by Juwita and Syahputra (2024), who recorded substantial gains in vocabulary acquisition after several TikTok-based learning sessions.

Research further indicates that learners generally perceive TikTok as a valuable educational resource. Alshreef and Khadawardi (2023) reported positive attitudes among EFL students toward TikTok as a vocabulary-learning tool, while Abidah (2024) highlighted how repeated exposure to vocabulary through the platform's algorithm supports language acquisition. Likewise, Syarifah and Sholah (2025) found that learners of different proficiency levels viewed TikTok as an efficient supplement to traditional learning materials. However, Rita and Subekti (2023) noted that although students appreciated its educational value, they remained cautious about using it as a primary learning tool because of potential distractions. This suggests that TikTok is most effective when integrated within structured instructional frameworks.

In the Philippine context, De Matta et al. (2023) demonstrated the effectiveness of TikTok-based instruction among elementary learners, reporting significant improvements in vocabulary and grammar after a month-long intervention. Collectively, these studies establish that vocabulary size is essential for language development and that TikTok possesses characteristics that can support vocabulary acquisition, learner engagement, and communication skills. Despite these promising findings, important gaps remain in the literature. Most studies on TikTok-assisted language learning have focused on senior high school or university students, leaving limited evidence regarding younger learners, particularly within the Philippine context (Cantika, 2023; Juwita & Syahputra, 2024; Rita & Subekti, 2023). Furthermore, while research has explored TikTok's educational potential, few studies have examined the development and evaluation of structured instructional materials such as TikTok-based vocabulary learning modules. To address these gaps, the present study develops and implements a contextualized TikTok-based vocabulary learning module designed to improve the vocabulary size of Grade 7 students at Marawi City National High School.

Research Questions

This study examined the effectiveness and challenges of using TikTok's short-form videos as a microlearning tool. It focused on improving the vocabulary size of Grade 7 students at Marawi City National High School. Specifically, this study sought to answer the following questions:

1. What is the pretest vocabulary size score of the participants?
2. What is the posttest vocabulary size score of the participants?
3. Is there a significant difference between the pretest and posttest scores of the participants?
4. Based on the interview, what are the perceptions on the use of TikTok's short-form video format in improving their vocabulary size?
5. Based on the interview, what challenges do the participants encounter in the use of TikTok's short-form video format?
6. What TikTok-based vocabulary learning module can be developed based on the findings of the study?

Theoretical Framework

This study was anchored on two theories: The cognitive Theory of Multimedia Learning by Mayer (2001) and the Theory of Learning in Micro by Bal et al. (2023).

Cognitive Theory of Multimedia Learning

Mayer's Cognitive Theory of Multimedia Learning (CTML) posits that students learn and comprehend ideas more effectively when lessons combine visual and auditory elements rather than relying on text alone (Agbarakwe & Ossai-Chidi, 2025). Mayer (2014) emphasizes that utilizing a different form of media activates a student's brain for dual channels for processing, which are the auditory and visual systems, which would allow learners to absorb better and remember information. This explains how the

theory suggests that people learn more deeply when they can see words and pictures combined rather than either one alone. By using separate auditory and visual channels, the theory further explains how students' minds can actually process multimedia.

Additionally, the theory posits that meaningful learning occurs when students actively process the information, they encounter by attending to the important parts, organizing new ideas, and connecting them to what they already know (Mayer, 2023). This shows the importance of meaningful learning and how it can be achieved by applying the theory, as when students can apply what they learned to an entirely different situation.

The Cognitive Theory of Multimedia Learning explains how students learn effectively and meaningfully from materials that teachers can use in the classroom, combining words and images. The theory highlights the strategies that support appropriate and beneficial cognitive processing during learning. This theory will be utilized in the study to explain how TikTok's microlearning and short-form video format, which integrates audio, visuals, and text, can help enhance the vocabulary learning of Grade 7 students. The TikTok videos present information through both auditory (spoken words, sounds) and visual (text captions, imagery) channels, and, through their audiovisual aspect, they simplify information, which is a key principle of multimedia learning.

Theory of Learning in Micro

The Theory of Learning in Micro explains that a student's learning experience is more effective when information is delivered in small, focused parts rather than long, heavy lessons (Bal et al., 2023). The theory highlights that students learn better when content is divided into short, easy-to-understand chunks and presented through continuous, easily accessible processes. This shows that the theory suggests students learn best when they consume information in small pieces, and that instead of making them read long books or essays, it is better to focus on one specific, short piece of information to prevent students' brains from overloading.

Additionally, Bal et al. (2023) shared how this approach supports the idea that microlearning by utilizing a TikTok application, which is an emerging electronic learning approach, can actually help students absorb and retain knowledge more efficiently. This shows how the theory emphasizes that teachers can utilize materials that deliver short, focused, and manageable lessons, helping students learn more easily and quickly. The theory further suggests that through short, targeted learning activities, students' authentic and meaningful learning would improve significantly because smaller learning units are easier to understand and connect to prior knowledge than longer ones. In this study, the theory was used to guide the design of TikTok-based vocabulary lessons, as the platform's short-form video format aligns perfectly with the theory's principle of chunked, focused learning experiences, making vocabulary learning more engaging and manageable for Grade 7 students.

Significance of the study

This research explored the effectiveness of TikTok's short form videos in helping Grade 7 students at Marawi City National High School improve their vocabulary size, which was an important and timely topic given the increasing use of social media platforms, specifically TikTok, in educational contexts. The results were analyzed and integrated to serve as the basis for developing the study's output: a TikTok-based vocabulary learning module designed for Grade 7 students. The results of this study were believed to have a significance on the following sectors:

Students. This study benefits students by highlighting the educational potential of using TikTok. This mobile application enables them to learn at their own pace, anytime and anywhere, whether inside or outside the classroom, promoting independent and self-paced learning, and demonstrating to them that their viewing experience can actually result in effective language retention rather than just entertainment.

Teachers. This study provides teachers with ready-made resources, specifically the developed TikTok-based learning module, which they can easily integrate into their English classes. It encourages new

ways to use technology, specifically TikTok, in their teaching as additional language-learning strategies to improve students' English vocabulary size and enable them to make use of the multimodal nature of these videos to help diverse learners.

Parents. This study helps parents understand that social media like TikTok can also be used for learning, not just for entertainment. By knowing this, parents can better support their children and guide them to use TikTok wisely by encouraging them to watch educational content on the app that helps improve their English skills.

School Administrators. This study provides school administrators with understanding on the need to integrate technology, which may give them inspiration to organize training sessions or seminars that will equip their teachers, new strategies for using TikTok in Teaching English vocabulary.

Curriculum Developers. Curriculum developers can use this study as a reference in developing the curriculum and can use popular social media platforms like TikTok in Teaching English vocabulary.

Future Researchers. The result of this study contributes to the body of knowledge on language acquisition and the role of social media in education. Future researchers can use these findings as a basis for further studies and as related literature.

METHODS

Research Design

This study examined the effectiveness of TikTok's short-form videos in improving the vocabulary size of Grade 7 students at Marawi City National High School. It used a single-group pretest-posttest design that combined quantitative and qualitative method. This design was appropriate for measuring both the students' improvement in vocabulary size and their experiences using TikTok to enhance their vocabulary size. The study also applied data triangulation by combining pretest and posttest vocabulary results together with interview data of the students. The quantitative data indicated differences in students' vocabulary size before and after they watched TikTok videos. The qualitative data provided their views on the use of TikTok for learning and the challenges they faced. Using both types of data gave a complete understanding of TikTok's role as a learning tool. The process began with a pretest to measure the students' initial vocabulary size. Then, the students watched selected TikTok videos containing the 20 target words. After the intervention, they took the same test as a posttest to measure improvement. An interview followed to gather students' views of TikTok's effectiveness in improving their vocabulary and the difficulties they encountered. The data from the results were analyzed and integrated to serve as the basis for developing the study's output, a TikTok-based vocabulary learning module designed for Grade 7 students.

Research Locale

The study was conducted at Marawi City National High School because the school served a diverse student population likely familiar with TikTok. Moreover, the school's principal, Dr. Paramata M. Bantuas, shared that the school had progressed significantly in educational services and learners' development. This showed the school's vision for developing learners and extending educational services. Thus, conducting research aligned with the school's progressive view that explored how microlearning tools like TikTok could impact the vocabulary size of grade 7 students and further enhance their learning experience.

Marawi City is the capital city of Lanao del Sur, which is a province that is situated in the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM) region. Marawi City National High School can be found near Lanao People's Park and Lanao Public Library. The school is located in Datu Saber, Marawi City, Lanao del Sur

Participants of the Study

The participants of this study were the Grade 7 students from Marawi City National High School. Out of 357 students, 189 were selected to participate in the study using Slovin's formula with a 5% margin of error. The researchers chose Grade 7 students because students at this grade level (typically aged 12–13 years) were at a critical stage in their language development and were likely to benefit from the study's focus on TikTok's effectiveness in improving vocabulary size. Cognitive science research, such as that of Hartshorne et al. (2018), showed that adolescents still had a strong ability to learn new language skills, especially grammar and vocabulary, but that this ability gradually declined in late adolescence. Moreover, according to Piaget's theory of cognitive development, Grade 7 marked the beginning of the Formal Operational Stage, where students started to think more logically and could understand abstract ideas and word meanings. As the Department of Education recognized that teaching vocabulary is essential in the early secondary curriculum, this stage was ideal for assessing the effectiveness of a new learning approach like the TikTok application in enhancing students' vocabulary size. Moreover, TikTok was found to be popular among young Meranaw students due to its features such as dynamic and creative content. (Yusoph, 2023).

The Participants were selected based on specific inclusion and exclusion criteria. The inclusion criteria required participants to be: (1) currently enrolled as Grade 7 students at Marawi City National High School, and (2) willing to provide voluntary informed consent. Meanwhile, the following are the exclusion criteria: (1) not providing the necessary informed consent and (2) being unable to attend the intervention sessions.

Sampling Technique

For the quantitative phase of the research, a sample size of 189 respondents, constituting 52.94% of the total population of 357 students, was determined using Slovin's formula with a 5% margin of error. After determining the required sample size, non-probabilistic purposive sampling (quota sampling) was used to determine the exact number of 189 respondents needed for the study.

For the qualitative phase involving participant interviews, which served as supporting data to enrich the quantitative findings, convenience sampling was used to select 10 participants. This meant that these 10 participants, who were available for the interview and who had actively participated in the intervention, were chosen as respondents.

Instrument of the Study

This study used triangulation to ensure the results were reliable and unbiased. Different methods were used to gather data. The quantitative data came from a survey questionnaire, followed by interviews for the qualitative data.

Test Questionnaire

The researchers developed a questionnaire to measure the vocabulary size of Grade 7 students. Twenty (20) words were selected for both the pretest and posttest. The same 20-item vocabulary pretest was administered again as the posttest to measure changes in the students' vocabulary knowledge after the intervention. The selection followed two criteria:

- (1) The words had to appear in the prescribed Grade 7 English curriculum under the MATATAG program.
- (2) The words had to be discussed in existing TikTok video clips.

More specifically, the chosen vocabulary words were taken from the Ministry of Basic, Higher and Technical Education (MBHTE-BARMM) Lesson Guide in English 7 to conform to the current competencies Grade 7 students are currently learning. Nonetheless, any words that were not found in TikTok videos or could not be effectively presented through visuals, actions, or trends were not considered.

Only words that met both criteria were used. The test consisted of multiple-choice items in which students chose the correct meaning or synonym for each word.

Prior to administration, one Grade 7 English teacher with at least three years of teaching experience from Marawi City National High School (or a similar school) validated the 20-item test. The teacher evaluated the words difficulty level and whether they were appropriate for Grade 7 students. Their feedback was used to improve the test and ensure its content validity and relevance.

The study used the validated questionnaire. Two approaches were used to assess the students' vocabulary size. First, a pretest was conducted to measure students' existing vocabulary knowledge. Then, the students underwent a one-week intervention using selected TikTok videos featuring the 20 chosen words. After the intervention, a posttest using the same set of words measured improvement in vocabulary size. The comparison between pretest and posttest results showed the effectiveness of TikTok short videos in improving vocabulary learning among students.

Interview Guide Questions

For the qualitative part of the study, the researcher prepared an interview guide to gather detailed information from participants.

During the interview, participants were asked about their views on the effectiveness of TikTok as a tool for improving their vocabulary and the challenges they faced while using it. The questions were open-ended to allow students to provide complete and meaningful responses.

Data Collection Procedure

Prior to implementation, a Grade 7 English teacher with at least three years of teaching experience from Marawi City National High School (or a similar school) validated the 20-item test. The teacher reviewed the words' difficulty level and suitability for Grade 7 students. Their feedback was used to improve the test and ensure its content validity and relevance. After obtaining all necessary approvals from the school authorities, the researchers collected the data. The processes that were undertaken included:

First, formal permission was sought from the Division Superintendent and the School Head of Marawi City National High School prior to conducting the study. After approval, informed consent was then obtained from all participants. Participants were briefed on the study's objectives and their rights. Responses collected were kept confidential and anonymous throughout the research process.

The study employed a researcher-made questionnaire, validated by a Grade 7 English teacher, to assess the effectiveness of TikTok videos in enhancing learners' vocabulary development. The instrument consisted of two assessments: a pretest, which determined the learners' initial vocabulary knowledge, and a posttest, which measured their vocabulary improvement after the intervention. Between these two assessments, the intervention phase was implemented for one week during the last class period. The participants were instructed to watch 20 selected TikTok videos designed to introduce and reinforce new vocabulary. The intervention consisted of four lessons per day, with each lesson containing five videos, each viewed three times to promote retention and familiarity with the target words.

Throughout the intervention, the researcher observed the learners' engagement, reactions, and interactions during the viewing sessions. Each session began with an introductory discussion of the video clips presented to participants, followed by related activities or discussions to support comprehension and provide a more meaningful learning experience. Short breaks were also taken when necessary to maintain learners' attention and participation. After the posttest, interviews were conducted to gather students' perceptions of TikTok's efficacy as a vocabulary learning tool, as well as the challenges they encountered during the intervention.

Method of Analysis

The gathered data was analyzed employing both quantitative and qualitative approaches. For the use of descriptive statistics, which include the mean and standard deviation, in describing the test scores of

the participants, the mean was employed to calculate the average score of the Grade 7 students on the pretest and posttest, so that the researchers could obtain an idea of the students' vocabulary size prior to and after being taught. In interpreting the average scores and transmuted grades of the participants, the following grading scale was employed:

Scaling:

98 and above	-	Excellent
93 – 97	-	Very Good
87 – 92	-	Good
81 – 86	-	Fair/ Satisfactory
75 – 80	-	Passing
74 and below	-	Failed

Meanwhile, the standard deviation was used to indicate whether the students' scores were mostly similar or whether there was a large disparity between the highest and lowest scores. Inferential statistics were used to determine whether the TikTok videos played a significant role in facilitating learning among the students. In particular, the Wilcoxon Signed Ranks Test was conducted to assess the difference between the pretest and posttest scores. Given that the same group of participants took both the pretest and posttest, the Wilcoxon Signed-Rank Test was the most appropriate statistical test for this dataset.

The qualitative analysis was used to understand how the students felt about the process of studying through TikTok videos and the challenges they encountered. The collected interview data were analyzed using thematic analysis. Through thematic analysis, the researchers identified themes in the students' responses.

Expected Output

The study strives to make an impact on the general public by making it available for dissemination through publishing. Its target audience comprises English Teachers, School Administrators, and Curriculum Developers. Through the dissemination of its findings, the study aims to make a contribution towards the improvement of educational standards through the introduction of modern pedagogical tools which can fill the gap between traditional instruction techniques and students' interests. Moreover, it seeks to provide teachers with ready-to-use materials in the form of the TikTok-based vocabulary learning module, which allows teachers to incorporate new multimodal and independent learning strategies into their lessons.

Secondly, this study seeks copyright on its results, specifically the TikTok-based learning module created in the course of this study. The importance of doing so lies in the fact that this helps protect the intellectual property rights of the author by guaranteeing the protection of the design of the TikTok-based learning module and its recommended usage as a microlearning tool. Through copyright, the author is guaranteed ownership of the right to reproduce, distribute, and display the product created in this research. This helps to ensure that the original ideas are recognized and prevents any sort of unapproved duplication. This makes it possible for the researcher to regulate the distribution and application of such learning materials.

RESULTS AND DISCUSSION

Pretest vocabulary size score of the participants

Table 1. *Pretest Vocabulary Size Score of the Participants*

Raw Score	Transmuted Grade	Frequency	Percent	AverageScore/Grade	Qualitative Description
1.00	52.50	3	1.6		
2.00	55.00	7	3.7		
3.00	57.50	8	4.2		

4.00	60.00	21	11.1		
5.00	62.50	29	15.3		
6.00	65.00	27	14.3		
7.00	67.50	24	12.7		
8.00	70.00	27	14.3	6.698 / 66.746	Failed
9.00	72.50	13	6.9		
10.00	75.00	17	9.0		
11.00	77.50	2	1.1		
12.00	80.00	4	2.1		
13.00	82.50	5	2.6		
14.00	85.00	2	1.1		
Total		189	100.0		

Table 1 presents the pretest vocabulary scores of 189 Grade 7 students at Marawi City National High School, with scores ranging from 1 to 14. As reflected in the table, the participants earned an average raw score of 6.698, which translates to a transmuted grade of 66.746. According to the study’s grading scale and considering the standard Department of Education (DepEd) grading system wherein grades lower than 75 mean failure to acquire mastery of the given competency, this falls under the qualitative description of “Failed”. This indicates that the participants had very minimal knowledge of vocabulary about the said words before the intervention was applied. With regards to language acquisition, lexicon involves more than rote learning of dictionary definitions. It entails comprehension of word meanings and usage as well as connection among words. This indicates that although the students are somewhat familiar with the vocabulary, there is certainly a deficiency in their proficiency that requires remediation. Considering that the students belong to grade seven, which is indicative of being 12 or 13 years old, this deficiency in terms of lexical knowledge can be attributed to the fact that they belong to a particular cognitive development stage where such advanced English vocabulary is unknown to them. According to the cognitive development theory of Jean Piaget, children in the age bracket of 12-13 belong to the Formal Operational Stage, which means they have just begun understanding complex and abstract concepts. Furthermore, since they don’t encounter these words through their day-to-day experiences, they find it more difficult to comprehend them.

In order to validate this statement, qualitative data from the interviews done on the participants indicated their unfamiliarity with the target words. One interviewee responded, “There are many words that I learned, some are familiar while some are not... I also remembered the words like conflict and character being introduced.” This clearly indicates that although the students have some prior knowledge, there is still a lot of knowledge deficit in terms of vocabulary acquisition.

Notably, the frequency distribution shows that the majority of students (15.3%) scored a 5, followed closely by scores of 6 and 8 (both at 14.3%), 7 (12.7%), and 4 (11.1%). This distribution indicates that the vast majority of the students had a pretest vocabulary size score between 4 and 8. This further emphasizes their initial struggle with the vocabulary words before the introduction of the TikTok videos. This variability in the participants performance supports the observation by Milton and Treffers-Daller (2013) as cited by Rodousaki & Alexiou (2021) who emphasized the immense variations often found in the vocabulary size of English users. The presence of scores ranging from the minimum of 1 to the maximum of 14 demonstrates that there are participants that have significant needs and others performing slightly better.

These findings align with local studies, such as De Matta et al. (2023), who similarly reported low initial skills among Filipino learners prior to a TikTok intervention. The failed scores seen in this study could be due to the difficulties that characterize conventional vocabulary teaching, which does not succeed in appealing to today’s generation of students. According to Yusoph (2023), local Meranaw youth have a strong inclination toward dynamic and creative content. If conventional teaching techniques do not provide creativity, it will automatically be difficult for vocabulary retention to take place.

The discrepancy between the use of conventional approaches and student interest, along with the need for relatable content, was evident in the interviews. As Participant 10 explained concerning the TikTok video clips, "...Most creators are Pinoy, so their pronunciation is easy to follow which helps me practice saying the words correctly." Similarly, Participant 3 said, "I think that on the part that most of the videos are from here. It helps in making me understand the lesson better." This aligns with the results obtained by Yusoph (2023) showing that an intervention involving interaction and being culturally based is necessary to break through the barriers of traditional learning.

Alshreef and Khadawardi (2023) assert that when learners lack an adequate vocabulary size, communication becomes difficult and ineffective. Furthermore, given that vocabulary size has a direct effect on text comprehension (Laufer & Ravenhorst-Kalovski, 2010, as cited in Aho, 2023), the data implies that these students may face difficulties in comprehending grade-level texts and expressing ideas clearly unless an engaging, level-appropriate intervention such as short-form educational videos is introduced.

Posttest vocabulary size score of the participants

Table 2. *Pretest Vocabulary Size Score of the Participants*

Raw Score	Transmuted Grade	Frequency	Percent	Average Score/Grade	Qualitative Description
5.00	62.50	1	.5		
6.00	65.00	1	.5		
7.00	67.50	12	6.3		
8.00	70.00	10	5.3		
9.00	72.50	17	9.0		
10.00	75.00	12	6.3		
11.00	77.50	20	10.6	12.217 / 80.542	Fair/ Satisfactory
12.00	80.00	28	14.8		
13.00	82.50	37	19.6		
14.00	85.00	14	7.4		
15.00	87.50	12	6.3		
16.00	90.00	5	2.6		
17.00	92.50	5	2.6		
18.00	95.00	7	3.7		
19.00	97.50	3	1.6		
20.00	100.00	5	2.6		
Total		189	100.0		

Table 2 presents the posttest vocabulary size score of the participants which is 12.217 (transmuted grade of 80.542), indicating that, on average, the participants attained a fair/satisfactory vocabulary size after the intervention. This increase from pretest to posttest scores suggests that the using TikTok as a pedagogical tool successfully helped in enhancing the students' vocabulary knowledge. The possible explanation behind this positive change might be related to the nature of TikTok videos. The multimodal characteristics of TikTok videos, especially the presence of visually interesting images, distinct sounds, and texts on screen, may have made the new words easier to memorize by the students in Grade 7. In addition, the highly engaging nature of the application may have kept them focused on the learning process.

To validate this statement, the answers given by the participants during the interviews demonstrated how these particular multimodal elements contributed to their learning process. As was mentioned by one of the participants, "It does help... The pictures, actions, and captions in the videos help me understand the meaning of the words. Seeing the actions and hearing the word at the same time makes it easier to understand and remember." therefore, this qualitative response supports the claim that the application of

multimodal features offered by TikTok, such as the combination of visual, audio, and textual engagement contributed directly to their vocabulary development.

This result also aligns with the findings of De Matta et al. (2023), who similarly discovered a remarkable difference in pretest and posttest scores among elementary learners, with their participants' average increasing to 12.43 after accessing TikTok English teaching videos. Furthermore, this improvement is supported by the research of Cantika (2023), whose classroom action research revealed a “major improvement” in students' vocabulary mastery after exposure to the TikTok application, confirming its viability as a learning medium. The consistent results among these studies indicate that the short-form videos are effective for capturing the attention of the 21st-century learner to help them gain knowledge within a limited time.

Notably, the frequency distribution shows that the majority of participants (19.6%) scored 13, followed closely by scores of 12 (14.8%) and 11 (10.6%), indicating that most participants had a posttest vocabulary size score between 11 and 13. This clustering of scores at the higher end can be attributed to the concise nature of the intervention. By delivering information in short, focused segments, the videos likely prevented cognitive overload, making the vocabulary content more manageable and digestible for the students.

However, the standard deviation of 3.16 suggests a moderate spread of scores around the mean, indicating that while the class average improved, individual performance levels varied. Some students grasped the content more effectively than others. However, this variability does not necessarily diminish the overall success of the intervention, rather, it reflects the observations of Tampubolon, Siahaan, and Sitanggang (2023). In their study, despite variations in individual scores, the experimental class using TikTok still achieved a significantly higher posttest average (80.3) compared to the control group, proving that the platform has a positive impact on the majority of the students' vocabulary regardless of the moderate spread in results.

Overall, the results imply that integrating familiar technology like TikTok can transform it from an entertainment app into a powerful educational tool. The significant increase in scores supports the conclusion of Juwita and Syahputra (2024) which found an 84% increase in students' vocabulary scores and concluded that TikTok's concise format significantly enhances understanding and vocabulary retention.

Significant Difference between the scores on the pretest and posttest of the participants

Table 3. *Significant Difference (Wilcoxon Signed Ranks Test) between the Pretest and Posttest Vocabulary Scores of the Participants*

Test Statistics^a			
	POSTTEST - PRETEST	Decision	Remarks
Z	-11.966 ^b	Reject Ho	Significant
Asymp. Sig. (2-tailed)	.000		

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Table 3 presents the statistical analysis determining if a significant difference exists between the participants' pretest and posttest vocabulary scores. A Wilcoxon Signed Ranks Test was utilized to evaluate the effectiveness of the intervention. The statistical test yielded a Z-score of -11.966 and an asymptotic significance (2-tailed p-value) of .000. Because the p-value (.000) is substantially lower than the standard alpha level of 0.05, the null hypothesis (H₀)—which assumes no difference between the pretest and posttest scores—is firmly rejected. This indicates a highly significant difference between the students' vocabulary knowledge before and after the intervention, further evidenced by the shift from the pretest mean (6.70) to the posttest mean (12.22). For Grade 7 learners who initially demonstrated limited lexical exposure, this

statistical leap represents a substantial cognitive milestone. It proves that when instructional tools align with the digital habits and developmental stage of young adolescents, language barriers can be effectively bridged.

The heart of this significant improvement lies in TikTok’s multimodal nature. Ultimately, these results statistically confirm that the integration of TikTok short-form videos was highly effective in improving the vocabulary size of the Grade 7 students, validating its use as an impactful pedagogical tool. This highly significant improvement occurred because the platform transformed a traditional vocabulary lesson into a highly engaging, multi-sensory learning experience.

The statistical evidence provided by the significant Z-score (-11.966) supports the Theory of Learning in Micro, which posits that learning experiences are more effective when information is delivered in small, focused parts. Because Grade 7 students are at a developmental stage where sustaining attention on lengthy traditional texts can be challenging, the “chunked” nature of the TikTok videos, which is the essence of microlearning allowed students to process the vocabulary without the cognitive overload often associated with longer, traditional lessons. By delivering content in small, digestible units, the intervention provided an appealing instruction and experience that facilitated better retention as evidenced by the increase in the posttest means and aligned with the study of Khlaif and Salha (2021), who emphasize that such formats are crucial for capturing the attention of 21st-century learners, enabling them to attain knowledge efficiently within a short period of time. Moreover, their research supports the use of TikTok as a supplementary tool that leverages multimedia and audio to enhance traditional teaching settings, ensuring that the intervention not only captures student interest but also deepens vocabulary acquisition.

Furthermore, the results align with the Cognitive Theory of Multimedia Learning (CTML). The significant difference suggests that the features of TikTok, specifically its combination of audio and visuals, successfully activated the students’ dual processing channels, leading to deeper comprehension than text alone could achieve. The strong reliance on dynamic visuals alongside spoken words mirrors the findings of De Matta et al. (2023), who observed similar gains among elementary learners using TikTok for second language acquisition specifically because of this audio-visual combination.

Additionally, the platform allows for the integration of familiar content and familiar content creators, which resonates deeply with Gen Z learners, keeping them engaged and lowering their affective filter (an emotional barrier that prevents learning). By presenting complex English vocabulary through relatable, localized creators, the students felt less intimidated to learn. This directly corroborates Tampubolon et al. (2023) and Cantika (2023), whose respective studies confirmed that TikTok interventions yield major improvements in vocabulary mastery for students with initially low proficiency. Just as their studies validated TikTok as a learning media, the major improvement observed in the current study provides concrete statistical evidence that the multimodal platform goes beyond mere entertainment to serve as a potent educational tool. Consequently, these findings provide a strong empirical basis for the development of the proposed TikTok-based vocabulary learning module, suggesting that the intervention is not only statistically significant but also practically meaningful in an educational setting. Furthermore, while the app is engaging on its own, the integration of active teacher-support during the intervention ensured that the students’ viewing remained purposeful and aligned with the learning objectives, thereby validating the recommendation of Alshreef and Khadawardi (2023) to utilize the application as an interactive, multimodal alternative method for teaching English vocabulary.

Perceptions on the Use of TikTok’s Short-Form Video Format in Improving Vocabulary Size

Table 4. *Codes and Themes of Students’ Responses on Their Perceptions of Using TikTok’s Short-Form Video Format in Improving Vocabulary Size.*

Responses	Codes	Theme
P2: “Madakl? Mababaya ako muntay sa Tiktok na kyabaguan ako sa maito kagya ko mimuntay kami sa	Interesting experience	learning TikTok as an Engaging Learning Platform

<p><i>Tiktok sa class. Tas.. Tas.. kagya ko una na medjo di ako sigurado... like medjo bo ko psuwaan pero.. pero parang myakalbod so kapakinug? Parang ganun so myagdam akn...Parang mas malbod and maas type akn ini?"</i></p> <p>Translation: "Many? I like to watch on TikTok and this felt new when we watched TikTok in class. At first, I was hesitant with the things to do but listening became easy because it is interesting. This is way is easier and more interesting for me."</p>		
<p>P4: <i>"Many po. Ang maglearn po ng mga bagong words sa Tiktok na for me lang na parang mas naging madali and mas masaya. Para bang nanunuod lang talga nung first eh tas may nalelearn po pala kami which is very good po for me. Hindi po kami naiistress masyado and mas madali or like... Hindi po kami naiistress kaya nmasa natatandaan naming yung mga words. Pero, I think din kay still kailangan parin po ng teacher which is kayo po... para makatulong po samin."</i></p> <p>P4: "Many. Learning new words on TikTok is fun and easy because it feels like I'm just watching videos for fun while learning at the same time. I don't feel stressed, so I remember the words better. But I think that a teacher is still needed to help us."</p>	<p>Appealing Instruction and experience</p>	
<p>P9: <i>"So music ago so di ami dikamantay na myakawgop na medjo maenjoy ami... akn.. so kaclass. Naba skaniyan like... kaclass pero myakalearn kami sa words a bago "</i></p> <p>Translation: "The music and visuals in the videos make learning enjoyable. It does not feel like studying, but I still learn new words."</p>	<p>Enjoyable learning experience</p>	
<p>P5: <i>"Nakahelp naman po kahit papaano. Yung pictures, tas yung mga nakalagay na captions po na nakahelp din po... para din mas maintindihan namin yung word. May times din na... feel ko na medjo nagegets ko na din yung words nung pinapanuod namin. Pag nakikita ko yung actions and yung pagsasalita ng sabay na parang mas madali yung pag-intindi. Yun lang po. Yung captions, yung actions and yung pagsasalita ng mga tao sa video."</i></p> <p>Translation: "It does help at some point. The pictures, actions, and captions in the videos help me understand the meaning of the words. Seeing the actions and hearing the word at the same time makes it easier to understand and remember. That's it. The captions, actions and people in the video."</p>	<p>Multimodal learning through visual, audio, and contextual cues</p>	<p>TikTok as a Multimodal Vocabulary Support Tool</p>
<p>P8: <i>"Myakawgop so videos in a way a medjo mibaloy a malbod so kaclass kasi na pagstart so class na may videos tapos di kami... like... adn a mbarang mbarang a di ami di kambantayan. Tas adn a music, adn a subtitles</i></p>	<p>Subtitles as learning support for comprehension and pronunciation</p>	

<p><i>a pakawgop pn. Pkaylay ta so video ago word na mapakalbod iyan para rakn. Tas pkailay ami pn so kabatya ko word.”</i></p> <p>Translation: “The subtitles really help me understand new words because I can read them while listening. Seeing and hearing the word at the same time makes learning easier for me. It also helps me know how the word is pronounced.”</p>		
<p>P1: <i>“Hmm.. Madakl a kyatokawan akn. Para rakn na na kyatokawan akn so word a di akn katawan ko video ... lagid o ambiguity. So example sa video na... so video na myailay akn ron so kapkawsara ko word na... na para rakn na mas malbod akn a syabot... tapos type akn a magaan ago naba ka torogn mamakinug lagid o pumatya kami sa libro... Parang gusto ko din na gamitin so mga words. Sii akn myailay a kupakay ta mosar sa tiktok video.”</i></p> <p>Translation: “For me, I learned many things. I learned the word <i>ambiguity</i> from a short video. The example in the video showed me how it is used in a sentence, so I could understand it better. I like that it was not like usual reading. It made me want to try using the word myself later.”</p>	<p>Microlearning</p>	
<p>P9: <i>“So videos na kahit paano na myakawgop rakn? Pero naba tanto... pero myakawgop parin... So music ago so di ami dikamantay na myakawgop na medjo maenjoy ami... akn.. so kaclass. Naba skaniyan like... kaclass pero myakalearn kami sa words a bago”</i></p> <p>Translation: “I think the videos somewhat helped me? But not that much... But it still helped. The music and visuals in the videos make learning enjoyable. It does not feel like studying, but I still learn new words.”</p>	<p>Audio and Visuals</p>	
<p>P10: <i>“... tas so video ng mismo... so mga nakalagay ron na pakawgop para katanodan akn so mga word kasi na pkaylay akn so kawsara ron... tas pagmaylay akn na parang mas malbod a kapkasabota ko ron”</i></p> <p>Translation: “The video itself. The things in the videos help me remember the words better because I can see how they are used, where if I see that, it makes the meaning clear and understandable.”</p>	<p>Visuals</p>	
<p>P3: <i>“I think na sii ko part a kadaklan talaga ko videos na myapansin akn a mga tag saya? Kasi na mas malbod a kapkasabota ko ko di iran di panaroon? Kay mas di kami kargnan somabot ko di tharo kaya pd oto sa mga myakawgop rkami.”</i></p> <p>Translation: “I think that on the part that most of the videos are from here. It helps in making me understand</p>	<p>Familiar and Relatable Content</p>	<p>TikTok as a Source of Familiar and Relatable Content</p>

<p>the lesson better. I think those are part of what really helped us.”</p>		
<p>P6: <i>“Madakl mambo a mini ogop rakn. First na madakl a word a kyatokawan akn, pd na parang familiar tas so pd pman na da akn pn mangaanug. Gyuto i type akn ron ago...type akn pn a ndodoroo kano par ogopan kami ...pkatanodan akn a myadiscuss so conflict.. so character...”</i></p> <p>Translation: “There are many things that I think it helped me. First, there are many words that I learned, some are familiar while some are not. I liked that you are there to help us. I also remembered the words like conflict and character being introduced.</p>	<p>Familiar content</p>	
<p>P10: <i>“... So part a yapansin ami a kadaklan ko mga taw ko videos na mga pinoy. Yakawgop oto kasi na mas pkappractice akn so katharo ko word. Kasi na adn.. a time a myagreporting kami na myaribat ako sa syonod a katharo ron na minisinga ako o mga classmates akn. Tas... tig I maam na correct mambo so pitharo akn. Di lang daw ginagamit saya.”</i></p> <p>Translation: “...Most creators are Pinoy, so their pronunciation is easy to follow which helps me practice saying the words correctly. Because there was a time that we had a reporting in the class and I followed a different pronunciation and my classmates laughed at me. Then, our teacher said that what I said was correct, it was just not that a common way of pronunciation.”</p>	<p>Familiar content creators</p>	
<p>P7: <i>“Myakaogop rakn sa mala kasi na so mga videos na mababa tas simple lang. Mas pakaogop pn para rakn a pkarepeat so video tas and a teacher sa class. Mya enjoy akn a pakalearn ako sa video.”</i></p> <p>Translation: “The videos are short and simple, so I can understand the meaning of the words quickly. Replaying the videos and having a teacher helps me remember the words better. I enjoy learning new word.”</p>	<p>Instructional support for vocabulary comprehension and retention</p>	<p>TikTok as an Instructional Support Platform</p>
<p>P4: <i>“Hindi po kami naiistress kaya nmasa natatandaan naming yung mga words. Pero, I think din kay still kailangan parin po ng teacher which is kayo po... para makatulong po samin.”</i></p> <p>Translation: “I don’t feel stressed, so I remember the words better. But I think that a teacher is still needed to help us.”</p>	<p>Teacher-supported retention</p>	

<p>P6: “Type akn pn a ndodoroo kano par ogopan kami ...pkatanodan akn a myadiscuss so conflict.. so character...”</p> <p>Translation: “I liked that you are there to help us. I also remembered the words “conflict” and “character” being introduced.</p>	<p>Teacher-support</p>	
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The findings revealed that students generally perceived TikTok as a positive and effective tool for vocabulary learning. Four themes emerged from the data: TikTok as an engaging learning platform, a multimodal vocabulary support tool, a source of familiar and relatable content, and an instructional support platform. Participants described the learning experience as enjoyable, less stressful, and more engaging than traditional approaches. The short-form videos captured learners’ attention and increased their interest in learning new vocabulary, allowing them to associate language learning with enjoyment rather than obligation.

Students also emphasized the value of TikTok’s multimodal features, including captions, subtitles, visuals, gestures, and audio. These features enabled learners to simultaneously see, hear, and contextualize vocabulary words, making comprehension and retention easier. Furthermore, participants appreciated the use of familiar Filipino content creators and culturally relevant examples, which enhanced understanding and encouraged participation. These findings support previous studies that identified TikTok’s audiovisual and interactive features as effective tools for language learning (Abidah, 2024; Saputri et al., 2024).

Despite these positive perceptions, participants consistently highlighted the importance of teacher support. While TikTok videos facilitated vocabulary exposure and engagement, learners still relied on teacher explanations to clarify unfamiliar terms and reinforce understanding. This suggests that TikTok is most effective when integrated into teacher-guided instruction rather than used as a standalone learning resource.

Challenges Encountered in the Use of TikTok’s Short-Form Video Format

Table 5. Codes and Themes for the Challenges Encountered in the Use of TikTok’s Short-Form Video Format.

Responses	Codes	Theme
<p>P1: “Para rakn na... adn a mga video a medjo magaan? Medjo bo, pero psabotn akn parin pero igira na medjo pakagaan so ditaro. Pero naba madakl... medjo para rakn magaan kaya myalibog ako ron kagya ko myauna pero.. pero myakalbod bo para rakn ka myadiscuss iyo bo ago and a pkabatya akn ko video...”</p> <p>Translation: “For me, sometimes the video goes too fast. It was a little confusing at first, but after the teachers explained the word clearly, I finally understood it. I think the replay really helps me remember the word better.”</p>	<p>Difficulty with fast-paced video delivery</p>	<p>Fast-paced content</p>
<p>P7: “Banda so medjo magaan na katharo? Pakaogop so adn a pkabatya akn pero adn a... video a medjo rakn bo ko magaan. Pero, isa bo oto.”</p> <p>Translation: “I think it is the slight fast talking? It helps that there is a caption that I can read. I</p>	<p>Occasional fast speech comprehension issue</p>	

remember a video that is slightly fast, but it was just one video.”		
<p>P2: <i>“Wala masyado? Gyuto bo a igira na di akn kanug a tanto so di thatro ko video”</i></p> <p>Translation: “I didn’t have that much problems but sometimes the speaker in the video is not loud enough.”</p>	Insufficient audio clarity	Technical Barriers in Learning
<p>P3: <i>“Like andaa ako kyargnan? Kagya ko dimamadaw and dimunthay na myapikir akn bo na medjo mahina so speaker a oosarn?”</i></p> <p>Translation: “Like where I felt challenges? While listening and watching, I thought about that the speaker’s slightly low in volume.”</p>	Audio Clarity Issues	
<p>P5: <i>“Challenge po? I think may times na nalilito ako pero since nagrerepeat naman po yung video na wala naman pong challenge sakn masyado. Mas madali naman po to kaysa pagbasa lang sa libro.”</i></p> <p>Translation: “A challenge? If I get confused, replay the video and watch it carefully again. Even if I need time to think, it is still easier than learning only from a book.”</p>	Overcoming confusion through replay and repetition	Temporary Learning Difficulties
<p>P9: <i>“Hm... Parang... Adn a mga oras a medjo pkalibog ako? Yun din a so pd talaga a word na di akn katawan na igira na parang margn a kapkasabota akn ron. Pero pkaexplain iyo parin after ami muntay kaya... di akn di mapakaconnecta so video ago so class. Gyuto bo.”</i></p> <p>Translation: “There are times that I am slightly confused? But later on, it would be fine. That’s it.”</p>	Temporary confusion during learning	
<p>P10: <i>“Wala po ata. Myaenjoy akn so class. Igira badn na parang medjo pkargnan ako sumabay pero kinakaya naman.”</i></p> <p>Translation: “I don’t think I have one. I enjoyed the class. There are times that I find it hard to follow but I was able to do it still.”</p>	Manageable difficulty in following lessons	

Although students viewed TikTok positively, they also reported several challenges during implementation. Three themes emerged: fast-paced content, technical barriers in learning, and temporary

learning difficulties. The most common concern involved the speed of some videos, particularly when content creators spoke quickly. Participants reported occasional difficulty keeping up with explanations, resulting in temporary confusion. However, features such as captions, replay options, and teacher clarification helped learners overcome these difficulties.

Technical issues also affected learning experiences. Some students mentioned that audio quality occasionally made it difficult to hear pronunciation clearly. These findings highlight the importance of selecting appropriate instructional materials and ensuring that technological limitations do not hinder learning opportunities.

Additionally, participants described moments of confusion when encountering unfamiliar vocabulary. Nevertheless, these difficulties were generally temporary and manageable. Students reported that repeated viewing and teacher guidance enabled them to understand the lessons more effectively. Similar findings were reported by Syarifah and Sholah (2025), who noted that while TikTok promotes engagement, learners still require instructional support when processing information presented at a rapid pace. Thus, the challenges identified in the study did not outweigh the benefits of the platform but instead emphasized the need for careful instructional planning when integrating TikTok into vocabulary instruction.

Proposed TikTok-Based Vocabulary Learning Module

Table 7. *Summary of the Validation of the TikTok-Based Learning Module*

Category	Mean	Verbal Interpreted
1. Module Objectives	4.13	Moderately Acceptable
2. Module Content	4.07	Moderately Acceptable
3. Learning Activities	4.33	Highly Acceptable
4. Module Format and Language	4.42	Highly Acceptable
5. Module Presentation	4.27	Highly Acceptable
Overall Mean	4.24	Highly Acceptable

Scale

- 4.20 – 5.00 – Highly Acceptable
- 3.40 – 4.19 – Moderately Acceptable
- 2.60 – 3.39 – Acceptable
- 1.80 – 2.59 – Slightly Acceptable
- 1.00 – 1.79 – Not Acceptable

The TikTok-based vocabulary learning module developed from the findings of the study received a highly acceptable overall rating, with a mean score of 4.24. Among the evaluated components, Module Format and Language obtained the highest mean (4.42), followed by Learning Activities (4.33) and Module Presentation (4.27), all interpreted as Highly Acceptable. These results indicate that the module was perceived as visually appealing, well-organized, and appropriate for the target learners.

The high rating for learning activities suggests that the tasks were clear, engaging, and aligned with students' learning needs. Likewise, the positive evaluation of the module presentation indicates that the material was systematically organized and capable of supporting learners' understanding without causing cognitive overload. Although Module Objectives (4.13) and Module Content (4.07) received slightly lower ratings, both remained within the Moderately Acceptable range, indicating that minor revisions could further strengthen the module's effectiveness.

The qualitative feedback from validators further supported these findings. The experts described the module as instructionally sound, learner-centered, and appropriate for Grade 7 students. They particularly highlighted the clear objectives, engaging activities, and integration of TikTok videos as strengths of the material. Recommendations focused on refining lesson objectives, improving language consistency, strengthening assessment procedures, and enhancing visual presentation. These suggestions

were incorporated into the final version of the module, ensuring its suitability for classroom implementation.

Therefore, the findings suggest that the developed TikTok-based vocabulary learning module is a valid and acceptable instructional resource. The results demonstrate that when educational content is integrated with familiar digital platforms, such as TikTok, it can support vocabulary development while maintaining learner engagement and participation.

CONCLUSION

The contribution of the study is in providing data and new knowledge on the usefulness of using TikTok short form videos for increasing the vocabulary size of Grade 7 students. The results obtained will serve as additional proof for the current studies dedicated to the influence of technology-assisted learning on the increase of students' knowledge and their success in language learning. In addition, the study draws attention to the significant role various aspects of utilizing the application, including visual components, subtitles, audio, and teacher assistance in terms of increasing the comprehension, retention, and application of vocabulary size words. Moreover, the study is expected to lay the foundation for the development of the proposed module on vocabulary learning based on the usage of TikTok, which may be helpful for teachers as curricula developers.

Additionally, this study enhances the literature related to how students view their learning experience using TikTok videos for enhancing their vocabulary size skills. This study has demonstrated how the students perceived the use of TikTok short-form videos as more entertaining, less stressful, and easy to understand than conventional approaches to learning. This serves as a foundation for the possibilities that the application can have. Furthermore, this study will also add to the growing body of literature in the field of English language teaching and specifically English vocabulary instruction. Specifically, on how it will enhance literature related to English language teaching and learning using social media sites such as TikTok.

The proposed TikTok-based vocabulary learning module may serve as a practical resource that teachers can adapt in their lessons, enhancing students' vocabulary size in a more interactive and relevant way to learners' interests and experiences. Through this, the study supports the ongoing development of innovative teaching approaches that align with today's students' learning preferences. The study contributes to educational innovation by connecting social media use with formal language teaching. It helps improve understanding of how digital platforms like TikTok can be used in vocabulary instruction and may serve as a reference for future researchers studying social media-based learning, digital teaching methods, and vocabulary development.

Recommendation

Based on the findings and conclusions obtained, the following recommendations are suggested:

1. **Students** are encouraged to make maximum use of this application for educational purposes by making use of it to learn independently and at their own convenient pace. They are encouraged to take advantage of its features such as replaying videos to grasp anything they may have missed and to help them understand the subject matter. It is highly recommended that students utilize these practices to overcome identified challenges, such as the fast pace of videos, distractions, or unfamiliar vocabulary to ensure that the viewing experience leads to effective information acquisition.
2. **English Teachers** are encouraged to take advantage of the study's ready-made resources by incorporating the TikTok-based learning module into their classes. They may leverage the multimodal nature of these videos (visual, auditory, and textual), combining visual, auditory, and textual elements, to support diverse learners. Additionally, to facilitate learning "anytime and anywhere" and address potential barriers related to internet connectivity and data limitations in the

classroom, teachers may consider using downloaded videos for offline viewing to ensure uninterrupted instruction for all students.

3. **School Administrators** are encouraged to support the integration of mobile-assisted language learning by ensuring that teachers have the necessary support and freedom to innovate. They may organize professional development sessions focused on “microlearning” strategies, helping teachers effectively curate and facilitate social media-based content within the classroom setting.
4. **Curriculum Developers** are encouraged to review and adopt the proposed TikTok-based vocabulary learning module, integrating it into the standard English curriculum. They may use the findings of this study as a basis for implementing curriculum enhancements, specifically by designing instructional materials that align with the digital habits of 21st-century learners. Institutionalizing such educational technologies will enable the development of an exciting educational experience that combines traditional teaching with the social media applications preferred by students.
5. **Future Researchers** are encouraged to conduct research on the sustained retention of vocabulary through the use of TikTok so as to establish whether language learning is sustainable over time. Also, they are advised to test the efficacy of using TikTok short form videos at different grades.

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