

**THE EFFECT OF USING EDUCATIONAL TIKTOK VIDEOS AS A MEDIUM FOR
LEARNING ENGLISH VOCABULARY AT MTS QARYATUL JIHAD BENGKULU
TENGAH**

(A Quasi-Experimental Research at Seventh-Grade Students).

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ABSTRACT

Vocabulary mastery is a core element of English language learning, playing a crucial role in supporting speaking, listening, reading, and writing skills. However, English vocabulary among junior high school students in Indonesia remains relatively limited, partly due to conventional teaching methods that fail to actively engage students. This study aims to examine the impact of TikTok educational videos on the English vocabulary mastery of seventh-grade students at MTs Qaryatul Jihad, Central Bengkulu. This research adopted a quantitative approach using a quasi-experimental design (non-equivalent control group design). The sample comprised 36 students, consisting of 18 students from Class VII A as the experimental group and 18 students from Class VII B as the control group. Data were gathered through pre-tests and post-tests in the form of multiple-choice tests containing 37 valid items, which were then analyzed using the Independent Samples t-test and ANCOVA with SPSS version 26. The findings revealed that the use of TikTok educational videos had a significant impact on students' vocabulary mastery. The Independent Samples t-test produced a significance value of 0.000 ($p < 0.05$), leading to the acceptance of the alternative hypothesis (H_a) and rejection of the null hypothesis (H_0). Furthermore, the ANCOVA results confirmed that TikTok educational videos influenced students' vocabulary mastery, with a Partial Eta Squared value of 0.446. These findings indicate that TikTok educational videos serve as an effective learning medium for enhancing students' English vocabulary mastery.

Keywords: TikTok Educational Videos, Vocabulary Mastery, Quasi-Experimental.

ABSTRAK

Penguasaan kosakata merupakan unsur inti dalam pembelajaran bahasa Inggris, yang memainkan peran krusial dalam mendukung keterampilan berbicara, mendengarkan, membaca, dan menulis. Namun, kosakata bahasa Inggris di kalangan siswa SMP di Indonesia masih relatif terbatas, sebagian disebabkan oleh metode pengajaran konvensional yang gagal melibatkan siswa secara aktif. Penelitian ini bertujuan untuk mengkaji dampak video edukatif TikTok terhadap penguasaan kosakata bahasa Inggris siswa kelas VII di MTs Qaryatul Jihad, Bengkulu Tengah. Penelitian ini menggunakan pendekatan kuantitatif dengan desain kuasi-eksperimental (desain kelompok kontrol tidak setara). Sampel penelitian terdiri dari 36 siswa, yaitu 18 siswa dari Kelas VII A sebagai kelompok eksperimen dan 18 siswa dari Kelas VII B sebagai kelompok kontrol. Data dikumpulkan melalui pra-tes dan pasca-tes berupa tes pilihan ganda yang berisi 37 butir soal yang valid, yang kemudian dianalisis menggunakan Uji t Sampel Independen dan ANCOVA dengan SPSS versi 26. Hasil penelitian menunjukkan bahwa penggunaan video edukatif TikTok memiliki dampak yang signifikan terhadap penguasaan kosakata siswa. Uji t Sampel Independen menghasilkan nilai signifikansi sebesar 0,000 ($p < 0,05$), sehingga hipotesis alternatif (H_a) diterima dan hipotesis nol (H_0) ditolak. Selain itu, hasil ANCOVA menegaskan bahwa video edukatif TikTok memengaruhi penguasaan kosakata siswa, dengan nilai Eta Kuadrat sebesar 0,446. Temuan-temuan ini menunjukkan bahwa video edukatif di TikTok berfungsi sebagai media pembelajaran yang efektif untuk meningkatkan penguasaan kosakata bahasa Inggris para siswa.

Kata Kunci: Video Edukasi TikTok, Penguasaan Kosakata, Quasi-Experimental.

A. Introduction

English is widely recognized as a global lingua franca. English has become the fastest increasing language in this modern world and it occupies the status of a commercial language by connecting the East and the West and the North and the South (Rao, 2019). Additionally, globalisation's influence has increased the importance and widespread use of the English language, especially in educational and professional fields (Al-Jiboury, 2024).

This global significance makes English proficiency an essential skill for students, as it provides access to knowledge, communication, and better career opportunities. The ability to communicate well in English in an increasingly globalized world is important for students in many countries, including Indonesia. English is not only used for communication, but also for accessing scientific knowledge, technology, and international information.

Therefore, students are expected to master adequate English language skills to help them advance in their education and future careers. Vocabulary in the language system is a

very important component of language activities: speaking, listening, reading, and writing (Andrieieva et al., 2025). Vocabulary learning is proven to play an important role in mastering a language (Khan et al., 2018).

Vocabulary is often considered the foundation of language learning because it supports the development of all language skills. Students with sufficient vocabulary will find it easier to understand texts, express ideas, and communicate effectively in English. Therefore, teachers need to employ engaging and effective methods to help students learn and retain new vocabulary.

However, many junior high schools, including MTs Qaryatul Jihad Bengkulu Tengah, still face difficulties in improving their English vocabulary. Based on initial observations on January 19, 2026, researchers conducted informal discussions with English teachers and found that many students still had difficulty understanding the meaning and use of English vocabulary, especially in seventh grade.

Students tend to have limited vocabulary skills or knowledge. This

condition is often caused by conventional learning method that is solely focused on textbooks and memorization, which makes students feel bored and unmotivated, making learning less interesting, which results in unsatisfactory vocabulary learning outcomes. This problem shows that students need a more creative and interesting learning approach that can help them remember vocabulary better. Therefore, the researcher explored alternative learning media that are closer to students' daily lives and interests.

In the digital age, students are more interested in learning through online media. Social media is a computer-based technology that facilitates the sharing of ideas, thoughts, and information through the building of virtual networks and communities (Hadacs et al., 2021). By using technology, learning can become more interesting and interactive for students. Digital platforms allow teachers to present lessons in various formats, such as animations, images, and videos, which can attract students' attention.

Thus, technology-based learning media can increase student motivation

and participation in the learning process in the classroom. One of the most popular social media platforms today is TikTok, which presents interesting videos with attractive visuals that are able to capture students' attention. When used as educational content, TikTok videos can become a platform that presents learning materials that are fun and not boring Alghameeti (2022) states that the use of TikTok in language learning can increase students motivation and desire to learn.

Several previous studies have shown that the use of TikTok has a positive impact on English language learning. Kueh Lee Mei et al., (2022) found that students had a positive perception of using TikTok because it made the learning process more interesting. Nadyah Rida Alshreef et al., (2023) also proved that TikTok was effective in helping students expand their English vocabulary. Furthermore, a study by Afrah Abdullah Alghameeti (2022) investigated the effectiveness of TikTok in enhancing vocabulary among fifty Saudi Arabian high school students.

The results showed that students who learned through TikTok exhibited a greater desire to learn and were able to improve their vocabulary mastery

through short, engaging, and visual content. These studies show that TikTok has great potential to be used as an inventive learning medium in English teaching, especially vocabulary learning, because the visual and interactive nature of its videos can make learning more interesting and make it easier for students to understand vocabulary.

From previous studies, it can be concluded that TikTok has the potential to be an effective medium for learning English vocabulary. However, most previous studies mainly focused on students' perceptions or motivation, and were conducted outside Bengkulu or in different educational levels. Although several previous studies have shown positive results regarding the use of TikTok in language learning, further research is still needed to examine its effect on vocabulary acquisition in a more specific educational context.

Therefore, this research entitled "The Effect of Using Educational TikTok Videos as a Medium for Learning English Vocabulary at MTs Qaryatul Jihad" offers novelty by examining the actual effect of educational TikTok videos on vocabulary learning outcomes in a junior high school context

in Bengkulu, which has not been widely explored before. Therefore, this study is expected to provide new insights into the use of TikTok as an innovative learning medium that can support vocabulary learning and improve students' English vocabulary mastery.

This study focuses on the use of educational TikTok videos as a medium for teaching English vocabulary to seventh-grade students at MTs Qaryatul Jihad in the 2025/2026 academic year. This study is limited and only measures students' vocabulary skills before and after treatment using learning materials from TikTok. In this study, other aspects of English language learning, such as grammar, pronunciation, or speaking fluency, are not discussed.

B. Research Methods

This study employed a quantitative approach with a quasi-experimental design using a non-equivalent control group design to examine the effect of educational TikTok videos on students' English vocabulary mastery.

The research was conducted at MTs Qaryatul Jihad Bengkulu Tengah during the 2025/2026 academic year.

The sample consisted of 36 seventh-grade students selected through purposive sampling, with 18 students in Class VII A as the experimental group and 18 students in Class VII B as the control group.

The instrument was a vocabulary test administered as a pre-test and post-test. The test initially consisted of 50 multiple-choice items, and after validity testing, 37 valid items were used for data collection. The experimental group received vocabulary instruction through educational TikTok videos for six sessions, while the control group was taught using conventional teaching methods.

The data were analyzed using SPSS version 26. Descriptive statistics were used to summarize students' scores, while the Shapiro-Wilk test and Levene's test were conducted to examine the assumptions of normality and homogeneity. An independent samples t-test and ANCOVA were employed to determine the effect of educational TikTok videos on students' vocabulary mastery, with a significance level of $p < 0.05$.

C. Research and Discussion

Results

1. Data Description

This study involved 36 seventh-grade students, consisting of 18 students in the experimental group (Class VII A) and 18 students in the control group (Class VII B). A pre-test was administered before the intervention to measure the students' initial vocabulary proficiency, while a post-test was administered after the intervention to evaluate the students' vocabulary achievement. Descriptive statistics for the experimental group are presented in Table 1

Table 1. Descriptive Statistics of the Experimental Group

Variable	Pre-test	Post-test
Number of Students	18	18
Mean Score	54.56	78.50
Minimum Score	35	60
Maximum Score	70	94

As shown in Table 1, students in the experimental group demonstrated a significant improvement after learning through educational TikTok videos. The average vocabulary proficiency score increased from 54.56 on the pre-test to 78.50 on the post-test, representing an increase of 23.94 points. The minimum score also increased from 35 to 60, while the maximum score increased from 70 to 94. These findings indicate that the use of educational TikTok videos contributed to the improvement in students' vocabulary mastery. Descriptive statistics for the control group are presented in Table 2.

Table 2. Descriptive Statistics of the Control Group

Variable	Pre-test	Post-test
Number of Students	18	18
Mean Score	45.06	61.17
Minimum Score	20	46
Maximum Score	67	77

Table 2 shows that the control group also showed improvement after participating in conventional classroom instruction. The average vocabulary proficiency score increased from 45.06 on the pre-test to 61.17 on the post-test, representing an increase of 16.11 points. The minimum score also increased from 20 to 46, while the maximum score increased from 67 to 77. However, these increases were smaller than those observed in the experimental group. To provide a clearer comparison between the two groups, the descriptive statistics are summarized in Table 3.

Table 3. Comparison of Students' Vocabulary Achievement

Group	N	Pre-test Mean	Post-test Mean	Mean Gain
Experimental	18	54.56	78.50	23.94
Control	18	45.06	61.17	16.11

Although both groups showed improvement after the learning process, the experimental group demonstrated greater progress than the control group. The experimental group achieved an average increase of 23.94 points, while the control group showed an average

increase of only 16.11 points. These descriptive findings indicate that students who learned using educational TikTok videos showed a greater improvement in vocabulary mastery than those who received conventional classroom instruction. However, descriptive statistics alone cannot determine whether the observed differences are statistically significant. Therefore, further inferential statistical analysis was conducted to test the significance of the differences between the two groups

2. Normality Test

A normality test was conducted to determine whether the pre-test and post-test scores in both the experimental and control groups followed a normal distribution. The Shapiro-Wilk test was used because the sample size in each group was less than 50 students. The results of the normality test are presented in Table 4.

Table 4. Result of the Shapiro-wilk Normality Test

Assessment	Group	Sig
Pre-test	Experimental	0.515

Pre-test	Control	0.376
Post-test	Experimental	0.684
Post-test	Control	0.179

Table 4 presents the results of the Shapiro-Wilk normality test. The p-values obtained for both the experimental and control groups were all above the 0.05 threshold. Specifically, the pre-test p-values were 0.515 for the experimental group and 0.376 for the control group, while the post-test p-values were 0.684 and 0.179, respectively. These findings indicate that all datasets are normally distributed, thereby confirming that the assumption of normality is met. Therefore, the data are suitable for further parametric statistical analysis.

3. Homogeneity Test

A homogeneity test was conducted using Levene's test of equality of variances to determine whether the variances of the experimental and control groups were equal before conducting the hypothesis test. The results of the homogeneity test are presented in Table 5.

Table 5. Results of Levene's Test for Homogeneity of Variances

Variable	Sig.	Interpretation
Pre-test	0.336	Homogeneous
Post-test	0.562	Homogeneous

As shown in Table 5, the significance values obtained from Levene's test were 0.336 for the pre-test and 0.562 for the post-test, both of which exceeded the significance level of 0.05. These results indicate that the variances of the experimental and control groups are homogeneous. Therefore, the assumption of homogeneity of variances is met, indicating that the data are suitable for further parametric statistical analysis.

4. Independent samples T-Test

An independent-samples t-test was conducted to determine whether there was a significant difference in vocabulary performance between the experimental group and the control group after the intervention. The results are presented in Table 6.

Table 6. Independent Samples t-Test Results

Variab le	t	D f	Sig.(2- taile d)	Mean Differen ce
Post- test score	5.23 1	3 4	0.000	17.444

As shown in Table 6, the independent-samples t-test yielded a t-value of 5.231 with 34 degrees of freedom and a significance level of 0.000. Since this significance level is below 0.05, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_1) is accepted. These results indicate a statistically significant difference in vocabulary proficiency between students taught using educational TikTok videos and those who received conventional instruction. Furthermore, the mean difference of 17.444 indicates that the experimental group performed better than the control group on the final test.

5. F-Test (ANCOVA)

To further examine the effect of educational TikTok videos on students' vocabulary performance while controlling for students' initial ability

using pre-test scores as a covariate, a between-subjects effects analysis (ANCOVA) was conducted. The results of this analysis are presented in Table 7.

Table 7. Tests of Between-Subjects Effects

Source	F	Sig.	Partial Eta Squared
Group	27.362	0.000	0.446

Table 7 presents the results of the Between-Subjects Effects Test. The analysis yielded an F-value of 27.362 with a significance level of 0.000, indicating that the use of educational TikTok videos had a statistically significant effect on students' vocabulary performance after controlling for initial ability. In addition, the partial Eta-squared value of 0.446 indicates that approximately 44.6% of the variance in students' vocabulary scores on the post-treatment test can be attributed to the instructional treatment. Based on Cohen's (1988) guidelines, this value represents a moderate to large effect size, indicating that educational TikTok videos make a

meaningful contribution to improving students' vocabulary mastery.

8. Discussion

This study aims to investigate the effect of educational TikTok videos on students' vocabulary mastery at MTs Qaryatul Jihad Bengkulu Tengah. The findings indicate that students who learned using educational TikTok videos achieved better vocabulary performance compared to students taught using conventional teaching methods. Descriptive statistics show that the average score of the experimental group increased from 54.56 on the pre-test to 78.50 on the post-test. Meanwhile, the control group also showed an improvement, with the average score rising from 45.06 to 61.17. The independent samples t-test revealed a statistically significant difference between the experimental group and the control group ($t = 5.231$, $p = 0.000$). In addition, the between-subjects effects test (ANCOVA) showed a significant treatment effect ($F = 27.362$, $p = 0.000$) with a partial eta-squared value of 0.446, indicating a moderate to large effect of educational TikTok videos on students' vocabulary

mastery. These findings suggest that educational TikTok videos make a positive contribution to improving students' vocabulary mastery.

The improvement in students' vocabulary mastery supports the Multimedia Learning Theory proposed by Mayer (2017), which states that students learn more effectively when information is presented through a combination of words and images rather than through words alone. TikTok educational videos present information visually and auditorily simultaneously, allowing students to process vocabulary through more than one cognitive channel. This learning process helps students understand, memorize, and recall English vocabulary more effectively. TikTok's multimodal features, which combine visual, auditory, and textual elements in short videos, are particularly helpful for vocabulary learning (Khlaif, 2021). During the intervention, students in the experimental group appeared more enthusiastic and attentive while watching the videos, actively participated in answering questions, and showed greater enthusiasm throughout the learning activity

compared to students who learned through conventional instruction.

The findings of this study are also consistent with previous research. Alghameeti (2022) found that TikTok effectively improves students' English vocabulary mastery through engaging short videos. Similarly, Kueh Lee Mei et al. (2022) reported that the use of TikTok creates a more enjoyable learning experience and increases students' motivation to learn English. Furthermore, Alshreef et al. (2023) concluded that TikTok is an effective learning medium for improving English vocabulary mastery among EFL (English as a Foreign Language) learners. The consistency of these findings with previous research further reinforces the notion that TikTok educational videos are an effective medium for learning English vocabulary.

In addition to these findings, the use of educational TikTok videos creates a more interactive learning environment. Students have more opportunities to learn vocabulary through repeated exposure and contextual content. TikTok supports micro-learning and nano-learning approaches, where information is

broken down into small, focused segments so that it is easier for students to understand and remember (Khlaif, 2021). The short duration of TikTok videos, combined with repetition, music or rhythmic elements, and visual cues, can enhance the memory consolidation process through what Alghameeti (2022) describes as the "earworm effect," where brief, engaging audiovisual content stays embedded in viewers' memories. This helps students remember new words for longer than with traditional memorization techniques. As a result, students become more confident in using English vocabulary during classroom activities.

These findings align with those of Fischer, Meier-Vieracker, and Niendorf (2025), who note that TikTok creates new opportunities for knowledge transmission and discursive appropriation by combining sound, images, and language. The intertextuality, intermediality, and imitation prominent features of this platform form a unique mode of presentation that supports language learning. The findings of Matradewi and Udayana (2025) support this conclusion by showing that students prefer instructional videos that incorporate

multimedia elements. In digital learning, using English as the medium of instruction has proven to be more effective than using the students' native language. This recommendation is based on Mayer's (2009) theory of social media learning, which encompasses twelve principles for effective learning through social media, including the modality principle, the multimedia principle, and the personalization principle.

Furthermore, the results of this study support the view of Wu (2026), who analyzed the roles of short-form video platforms such as TikTok and YouTube Shorts in promoting social education, focusing on their accessibility, microlearning capabilities, interactive engagement, and informal learning. The results of the analysis indicate that these platforms offer new opportunities for more community-based and democratic learning. In addition, Sely and Priyatmojo (2026) conducted a conceptual analysis that views TikTok as an informal digital platform that indirectly helps people learn English vocabulary incidentally. They found that TikTok content, including code-switching and interactive comments, provides meaningful,

repetitive, and socially mediated exposure to vocabulary. With these features, TikTok serves as an informal digital learning environment where users unintentionally acquire vocabulary through everyday digital interactions.

Statistical analysis also revealed a moderate to large effect size, as reflected by a partial Eta-squared value of 0.446. This means that approximately 44.6% of the variance in students' vocabulary performance can be attributed to the instructional treatment. This indicates that educational TikTok videos make a meaningful contribution to improving students' vocabulary mastery. The remaining 55.4% of the variance may be influenced by other factors not examined in this study, such as students' learning motivation, prior knowledge, learning environment, or individual learning styles.

Overall, these findings confirm that educational TikTok videos are an effective learning tool for improving students' English vocabulary mastery. By combining visual and audio elements, presenting vocabulary in real-life contexts, and utilizing micro-learning principles, these videos help students

understand and retain English vocabulary more effectively. Therefore, educational TikTok videos can be considered an innovative and effective alternative for teaching vocabulary to junior high school students.

D. Conclusion

This study examined the effect of educational TikTok videos on the English vocabulary mastery of seventh-grade students at MTs Qaryatul Jihad Bengkulu Tengah using a quasi-experimental research design. The results show that students who learned through educational TikTok videos experienced a greater improvement in vocabulary mastery compared to students who received conventional classroom instruction. The experimental group showed a higher average score increase, from 54.56 on the pre-test to 78.50 on the post-test, while the control group increased from 45.06 to 61.17. Furthermore, the independent samples t-test indicated a statistically significant difference between the experimental and control groups ($t = 5.231$, $p = 0.000$). Furthermore, the Between-Subjects Effects Test (ANCOVA) confirmed that the use of educational TikTok videos had a significant positive

effect on students' vocabulary mastery ($F = 27.362$, $p = 0.000$) with a moderate to large effect size (Partial Eta-Squared = 0.446). Therefore, the research hypothesis (H_1) was accepted, while the null hypothesis (H_0) was rejected.

These findings indicate that educational TikTok videos are an effective learning tool for improving students' English vocabulary mastery. Through the combination of visual elements, audio, subtitles, and examples of vocabulary usage in real-life contexts, these videos help students better understand, remember, and use English vocabulary. The micro-learning format and multimodal presentation of TikTok videos support students' cognitive processing and vocabulary retention. Therefore, integrating educational TikTok videos into English language instruction can be an effective alternative strategy for creating a more interactive, technology-supported, and student-centered learning environment.

Despite these positive findings, this study has several limitations. It was conducted at only one junior high school with a relatively small number of participants, and the intervention was implemented over a limited period of time (six sessions). Therefore, these

findings may not be generalizable to all educational settings. In addition, this study focused solely on students' vocabulary mastery and did not examine other factors such as learning motivation, interest in learning, or the learning environment. The effectiveness of using educational TikTok videos may also be influenced by the availability of facilities and infrastructure, as the use of this medium requires adequate devices and stable internet access.

Future researchers are encouraged to conduct similar studies involving larger and more diverse samples, longer intervention periods, or different educational levels. Further research could also compare the effectiveness of TikTok educational videos with other social media platforms or digital learning media, investigate their impact on other aspects of English language learning such as speaking, listening, or writing skills, or examine their influence on students' learning motivation and engagement. Additionally, future studies could explore the use of TikTok as a tool for formative assessment or as a platform for students to create their own educational content.

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