

The Effectiveness of TikTok English Video Quiz Combined With Modified Card Response in Improving Elementary Students' Vocabulary Mastery

Anita Dwi Putri Irianti¹, Irmayani², Buyun Khulel³

English Language Education Study Program, Faculty of Teacher Training and Education,
Universitas Islam Darul 'Ulum Lamongan^{1,2,3}

* Author's Email: anitadwi.2022@mhs.unisda.ac.id, irmayani@unisda.ac.id, buyunkhulel@unisda.ac.id

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ABSTRACT

Vocabulary mastery is one of the fundamental components of English as a Foreign Language (EFL) learning because it provides the foundation for learners to comprehend meaning, process input, and communicate effectively. Preliminary observation conducted at MI Ma'arif NU Sukolilo revealed that fifth-grade students still experienced considerable difficulty in recognizing, remembering, and understanding English vocabulary, a condition that potentially hinders their overall language development if left unaddressed. This study aimed to examine the effectiveness of TikTok English Video Quiz combined with Modified Card Response (MCR) in improving elementary students' vocabulary mastery. A quantitative approach was employed using a pre-experimental one-group pre-test and post-test design. The participants consisted of 24 fifth-grade students selected through purposive sampling. The research instrument was a 20-item vocabulary test administered before and after a three-session treatment in which students watched TikTok English Video Quiz videos and responded actively using colored Modified Card Response cards. Data were analyzed through descriptive statistics, the Shapiro-Wilk normality test, a paired-samples t-test, and Cohen's d effect size calculation using JAMOWI software. The results showed that the mean score increased from 58.3 in the pre-test to 87.5 in the post-test. The paired-samples t-test indicated a statistically significant difference between the two measurements, $t(23) = -10.7, p < .001$, and the effect size analysis yielded Cohen's $d = 2.18$, categorized as a very large effect. These findings indicate that the integration of audiovisual digital media with an active, kinesthetic response technique can substantially improve young learners' vocabulary mastery. The study offers empirical support and practical guidance for English teachers seeking to design more interactive, technology-assisted vocabulary instruction for elementary school students.

Keywords: TikTok English Video Quiz; Modified Card Response; Vocabulary Mastery; Young Learners; Pre-Experimental Study

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INTRODUCTION

Vocabulary mastery is widely regarded as a fundamental component of English as a Foreign Language (EFL) learning because it enables learners to understand and use the language effectively across communicative contexts. Vocabulary knowledge involves not merely the accumulation of word forms but also an understanding of meaning, grammatical function, and contextually appropriate usage. Adequate vocabulary mastery supports learners' capacity to comprehend written and spoken texts, express ideas clearly, and participate meaningfully in interaction. As an essential component of overall language competence, vocabulary knowledge underlies learners' ability to process and produce meaning in different registers and contexts (Nation, 2020; Schmitt, 2020). For this reason, vocabulary mastery is consistently treated in the applied linguistics literature as a foundational building block upon which the other language skills listening, speaking, reading, and writing are constructed.

Despite its acknowledged importance, vocabulary instruction in many elementary EFL classrooms in Indonesia continues to rely on repetitive, rote-memorization techniques that do not always correspond to the developmental characteristics of young learners. A preliminary observation conducted by the researcher at MI Ma'arif NU Sukolilo revealed that fifth-grade students experienced considerable difficulty in recognizing, remembering, and understanding the meaning of English vocabulary items during classroom learning activities. These difficulties reduced students' opportunities to encounter and practice new vocabulary in meaningful contexts, which in turn may negatively affect their capacity to process English input effectively. This observation is consistent with previous research indicating that vocabulary difficulties impede comprehension because limited lexical knowledge restricts learners' ability to interpret and process incoming English input (Irmayani, 2015). Furthermore, vocabulary difficulties are not confined to the sheer number of words a learner knows; they also concern the learner's capacity to understand and deploy vocabulary appropriately according to context (Schmitt, 2020).

The developmental characteristics of young learners add further complexity to vocabulary instruction. In the context of elementary school students, vocabulary learning requires more than repetition and memorization, because children rely heavily on meaningful, contextual, and multimodal exposure to internalize new lexical items. Young learners typically have limited attention spans and tend to learn language more effectively through concrete experience rather than abstract explanation (Cameron, 2001). Consequently, vocabulary instruction that lacks visual support, contextualization, and opportunities for interaction often fails to sustain learners' attention, resulting in persistent difficulties in vocabulary acquisition. Previous studies emphasize that when vocabulary-learning activities do not align with young learners' cognitive and developmental profiles, learners are considerably more likely to experience difficulty in understanding and retaining new words (Cameron, 2019; Pinter, 2021). If such vocabulary difficulties are not adequately addressed at an early stage, they may progressively undermine students' motivation, classroom participation, and overall English learning outcomes, since limited vocabulary knowledge restricts learners' access to meaning and communicative competence (Nation, 2020), and may also constrain the development of related skills such as reading comprehension and speaking ability (Enayat & Derakhshan, 2021; Hu, 2022; Pinter, 2021).

In response to these pedagogical challenges, digital media particularly short-form video platforms such as TikTok have increasingly been explored as tools to support vocabulary mastery in EFL contexts. Prior research conducted among university students has shown that TikTok provides meaningful

audiovisual exposure and supports vocabulary development through engaging, contextualized content (Subekti & Rita, 2023). Related studies on TikTok-based English learning have similarly indicated that short-form videos increase learner engagement and provide multimodal opportunities for vocabulary exposure (Sely & Priyatmojo, 2024). Nevertheless, this body of research has predominantly examined adolescent and university-level learners, while empirical investigations of TikTok's effectiveness among elementary school students particularly young learners in EFL settings remain comparatively scarce. This gap indicates a need for further investigation into the effectiveness of TikTok-based vocabulary learning activities specifically designed for elementary students.

A further limitation identified in the existing literature is that, despite TikTok's evident potential as an engaging digital platform, its instructional use frequently remains passive: learners watch videos without sufficient opportunity to actively process or practice target vocabulary. For elementary school students in particular who benefit substantially from kinesthetic and interactive learning activities passive viewing alone may not translate into optimal vocabulary retention or sustained engagement. Pedagogical research consistently emphasizes that young learners' vocabulary development is more effective when instruction incorporates active response, multisensory input, and immediate feedback rather than passive consumption of instructional material (Cameron, 2019; Pinter, 2021).

One instructional technique that supports active learner involvement is Modified Card Response (MCR), a technique in which students demonstrate comprehension by providing an immediate response through a combination of visual and physical action. Response-card-based activities encourage learners to actively process instructional material, increase classroom participation, and afford teachers immediate opportunities to provide corrective feedback (Müllerke et al., 2019; Marsh & Michaels, 2021). In vocabulary learning specifically, MCR may help shift students from passive exposure toward active retrieval of word meaning, a shift that is theoretically expected to support stronger vocabulary retention. Integrating TikTok English Video Quiz with Modified Card Response therefore represents a plausible strategy for combining rich multimodal input with structured, active student participation.

Although the number of studies examining TikTok in EFL contexts has grown steadily, a clear research gap remains regarding classroom-based empirical research that combines TikTok video quizzes with active-response techniques for elementary school students while measuring quantifiable vocabulary gains. Most existing studies have concentrated on older learners or relied on perception-based data rather than direct learning-outcome measures. Furthermore, studies situated within the Indonesian context tend to address vocabulary difficulties or contextual learning strategies without integrating digital video-based instruction with kinesthetic response strategies (Irmayani, 2015; Khulel & Wibowo, 2021). Addressing this gap, the present study investigates whether TikTok English Video Quiz combined with Modified Card Response can significantly improve elementary students' vocabulary mastery, using a pre-experimental one-group pretest–posttest design. The study is expected to provide empirical evidence regarding the effectiveness of combining short-form digital video quizzes with active-response strategies, while offering practical, classroom-tested insight for teachers who design vocabulary instruction for young learners.

Based on the problem described above, this study is guided by the following research question: is there a significant difference in elementary students' vocabulary mastery before and after being taught using TikTok English Video Quiz combined with Modified Card Response? Accordingly, the objective of this study is to determine whether such a significant difference exists. The null hypothesis (H_0) states that there

is no significant difference in students' vocabulary mastery before and after the treatment, while the alternative hypothesis (H_1) states that a significant difference does exist.

This study is expected to contribute both theoretically and practically. Theoretically, it enriches the literature on multimedia-assisted vocabulary learning and active-response strategies within elementary EFL contexts by providing empirical evidence on the combined effect of TikTok-based video input and Modified Card Response. Practically, the findings are expected to benefit English teachers by offering an alternative instructional strategy that integrates digital media with active participation techniques; to benefit students by creating an engaging, multimodal learning environment; to benefit schools by illustrating a feasible model for technology-assisted vocabulary instruction; and to benefit future researchers by providing a methodological reference for investigating multimedia-based vocabulary instruction combined with active-response techniques among young learners.

METHODS OF RESEARCH

This study employed a quantitative approach using a pre-experimental research design, specifically a one-group pretest–posttest design, to examine the effectiveness of TikTok English Video Quiz combined with Modified Card Response (MCR) in improving elementary students' vocabulary mastery. A pre-experimental design is commonly employed in classroom-based research contexts where random assignment to treatment and control groups is not administratively feasible, yet quantitative evidence regarding the effect of an instructional intervention is still required. This design is considered appropriate for school-based settings, since it allows researchers to examine learning outcomes without requiring full experimental control over extraneous variables (Khoirunnisa & Hasanah, 2020). More specifically, the one-group pretest–posttest design used in this study involves administering a pre-test to a single group of participants, followed by the treatment, and concluded by a post-test, allowing a direct comparison of student performance before and after the intervention. This design has been reported as suitable for evaluating technology-based language-learning tools because it captures measurable changes in learner performance following exposure to digital media (Bai & Liu, 2021), and it has similarly been widely used in vocabulary-learning research involving short-form video platforms owing to its suitability for assessing short-term instructional gains (Al-Sobaihi, 2023). The design can be schematically represented as $O1 \rightarrow X \rightarrow O2$, where $O1$ denotes the pre-test, X denotes the treatment consisting of the integrated TikTok English Video Quiz and Modified Card Response activity, and $O2$ denotes the post-test.

The population of this study consisted of 24 fifth-grade students at MI Ma'arif NU Sukolilo enrolled in the 2024/2025 academic year. Fifth-grade students were selected as the population because they had already been introduced to basic English vocabulary and were developmentally capable of engaging with simple multimedia-based learning activities. The sample consisted of one intact class comprising all 24 fifth-grade students, selected because the class was accessible to the researcher and satisfied the practical requirements for implementing TikTok English Video Quiz and Modified Card Response during regular English lessons. The use of an intact class is common in classroom-based experimental research, particularly where random assignment is impractical due to school administrative arrangements or fixed instructional schedules (Creswell & Creswell, 2018). The sampling technique employed was purposive sampling, in which participants were intentionally selected on the basis of criteria relevant to the study's

objectives, namely comparable English proficiency levels, regular English instruction, and a manageable class size suitable for implementing interactive, media-based activities (Etikan et al., 2016).

This study involved two main variables. The independent variable (X) was the use of TikTok English Video Quiz combined with Modified Card Response. TikTok English Video Quiz provided multimodal digital input through short, visually engaging vocabulary quizzes, previously reported to support vocabulary mastery among young learners (Liu & Zhang, 2022), while Modified Card Response required students to respond actively to each quiz item by raising one of three colored answer cards, thereby promoting engagement and immediate feedback consistent with the broader literature on active-response strategies (Marsh et al., 2021). The dependent variable (Y) was students' vocabulary mastery, operationally defined as their scores on a 20-item vocabulary test administered before and after the treatment, in mixed multiple-choice and picture-based formats designed to measure recognition and understanding of vocabulary items introduced through the TikTok video quizzes.

The primary research instrument was a vocabulary test administered as a pre-test and a post-test, each consisting of 20 multiple-choice items. During the treatment, students were introduced to 40 vocabulary items covering four thematic areas: parts of the body, height and size, adjectives for things, and word classes together with time-related vocabulary (including heaviest, lightest, thickest, longer, most expensive, adjective, noun, month, day, date, widest, shortest, cheapest, verb, and year). Test items were developed on the basis of the vocabulary presented during the treatment sessions, ensuring alignment between instructional content and assessment; the pre-test and post-test used different item sets while measuring the same vocabulary indicators and learning objectives, thereby minimizing potential practice effects.

Data collection proceeded through four sequential stages: preparation, pre-test administration, treatment implementation, and post-test administration. In the preparation stage, the researcher prepared the vocabulary test instrument and the TikTok English Video Quiz–Modified Card Response learning materials, and obtained the necessary institutional permissions. The pre-test was then administered to establish students' baseline vocabulary mastery prior to treatment. The treatment itself was implemented across three learning sessions, in each of which students viewed TikTok English Video Quiz content and responded to each quiz item by raising one of three colored Modified Card Response cards corresponding to the multiple-choice options; the correct answer was subsequently displayed, and the researcher provided immediate corrective feedback regarding meaning and pronunciation. This procedure was repeated across all three sessions to provide students with repeated vocabulary exposure and sustained active engagement. Following the completion of all treatment sessions, the post-test consisting of 20 multiple-choice items different from, but thematically equivalent to, the pre-test was administered individually within 30 minutes under testing conditions identical to those of the pre-test, with each correct response scored one point and each incorrect response scored zero.

Data obtained from the pre-test and post-test were analyzed using quantitative statistical procedures via JAMOWI statistical software (jamovi project, 2024), in order to determine whether observed score differences were attributable to the treatment rather than to random variation (Creswell & Creswell, 2018). Descriptive statistics mean, standard deviation, minimum, and maximum scores were first computed to summarize pre-test and post-test performance (Fraenkel & Hyun, 2019). A Shapiro–Wilk normality test was then conducted on the Gain Score (the difference between post-test and pre-test scores) to determine

whether the assumption of normal distribution required for parametric testing was satisfied; the Shapiro–Wilk test is considered particularly appropriate for small-sample studies owing to its comparatively strong statistical power relative to alternative normality tests (Razali & Wah, 2011). Because the normality assumption was met, a paired-samples t-test was subsequently conducted to determine whether the mean difference between pre-test and post-test scores was statistically significant, following the formula $t = (M_{\text{post}} - M_{\text{pre}}) / SD_{\text{diff}}$, where a significance value of $p < .05$ indicates a statistically significant difference (Field, 2018). Finally, Cohen's d was calculated, using the formula $d = (M_{\text{post}} - M_{\text{pre}}) / SD_{\text{pooled}}$, to determine the magnitude of the treatment effect, with conventional benchmarks of 0.2, 0.5, and 0.8 representing small, medium, and large effects respectively (Lakens, 2013).

RESULT AND DISCUSSION

Description of Data

Descriptive statistics were computed to summarize students' vocabulary mastery scores before and after the implementation of TikTok English Video Quiz combined with Modified Card Response. As presented in Table 1, the pre-test results ($N = 24$) yielded a mean score of 58.3, a standard deviation of 18.7, and scores ranging from a minimum of 20 to a maximum of 90. Following the treatment, the post-test results showed a substantially higher mean score of 87.5, with a considerably smaller standard deviation of 8.08 and scores ranging from 75 to 100.

Table 1. Descriptive Statistics of Students' Vocabulary Mastery Scores

Test	N	Mean	SD	Minimum	Maximum
Pre-test	24	58.3	18.7	20	90
Post-test	24	87.5	8.08	75	100

Beyond the increase in mean score, the marked reduction in standard deviation from 18.7 in the pre-test to 8.08 in the post-test is itself noteworthy, as it suggests that the treatment not only raised the overall level of vocabulary mastery but also reduced the variability of performance across students. In other words, students who began with comparatively low pre-test scores appeared to benefit disproportionately from the intervention, narrowing the gap between higher- and lower-performing learners. This pattern is consistent with the instructional design of the treatment, which combined universally accessible audiovisual input (TikTok English Video Quiz) with a low-stakes, immediate-feedback response mechanism (Modified Card Response) that allowed every student, regardless of initial proficiency, repeated opportunities to encounter, respond to, and self-correct their understanding of the target vocabulary.

Analysis Requirement Test

Prior to hypothesis testing, a Shapiro–Wilk normality test was conducted on the Gain Score (post-test minus pre-test) to verify that the assumption of normal distribution required for the paired-samples t-test was satisfied. As shown in Table 2, the Shapiro Wilk statistic was 0.932 with a significance value of $p = .109$.

Table 2. Normality Test Result of Gain Score

Variable	Shapiro–Wilk	Sig.
Gain Score	0.932	0.109

Since the significance value ($p = .109$) exceeded the 0.05 threshold, the Gain Score data were considered normally distributed. This result confirmed that the assumption underlying the paired-samples t-test was met, thereby justifying the use of this parametric procedure for subsequent hypothesis testing.

Hypothesis Testing

A paired-samples t-test was conducted to determine whether the difference between students' pre-test and post-test vocabulary scores was statistically significant. As presented in Table 3, the analysis produced $t(23) = -10.7$, $p < .001$.

Table 3. Paired Sample t-test Result

Comparison	t	df	Sig. (2-tailed)
Pre-test and Post-test	-10.7	23	< .001

Since the obtained significance value was well below the 0.05 threshold, the null hypothesis (H_0) which posited no significant difference in students' vocabulary mastery before and after treatment was rejected, while the alternative hypothesis (H_1) was accepted. This result indicates that the implementation of TikTok English Video Quiz combined with Modified Card Response produced a statistically significant improvement in students' vocabulary mastery. To complement this significance test, an effect size analysis was conducted, yielding a Cohen's d value of 2.18. Following conventional benchmarks (Lakens, 2013), this value falls well beyond the threshold for a large effect ($d \geq 0.8$) and is therefore classified as a very large effect, indicating that the observed improvement carries substantial practical, and not merely statistical, significance.

The Improvement of Students' Vocabulary Mastery through TikTok English Video Quiz Combined with Modified Card Response

The findings collectively indicate that the implementation of TikTok English Video Quiz combined with Modified Card Response meaningfully improved students' vocabulary mastery, as reflected in the increase of the mean score from 58.3 in the pre-test to 87.5 in the post-test, accompanied by a statistically significant paired-samples t-test result ($p < .001$) and a very large effect size (Cohen's $d = 2.18$). Taken together, these results suggest that the combination of TikTok English Video Quiz and Modified Card Response provided an effective learning experience for improving vocabulary mastery among fifth-grade students, extending beyond mere statistical significance to a magnitude of change that is educationally consequential.

This improvement can plausibly be attributed to the dual instructional mechanism embedded in the treatment. First, TikTok English Video Quiz functioned as a multimedia-based learning medium that provided contextualized vocabulary exposure: through short audiovisual videos, students encountered new vocabulary through the simultaneous combination of visual representation, spoken pronunciation, and written form. Such multimodal input is theoretically expected to support vocabulary learning because it embeds new words within meaningful, memorable contexts that assist comprehension and retention,

consistent with the multimedia learning principle that learners process and retain information more effectively when it is delivered through complementary visual and verbal channels (Mayer, 2020). In addition, the interactive and visually stimulating nature of short-form TikTok content allowed students to engage with vocabulary material in a manner that was inherently more accessible and motivating than conventional print-based drilling. This finding is consistent with Alshreef and Khadawardi (2023), who reported that TikTok can function as an alternative tool for English vocabulary learning in EFL contexts by providing engaging learning experiences, and with Usman et al. (2024), who found that TikTok video use significantly improved EFL students' vocabulary proficiency through contextualized, technology-supported instruction.

Second, the improvement was reinforced by the implementation of Modified Card Response, which required students to move beyond passive viewing toward active participation. Through MCR, students were given repeated opportunities to respond directly to vocabulary prompts, identify target words, and retrieve vocabulary knowledge in real time during the learning process. This active-response mechanism transformed the learning experience from passive observation into active engagement, enabling students to process and rehearse new vocabulary more thoroughly than would have been possible through video viewing alone. The theoretical basis for this effect lies in the well-established finding that active retrieval strengthens long-term retention more effectively than passive re-exposure to material, because retrieval practice requires learners to reconstruct and apply knowledge rather than simply receive it (Roediger & Karpicke, 2006). Consequently, the integration of MCR with TikTok English Video Quiz provided students with both meaningful vocabulary exposure and structured opportunities for active vocabulary practice, a combination that appears to explain the magnitude of improvement observed in this study.

The marked reduction in score variability noted in Section 3.1 further supports this interpretation. Because Modified Card Response required every student regardless of initial proficiency to produce an observable response to each quiz item, the technique effectively functioned as a built-in formative assessment mechanism, allowing the researcher to identify and immediately correct misunderstandings among lower-performing students in real time. This continuous, low-stakes feedback loop likely contributed disproportionately to the gains made by students who began with lower pre-test scores, thereby narrowing the overall performance gap and contributing to the more homogeneous, higher post-test distribution observed in this study.

The Role of Modified Card Response in Supporting Active Vocabulary Learning

The implementation of Modified Card Response played a central role in supporting students' active participation throughout the vocabulary-learning activities. By requiring students to identify, recall, and respond to vocabulary items through the raising of colored response cards, MCR reduced passive learning behavior and compelled students to actively process, rather than merely receive, the target vocabulary. As noted above, this pattern of active retrieval is theoretically expected to support stronger learning retention, since students are required to recall and apply previously acquired knowledge rather than simply re-encounter it (Roediger & Karpicke, 2006). Consequently, MCR helped establish a more interactive classroom environment in which students had substantially greater opportunity to practice and reinforce their vocabulary knowledge than would be afforded by video viewing alone.

This form of active involvement is particularly well suited to the developmental profile of young

learners, who generally benefit most from interactive activities that sustain attention, encourage participation, and provide meaningful language practice. Rather than passively memorizing vocabulary items, students using MCR were repeatedly prompted to actively recall and apply new words through immediate, visible responses an approach consistent with the broader characterization of young learners as more effective language learners when engaged in concrete, contextual, and interactive learning experiences (Cameron, 2019; Pinter, 2021). The kinesthetic dimension of MCR requiring students to physically raise a card also appears to have added a further layer of engagement beyond what purely cognitive or verbal response techniques typically provide, aligning with prior findings that response-card interventions increase both engagement and response accuracy relative to conventional hand-raising techniques (Müllerke et al., 2019).

The Suitability of TikTok English Video Quiz Combined with MCR for Young Learners

The combination of TikTok English Video Quiz and Modified Card Response proved well suited to young learners because it integrated meaningful digital input with structured, active learning activity. Young learners generally require instructional experiences that provide concrete examples, visual support, and genuine opportunities for interaction, rather than relying solely on abstract verbal explanation. In this study, TikTok English Video Quiz supplied students with audiovisual exposure through short, contextualized vocabulary content, while MCR enabled students to respond actively to that content during the learning process itself. The resulting integration of visual, auditory, and physically interactive elements created a learning environment congruent with young learners' developmental characteristics and conducive to vocabulary development, consistent with the broader claim that young learners acquire language more effectively when engaged in meaningful, contextual, and interactive activities (Cameron, 2019; Pinter, 2021).

These findings carry several practical implications for English teachers working with young learners in EFL contexts. Most fundamentally, they demonstrate that digital media need not be confined to a supplementary or purely recreational role in the classroom; rather, when deliberately paired with an active classroom-response strategy, digital video can be repurposed as a genuinely interactive instructional tool. Instead of treating platforms such as TikTok solely as a source of passive audiovisual information, teachers can strategically combine such platforms with response-based activities that require students to participate, respond, and rehearse newly encountered vocabulary. This reframing from digital media as content delivery to digital media as a platform for structured interaction represents perhaps the most transferable pedagogical insight of this study, and suggests that the combination of TikTok English Video Quiz and MCR constitutes a viable, low-cost instructional approach for supporting vocabulary mastery among young learners, including in resource-constrained or rural school settings such as MI Ma'arif NU Sukolilo, where access to more elaborate technological infrastructure may be limited.

Nevertheless, these findings should be interpreted with appropriate caution given the methodological limitations of the study. Because this research employed a pre-experimental one-group design without a control group, it is not possible to definitively isolate the effect of the TikTok English Video Quiz–MCR intervention from other potential influences on students' vocabulary gains, such as maturation, increased familiarity with the testing format, or the general novelty of the instructional activity (a threat commonly referred to as the Hawthorne effect). The relatively short duration of the treatment three sessions and the

restriction of the sample to a single intact class of 24 students further limit the generalizability of the findings to broader elementary school populations. Future research incorporating a control group, a longer treatment period, and a larger, more diverse sample would strengthen causal claims regarding the specific contribution of TikTok English Video Quiz and Modified Card Response to vocabulary gains. Despite these limitations, the magnitude and consistency of the observed improvement reflected in both the statistically significant t-test result and the very large effect size provide compelling preliminary evidence that this combined instructional approach merits further empirical attention and classroom application.

CONCLUSION

This study investigated the effectiveness of TikTok English Video Quiz combined with Modified Card Response (MCR) in improving the vocabulary mastery of fifth-grade students at MI Ma'arif NU Sukolilo. Based on the descriptive statistics, normality test, paired-samples t-test, and effect size analysis, it can be concluded that the intervention produced a substantial and statistically significant improvement in students' vocabulary mastery. Students' mean scores rose from 58.3 in the pre-test to 87.5 in the post-test, a difference confirmed as statistically significant by the paired-samples t-test, $t(23) = -10.7$, $p < .001$, and further supported by a very large effect size, Cohen's $d = 2.18$. On this basis, the null hypothesis was rejected and the alternative hypothesis accepted, indicating that TikTok English Video Quiz combined with Modified Card Response significantly and meaningfully improved students' vocabulary mastery.

These findings suggest that the deliberate integration of audiovisual digital media with an active, kinesthetic response technique can transform vocabulary instruction from a passive, memorization-based activity into an engaging, participatory learning experience appropriate to the developmental characteristics of young learners. TikTok English Video Quiz supplied meaningful, contextualized vocabulary exposure through combined visual, auditory, and textual input, while Modified Card Response ensured that this exposure was immediately followed by active recall, response, and corrective feedback together constituting a pedagogically coherent instructional sequence rather than two independently effective but unrelated components.

For English teachers, this study suggests that digital platforms such as TikTok can be productively incorporated into vocabulary instruction when deliberately paired with structured, active-response activities rather than used solely as passive viewing material. For schools, particularly those operating with limited technological infrastructure, the study illustrates that meaningful gains in vocabulary mastery can be achieved through relatively low-cost, easily implementable combinations of digital video and simple response-card techniques. For future researchers, this study recommends the use of larger and more diverse samples, the inclusion of control groups, extended treatment durations, and investigation of additional language skills such as speaking, listening, or reading comprehension to further validate and extend the generalizability of these findings. Overall, the integration of TikTok English Video Quiz and Modified Card Response can be considered an effective and practically feasible instructional approach for supporting vocabulary mastery among elementary school students in EFL contexts.

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