

# THE EFFECT OF USING TIKTOK APPLICATION ON STUDENTS' VOCABULARY MASTERY AT SENIOR HIGH SCHOOL STUDENT

Nadia Julyanti Nainggolan<sup>a,1\*</sup>, Sondang Manik<sup>b,2</sup>

<sup>a,1,2</sup>Universitas HKBP Nommensen

<sup>1</sup> Email [nadianainggolan0507@yahoo.com](mailto:nadianainggolan0507@yahoo.com)

## ABSTRACT

The purpose of this study is to find out the effect of applying TikTok application in vocabulary learning. This uses a quantitative study, which is a quasi-experimental method. Data from this study are collected and obtained through tests and observation. The subjects of this study are X-IPA with samples X-IPA 8 as the experimental group and X-IPA 5 as the control group, totaling 74 students who were selected by random technique. Tests are conducted by pre-test and post-test, then observation by observing and recording samples. The result of the study shows that using the TikTok application significantly affects students' vocabulary mastery. This can be seen from some facts, such as 1) the Mean post-test of experimental after treatment is 83,03, while control is 58,92, 2) the Standard deviation post-test of experimental after treatment is 9036,97, while control is 2772,76, 3) T-count after treatment is 5,81, meanwhile t-table level 0,05 is 1,666. Thus  $5,81 > 1,666$ . This study shows that TikTok applications have a good influence on vocabulary learning.

**Keywords:** Tiktok Application, Students' Vocabulary Mastery, Learning Media

## 1. Introduction

English is one of the foreign languages that is used universally. Desriana & Budiningsih(2018)stated that speaking about foreign languages means knowing and understanding foreign cultures. Additionally, to understand language, you need to learn sentence structure and sentence writing, because language cannot be separated from culture. In contrast to being a tool for fostering interpersonal relationships, exchanging information, and appreciating the aesthetics of language in English culture, English serves as a means of communication to access information. Vocabulary is a collection of words or parts of a particular language. A sentence will be well-formed if someone has mastered vocabulary. The wealth of vocabulary owned by students is generally considered a reflection of intelligence. In the current era of information technology, the terms online and offline learning have become common learning patterns. Daring is an acronym for "in the network," which is a replacement for the term "online," which we frequently use about internet technology.

Especially in Indonesia, English has been a compulsory subject for senior high schools for decades. English is one of the subjects that is used as a benchmark for high school students. Five communication elements that make up the learning process are teachers (communicators), learning resources, learning media, students (communicants), and learning objectives (Angraini et al, 2021). The teaching and learning process is impossible without learning media; at the very least, it needs one medium to deliver teaching materials (Puspitarini & Hanif, 2019). Doyle & Lindquist (2018) mention that categorizing and labeling is necessary for vocabulary acquisition. When children first learn the word, they might be referring to traits of the thing that word stands for. Teaching vocabulary includes teaching meaning, morphology, and sound. The first component of sound is pronunciation, so students must correctly read the phonetic symbol. The availability of an information center can be accessed anywhere and anytime and contains anything we want to know and the internet also allows the formation of a multimedia communication network that is so extensive throughout the world, it would be a shame if it is not utilized/unable to use it. There is internet technology available as a multipurpose media. Interpersonal communication is possible

when using the internet (e-mail and chat). Internet is also able to be presented in real-time audio-visual as in the conventional method with teleconference application (Saryoko, 2012).

Social media is media whose content is created and distributed through social interaction. Social media is an application that allows users to interact and provide feedback to fellow users; create, edit, and share information in various forms (Syrdal & Briggs, 2018). TikTok app was released in September 2016. Users of the app can make their videos. TikTok became the most downloaded app during the first quarter (Q1) of 2018 with 45.8 million downloads. Teachers and students use organized teaching materials in learning. Without learning media, the teaching and learning process cannot call for at least one medium for delivering instructional materials (Widodo, 2018). On July 3, 2018, TikTok's application was blocked globally, and then on August 1, 2018, TikTok was blocked in Indonesia. The Ministry of Communication and Information has been keeping an eye on this application for a month and has discovered that numerous reports criticize it. The total number of incoming reports for July was 2,853. There is a lot of negative content, especially for children, Rudiantara said. However, in August 2018, the TikTok application can once again be downloaded due to various factors and new laws. As a learning media, video must be suitable to the steps to deliver the materials. The steps for making TikTok videos as learning media are: 1. Opening. The presenter will greet the audience who watched the video before discussing the learning material. 2. Contents. The presenter will present the vocabulary learning material. 3. Closing. In the closing section, the presenter will close the video by suggesting the viewer ask questions. Questions can be listed in the comments column so that questions can be discussed in the next video content.

Since the online learning system was implemented, usage of social media has become a trend for students. Currently, 10th-grade students at SMA Negeri 3 Pematangsiantar use social media because it makes it simple for students to communicate with others locally and globally without having to physically interact. TikTok application is one of the applications/social media that is very popular. TikTok is an application that displays moving images (visual videos) that can be made by TikTok users themselves. Almost all students use the TikTok application every day, so this application sometimes becomes an obstacle in online learning.

## 2. Method

This study uses quantitative requiring authority to explain how variables affect other variables (Creswell, 2012). This type is quasi-experimental, in which variables do not allow for full control. It is valued even though true experiments are preferred because they enable scientists to draw valid conclusions even when complete control is not feasible. Initially, both were given pretest (Y1). The difference is that one group is given treatment (X), while the other is not treated but is made as a control group. After the treatment was completed, both groups received post-test (Y2). The experimental class received treatment of group investigation (X) type of cooperative learning model. The control class received conventional learning treatment.

The population of this study is all 10th-grade students of SMA Negeri 3 Pematangsiantar, totaling 437 students. The experiment group is X IPA 8 and the control group is XIPA 5. So samples in this study are 74 students. Author uses two variables, namely independent variable (TikTok Application) and the dependent variable (vocabulary mastery). This study will be conducted in Class X IPA 5 and X IPA 8 SMA Negeri 3 Pematangsiantar. Data collection techniques are tests and observation. Validity testing aims to see the level of constraints or validity (accuracy) of a measuring instrument.

## 3. Result/s and Discussion

In this research, the data analysis used by the researcher was a quasi-experimental method as mentioned in the previous chapter. This data analysis explains the result of the experiment class and control class including the pre-test and post-test, mean score, standard deviation, mean variable, standard deviation variable, and the test. This research was conducted in the Experimental Class and Control Class.

In the experimental class, the researcher gave treatment to the students by applying TikTok videos. The researcher gave pre-test, treatment, and post-tests to the experimental class. The test given consists of 20 questions and students receive 5 points for each question if they answer correctly.

EXPERIMENTAL CLASS			
	Pre-Test (d <sub>1</sub> )	Post-Test (d <sub>2</sub> )	
		$d_1^2$	$d_2^2$

$\Sigma$	<b>2272</b>	<b>3072</b>	<b>152952</b>	<b>264096</b>
----------	-------------	-------------	---------------	---------------

After getting the mean pre-test and post-test in the experimental class and the mean pre-test and post-test in the control class, the researcher summarized the mean results of both in one graph above. The figure of the graph showed the progress of students' vocabulary mastery. In the figure, we can see an improvement in students' scores. The difference lies in the results achieved after treatment. The experimental class was given treatment, namely by learning using the TikTok video while the control class used conventional media. In the figure, the mean of the experimental class in the pre-test was 60,5 and the post-test was 80,3. The mean control class in pre-test was 60,16 and post-test was 70,66. The experimental class improved 19,8 points and in control class improved 10,5 points. This shows that the improvement in the experimental class was higher than in the control class (García & Weiss, 2019).

The testing hypothesis used the independent T-test. This test aimed to compare two unpaired data. This independent test was used to see how the influence of TikTok video as learning media in experimental class compared to textbook as conventional media in control class. The post-test scores in the experimental class and the post-test scores in the control class were compared. The researcher offered a null hypothesis ( $H_0$ ) and an alternative hypothesis ( $H_a$ ). From the calculation results, it turns out that  $t_{count} < t_{table}$  at level= 0,05 that is (5,81 > 1,666) therefore  $H_0$  is accepted and  $H_1$  is rejected so that it can be stated that there is a positive and significant effect on the experimental class or in other words that there is a significant influence on the use of the TikTok application on vocabulary mastery in class X SMA Negeri 3 Pematangsiantar.

The research findings indicate that students can effectively utilize vocabulary, particularly adjectives when incorporating TikTok into their learning process. To evaluate the impact of implementing TikTok as an educational tool for vocabulary acquisition, the author administered both a pre-test and post-test to assess any differences in the experimental class following the treatment (Iheduru-Anderson, 2020). The researcher's observations suggest that TikTok positively influences vocabulary acquisition, with students taught through the TikTok application outperforming their peers educated through conventional methods (Anarjanovna, 2021). This is evident in the higher post-test scores achieved by the experimental class compared to the control class. Upon analyzing the data, it becomes clear that TikTok plays a role in enhancing students' mastery of vocabulary.

#### 4. Conclusion

Based on the results of data processing and analysis, the results obtained that the TikTok application is very significant and very strong effect on students' vocabulary. This right can be proven by the processed research results that are analyzed. After learning vocabulary using the TikTok application for the experimental class, it shows that the TikTok application is effective in social media teaching English and affects students' scores, especially in vocabulary mastery. In learning vocabulary, the TikTok application helped students to memorize vocabulary more easily. From the calculation results, it turns out that  $t_{count} < t_{table}$  at level= 0,05 that is (5,81 > 1,666) therefore  $H_0$  is accepted and  $H_1$  is rejected so that it can be stated that there is a positive and significant effect on the experimental class or in other words that there is a significant influence on the use of the TikTok application on vocabulary mastery in class X SMA Negeri 3 Pematangsiantar. Therefore, it can be concluded that learning using the TikTok application is effectively used as a learning medium in learning vocabulary. The use of the TikTok application can minimize students' difficulties in memorizing vocabulary. but many small things must be considered in using the TikTok application as a learning medium. Students must continue to be supervised in using the application because, behind the positives in using the TikTok application, there are also the weaknesses using TikTok application.

#### REFERENCES

- Aji, W. N. (2018). Aplikasi Tik Tok Sebagai Media Pembelajaran Bahasa Dan Sastra Indonesia. Prosiding Seminar Nasional Pertemuan Ilmiah Bahasa Dan Sastra Indonesia, 431, 431–440.

- Angraini, S., Fitria, H., & Setiawan, A. A. (2021). The Effect of Teacher Performance and Learning Media on Learning Outcomes of Elementary School Students. *Journal of Social Work and Science Education*, 2(2), 137–146
- Arikunto. 2006. *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta : PT. Rineka Cipta.
- Castleberry, A., & Nolen, A. (2018). Thematic analysis of qualitative research data: Is it as easy as it sounds? *Currents in Pharmacy Teaching and Learning*, 10(6), 807–815.
- Desriana, B., & Budiningsih, C. A. (2018). Audiobook pembelajaran mata kuliah literatur berdasarkan perspektif behavioral untuk meningkatkan pemahaman bahasa Jerman. *Jurnal Inovasi Teknologi Pendidikan*, 5(2), 140–150.
- Dewi, C. A., Kurniasih, Y., Khery, Y., & Suryati, S. (2020). Pelatihan Pembuatan Media Pembelajaran Online Bagi Guru di SMPN 1 Batulayar Kabupaten Lombok Barat. *Lambung Inovasi: Jurnal Pengabdian Kepada Masyarakat*, 5(1), 16–22.
- Doyle, C. M., & Lindquist, K. A. (2018). When a word is worth a thousand pictures: Language shapes perceptual memory for emotion. *Journal of Experimental Psychology: General*, 147(1), 62.
- Effendi, M. I., Sugandini, D., & Istanto, Y. (2020). Social media adoption in SMEs impacted by COVID-19: The TOE model. *The Journal of Asian Finance, Economics, and Business*, 7(11), 915–925.
- Eisinga, R., Grotenhuis, M. te, & Pelzer, B. (2013). The reliability of a two-item scale: Pearson, Cronbach, or Spearman-Brown? *International Journal of Public Health*, 58(4), 637– 642.
- Hanim, S. (2021). Social Media Usage for Learning English Language. *Randwick International of Education and Linguistics Science Journal*, 2(3), 461–466.
- Hutamy, E. T., Alisyahbana, A. N. Q. A., Arisah, N., & Hasan, M. (2021). Efektivitas Pemanfaatan Tik Tok Sebagai Media Pembelajaran Dalam Meningkatkan Hasil Belajar Peserta Didik. *Jurnal Pendidikan Dompot Dhuafa*, 11(01), 21–26.
- Jack R. Fraenkel , Norman E. Wallen , Helen H. Hyun (2018). *How to Design and Evaluate Research in Education*. Eighth Edition , McGraw-Hill.
- Louis Cohen, Lawrence Manion , Keith Morrison(2018). *Research Methods in Education*. Eighth edition published 2018 ,Routledge.
- Pangrazio, Luci, and Neil Selwyn.(2018) "It's not like it's life or death or whatever": Young people's understandings of social media data." *Social Media+ Society* 4.3
- Prajoko, Roso Prajoko Roso.(2020) "THE USE OF SOCIAL MEDIA AS A TOOL OF EDUCATING PEOPLE." *INTERNATIONAL SEMINAR ON EDUCATION*.
- Purpura, J. E., Brown, J. D., & Schoonen, R. (2015). Improving the validity of quantitative measures in applied linguistics research 1. *Language Learning*, 65(S1), 37–75.
- Puspitarini, Y. D., & Hanif, M. (2019). Using Learning Media to Increase Learning Motivation in Elementary School. *Anatolian Journal of Education*, 4(2), 53–60.
- Rahman, J., & Kom, S. (2017). Pengaruh Media Sosial Bagi Proses Belajar Siswa. *Journal* <https://kalsel.kemenag.go.id/files/file/artikelprakom/15162891659956.pdf>.
- Révész, A., & Brunfaut, T. (2020). Validating assessments for research purposes. In *The Routledge handbook of second language acquisition and language testing* (pp. 21–32). Routledge.
- Saryoko, A. (2012). *PEMBERDAYAAN INTERNET SEBAGAI SOLUSI BELAJAR (LEARNING SOLUTIONS) YANG EFEKTIF DAN EFISIEN*. *Cakrawala-Jurnal Humaniora*, 12(2), 166-177.
- Syrdal, H. A., & Briggs, E. (2018). Engagement with social media content: A qualitative exploration. *Journal of Marketing Theory and Practice*, 26(1–2), 4–22.
- Taubah, M. (2020). Aplikasi Tik Tok sebagai media pembelajaran maharah kalam. *Jurnal Mu'allim*, 2(1), 57–65.
- Widodo, S. A. (2018). Selection of Learning Media Mathematics for Junior School Students. *Turkish Online Journal of Educational Technology-TOJET*, 17(1), 154–160.
- Wilkins, D. E. (2013). *The Navajo political experience*. Rowman & Littlefield.

- Yulian, V. N. (2018). Developing teaching materials using comic media to enhance students' mathematical communication. IOP Conference Series: Materials Science and Engineering, 335(1), 012110.
- Yusuf, A. N. (n.d.). THE USED OF A MEDIUM OF LEARNING SONG FOREIGN LANGUAGE IN LEARNING SPEAK STRANGER IN ELEMENTARY SCHOOL. JURNAL PAJAR (Pendidikan Dan Pengajaran), 4(5), 904–916.