THE USE OF TIKTOK APPLICATION AS AN ONLINE ENGLISH LEARNING MEDIUM TO IMPROVE STUDENTS' VOCABULARY MASTERY AT SMA KATOLIK MESSAWA

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Abstract

The purpose of this research is to find out whether the use of TikTok Application as online English learning medium can improve students' vocabulary mastery and to find out students' perception of the use of TikTok Application in learning English vocabulary. This research was conducted at SMA Katolik Messawa. The population in this study were students of class X IPA SMA Katolik Messawa. The researcher used a purposive random sampling technique for class X IPA as the sample in this study. This study used a pre-experimental one group pretest posttest design method. The instrument used by the researcher is a vocabulary test and a questionnaire. Then several treatments were carried out and at the end of the meeting a vocabulary test was again carried out. Based on the results of the average calculation, it is known that the use of TikTok Application can improve students' vocabulary mastery, where the mean posttest is greater than the mean of pretest. Then the researcher concluded that the use of TikTok Application can improve students' vocabulary mastery. Students perceived the use of TikTok Application in learning English vocabulary quite positively. Their perceptions to the twelve statement items were dominated by positive responses, they surely have positive thoughts about the use of TikTok Application to improve their vocabulary mastery.

Keywords — *TikTok Application, Vocabulary Mastery, Students' Perception.*

INTRODUCTION

In many facets of modern life, English is an important international language. The four primary language abilities are speaking, listening, reading, and writing. Additionally, vocabulary is also important when learning a new language. Vocabulary plays an essential part in learning a new language. Students will benefit greatly from having a rich vocabulary as they learn English and its four main abilities. Tnanh Huyen & Thi Thu Nga (2003, in Rouhani & Purgharib 2013) define vocabulary as a linguistic element that connects the four language abilities of listening,

speaking, reading, and writing in learning a foreign language, demonstrating the significance of this.

To be able to master a set of vocabulary, a student must have a thorough understanding of the vocabulary, including its connotations, frequency, spoken and written forms, grammatical behavior, word origins, collocations, spoken and written registers, and meanings.

One of the weaknesses of Indonesian students in mastering English is their vocabulary mastery which is quite low. The purpose of teaching English, according to the English curriculum from 1994, is for pupils to be able to communicate in English and have a command of 1000 vocabulary words by junior high school and 2500 vocabulary words by senior high school. In curriculum 2013, learning vocabulary is inseparable from teaching vocabulary. Teaching is the process of directing and supporting learning, creating the conditions for learning, and enabling learning to take place.

There are various things that can be done to help the pupils' vocabulary skills. Utilizing engaging and efficient teaching tools is one of them. Social media in particular is extremely important in the context of English as a Foreign Language (EFL). The TikTok application is one of the most widely used social media platforms today. Zhang Yiming, the creator of Toutiao, introduced the Chinese social network and music video platform TikTok in September 2016.

In Indonesia itself, there was a 20% jump in users during the stays at home period. TikTok's educational video content with the hashtag #samsamabelajar has been watched by more than 100.1 billion users today and also mentioned other content that was watched quite a lot, namely DIY (Do It Yourself/Tips), cooking video content, learning languages, and life. In Indonesia, school-aged children and members of Generation Z, sometimes known as millennials, constitute the majority of Tik Tok users (Handy & Wijaya, 2020).

Xiuwen and Razali (2021) in their study which aims to explore the potential for using TikTok and how it impacts on English communication competence, said that TikTok in the field of English education for young people takes the opportunity With the TikTok application for EFL students, TikTok seizes the chance to develop a cutting-edge digital learning system for students of English as a foreign language during or even after the Covid-19 pandemic. Based on research by Ferstephanie and Pratiwi (2021) which was conducted at the Kalam Kudus Christian High School using Classroom Action Research, aims to explore the influence of TikTok in developing students' motivation in speaking shows that they feel happy and enjoy learning skills from learning the TikTok application and the results of using TikTok in motivating students'

speaking skills are very interactive and effective, with student scores showing a drastic increase.

LITERATURE REVIEW

1. Vocabulary

According to Yuwei WU (2009), language serves as a means of thought, expression, comprehension, and communication. According to Hornby (1989:1452), vocabulary can be defined in three different ways: as the total number of words in a language, as all the words one is familiar with or that are used in a particular book, subject, etc., and as a list of words with definitions, particularly one that is provided with a foreign language textbook. According to Harmer (1987), there are two categories of vocabulary:

a. The term "active vocabulary" describes the vocabulary that pupils have been taught or are expected to learn and be able to utilize.

b. Passive vocabulary is a term for terms that pupils will encounter but probably won't be able to develop on their own.

Mastery is defined as complete knowledge or skill in a particular subject or activity by the Oxford English Dictionary (2022). The mastery of vocabulary can also lengthen human life, according to Tarigan in Petra (2016):11, who asserts that enhancing pupils' vocabulary can improve their outlook on life, their attitudes, the growth of their concepts, their thought processes, and their knowledge.

According to Harmer in Petra (2016:11), vocabulary acquisition starts when a person is still a newborn. In essence, the mother tongue is where the newborn learns their first language. In order to learn vocabulary, one must take into account four factors, such as:

a. Spelling

Spelling is the process of producing words by combining letters. It involves spelling a word or words with all the necessary letters and diacritics present in a recognized standard order.

b. Pronunciation

The fundamental components of speech that make up pronunciation are a language's sounds. These components range from the distinctive sounds that speech is made up of to the rise and fall of the voice, which is used to convey meaning.

c. Meaning

According to Petra (2016:12), meanings can be categorized based on the forms to which they are attached. Lexical meaning, morphological meaning, and syntactic meaning are the three categories that it falls under.

d. Use

There are a few ways to draw attention to the use of words, such as by quickly demonstrating the grammatical category the word falls under (countable/uncountable, transitive/intransitive, etc.), providing a few comparable synonyms, mentioning any usage restrictions (formal, informal, impolite, only use with children, etc.), and providing a well-known opposite or well-known word describing the group or lexical set the word falls into.

2. TikTok Application

TikTok is a social media for sharing music videos from China. TikTok is also known as Douyin (Chinese:抖音) founded by Zhang Yiming. Rahardaya (2021) claims that TikTok is a social networking site that enables users to make 15 – 60 second movies with a variety of features like music, filter stickers, and other creative features.

The teacher (communicator), learning materials, learning medium, students (communicants), and learning objectives are the five communication components of the learning process, according to I Wayan Santyasa (2007: 3). The TikTok app can be utilized as a successful learning tool, as can be inferred from the preceding description. The Tik Tok app first and foremost fulfills the educational demands of students.

According to Nabilah, et al (2021) in the education arena, perhaps the most effective use of TikTok is teacher-made videos that students can watch repeatedly such as tenses, vocabulary, and pronunciation. One of the accounts learning English in the TikTok application that has many followers is @discoveiryeinglishjogja, the account already has 572.6 thousand followers which will continue to grow. Students can learn English material not only at school but also at home by using social media. According to a study by Pratiwi, Ufairah, and Sopiah (2021) at Suryakancana University, many respondents utilize the TikTok application to study since it offers a variety of advantages like recommendations, insider knowledge, and business advice. The TikTok app is widely used since it is beneficial and makes learning simple and enjoyable.

3. Perception

Slameto (2003: 12) discovered that perception is a process by which the human perception that continuously maintains relation with the environment inputs message or information to the human brain. The five senses—sight, feeling, smell, and touch—are responsible for establishing this relationship. Leavit (2002) discovered that the definition of perception in the strict sense is correct, how to view something. How to define anything, when perception is mostly just opinion.

Robbins (2003: 21) identifies two perception-related indicators:

a. Acceptance / Reabsorption. The process of acceptance or reabsorption is a physiological sign of perception; it concerns how the five senses work to grasp external stimuli.

b. Understanding / Evaluation: After being grasped, the external stimuli will be evaluated. It is an arbitrary assessment. Each person will perceive the environment differently.

METHODS

A quantitative research methodology was applied in this study. Quantitative research, as defined by Aliaga and Gunderson (2002), is an investigation into a social issue that explains phenomena by acquiring numerical data and thein analyzing it using mathematically based methodologies, particularly statistics (Apuke, 2017). The pre- and post-tests in this study were conducted on a single group using a pre-experimental methodology. The TikTok application was used as the treatment for the study's subjects. The following is a description of the research's paradigm:

$$O1 \qquad X \qquad O2$$

Notes:

O1 = Pretest

X = The treatment

O2 = Final test

This research was conducted in March and followed the education calendar applicable to the high school level. The research consisted of 6 meetings, 4 meetings for treatment class and another two for each Pretest and Post-Test. In this study, researcher analyzed the data

quantitatively. After collecting research data, the researcher analyzed the test results after collecting data using the test.

RESULTS

The results of this research were obtained through a vocabulary test and a questionnaire. To obtain data and determine students' vocabulary mastery, the researcher gave pretest and post-test at different times at SMA Katolik Messawa. To obtain data and determine students' perception, the researcher gave a questionnaire on May 3, 2023.

1. Students' Vocabulary Mastery

a. The Frequency and Rate of the Pre-test and Post-test Scores of Students' Vocabulary Test

Every student received an inefficient grad at Pretest, were none students got 'very high' grades while a large number of students (100%) received a very low score. This indicates that the overall vocabulary mastery of the students is still very low, as even those who were expected to do well did not score particular high. And the pos-test Score Classification, it can be seen that there are 3 students (13%) got very high score. Furthermore, there was 18 students (79%) got high score, 9 students (9%) got Average score. And no students got very low scores. Found the data in table above, the examiner classification that the rate percentage of post-test scores was high more than pretest.

b. Mean Score and Standard Deviation of Pretest and Posttest

Table 1. Mean Score pretest Posttest

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRETEST	56.52	23	9.20	1.92
	POST-TEST	87.65	23	4.81	1.00

It may be deduced that the pretest score of students prior to utilizing TikTok Applications is Low given that Table 4.2 shows that the mean of their pretest scores is 56.52, which is categorized "Low". Students scored 87.65 on the post-test, which is categorized as "High" and shows that the post-test mean score is greater than the pretest mean score. The pretest's standard deviation was 1.92, and the posttests was 1.00. The outcomes of the descriptive analysis (posttest) of students who had used the TikTok application to study English in the

preceding section revealed that (1) there were no students who were labeled as "Low" and (2) the average posttest score for students was 87.62.

c. T-test of Pre-test and Post-Test

Table 2. Paired Samples Test

| | | Paired Differences | | | | | | |
| | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | T | df | Sig. (2-tailed) |
				Lower	Upper			
Pair 1 PRETEST - POST-TEST	-31.13	7.13	1.48	-34.21	-28.04	-20.93	22	.000

There is no significant difference if the significance level (a = 0.05) is higher than the value (sig. 2-taileid). However, there is a substantial difference if the "a" significance level is smaller than the p value (sig. 2-taileid). Based on table 2, the significance value for this study is 000, which is less than the threshold of 0.05. The pretest and post-test mean scores differ by -31.13 points. This indicates that students' vocabulary mastery is impacted by their use of the TikTok application.

d. Hypothesis Testing

Table 3. The Results of T-test

Data	t-table	t-count	Df	P	Note
Prees and posttet	2.073	20.937	22	<000	P<0.05= Significant

According to table 3, this research's significant value is 0.000, which is less than the significant threshold 0.05. T-table 2.073, t-count 20.937, df 22, and p000 were the outcomes of the pretest and posttest. Therefore, it can be determined that the TikTok application can help children at SMA Katolik Messawa learn more language. These are the outcomes of the hypothesis testing.

Ho: μ1 ≠ μ2 (different). The use of TikTok Application can improve the vocabulary mastery of class X IPA students, is accepted.

2. Students' Perception on the use of TikTok Application in learning English Vocabulary

a. The Frequency and Rate Percentage of Students' Perception

there are 17 (74%) students who get a scale range of 41 – 48 which indicates that students are classified as having a very positive response and there are 6 (26%) students who get a scale range of 34 – 40 which indicates that students are classified as having a positive perception.

b. Mean Perception Score of Students

Table 4. Mean Score

Students' perception of the use of TikTok Application in learning English vocabulary	Score	
	Mean Score	Percentage
	44.65	44.65%

The total score of SMA Katolik Messawa students is 1027 with a total of 23 students. This shows that they agree by using the use of TikTok Application can improve their vocabulary mastery, where the average score of the questionnaire results is 44.65%.

DISCUSSIONS

1. Students' Vocabulary Mastery

Based on the results of the study, it was found that TikTok Application could have improved students' vocabulary mastery and can be used as an online learning medium for English for several reasons.

First off, using the TikTok app makes it simpler to assist kids. To aid in understanding what they have been watching, viewers will be given the option to pause, after playback speed, rewind, and replay video.

Second, using the TikTok application to learn English is enjoyable and stress-free. Additionally, TikTok has a lot of benefits, including ease of access, a variety of intriguing video material, simplicity and ease of understanding, the ability to learn from native speakers, freedom, and many others. This This is supported by research result from Warini et al (2020) which states that TikTok has appeal as an English learning medium; short videos, simple and interesting material, equipped with back sound, images, editing filters that can provide benefits, and also entertainer, by using the TikTok Application, students can access all material through online platforms and TikTok application presents interesting learning materials that can attract students' interest in learning English. This is related to TikTok Application as a Medium for

Learning English in Indonesia from Bahri et al (2022), which states that some of the factors attractive as a medium for learning English, namely short videos, delivery of material that is clear and not monotonous, coupled with effects features interesting writing and emoji can have a positive impact in user learning process. In addition, research result from Devi (2022) also states that the use of the TikTok application can be useful as a tool in an interactive and interesting learning process. With its ease of use and various functions, the TikTok application can be applied to learning activities. Interactive learning media or media can show what has not been provided by educators and the learning process becomes more efficient and effective. With the TikTok application, educators can easily create learning processes that attract students' attention.

2. Students' Perceptions on the use of TikTok Application in learning English Vocabulary

Based on the study the researcher found that the students perceived the use of TikTok Application quite positively. Their peerceptions to the twelve statement items were dominated by positive peerceptions. In general, students viewed that through video creation with various features available, TikTok can hone the creativity of its users, there is a lot of important information that can be obtained through TikTok to add insight, material that is packaged briefly and attractively in TikTok makes it easier for students to understand and remember, presentation of short material through TikTok learning videos can help students improve vocabulary mastery, and the use of TikTok in learning makes students more enthusiastic about learning.

There are 74% of students who have very positive peerceptions, and 26% of students have positive peerceptions. There are no students who have negative or very negative peerceptions. Rahmawati & Anwar's research from 2022, which indicated that the improvement percentage was 95%, supports this conclusion by showing that the TikTok application has a significant impact on students' learning outcomes in terms of vocabulary mastery. There are no pupils that hold unfavorable or extremely unfavorable opinions.

These results make it obvious to respond to the second research question that students see the use of the TikTok application for learning English vocabulary favorably. This is also consistent the findings of Cahyono & Perdhani's research, which found that students' peerceptions of the use of TikTok in English class were favorable. The students believed that: 1) they could learn new words by browsing content on TikTok; 2) they could find a variety of

content produced by a few content creators and learn many new words by using the hashtag; They could also: 1) show off their talents and converse with friends from other countries; 3) learn new vocabulary and enhance their skills; 4) learn about different English accents and vocabulary used internationally; and 6) learn new terms from TikTok and apply them to real-world situations.

CONCLUSIONS

Based on the findings and discussion presented in the previous, the researcher concluded the points:

1. Students' command of vocabulary can be increased by using the TikTok application as an online English learning tool. The fact that the mean post-test score was higher than the mean pretest score (87.65>56.52), where the mean post-test score falls into the "High" group while the mean pretest score falls into the "Low" category, proves it. It may be inferred that including the TikTok app into the learning process can increase students' language proficiency and be used as a teaching tool in the classroom.

2. Students had a favourable view of using the TikTok application to learn English vocabulary. The average student perception score, which falls into the "Very Positive" category at 44.55, provides evidence that this is the casein. It can be concluded that using the TikTok app to learn English vocabulary can be done in a classroom setting.

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