



# The Effectiveness of TikTok Application to Improve Students' Vocabulary: A Study of Eight Grade at MTS MT Belanting.

Eva Ernia Lestari<sup>1</sup>, Nuriadi<sup>2</sup>, Kurniawan Aprianto<sup>3</sup>, Lalu Nurtaat<sup>4</sup>

<sup>1,2,3,4</sup> English Education Department, Faculty and Education, University of Mataram, Indonesia.

Received :  
Revised :  
Accepted :  
Published:

### Corresponding Author

Author Name : Eva Ernia Lestari  
Email : [neva.lestari96@gmail.com](mailto:neva.lestari96@gmail.com)

DOI:

© 2024 The Authors. This open access article is distributed under a (CC-BY License)



Phone: 087750171671

**Abstract :** This study focuses on the importance of vocabulary in learning English, emphasizing that vocabulary is essential for all language skills such as speaking, writing, reading, and listening. The study categorizes vocabulary into four types: high-frequency words, academic words, technical words, and low-frequency words. The research methodology involves dividing the sample into experimental and control groups, with the experimental group receiving vocabulary instruction using TikTok. The data collection process includes pre-test and post-test assessments to measure vocabulary improvement. The study draws on previous research on using TikTok in language learning, highlighting the effectiveness of this approach in enhancing students' vocabulary skills. The variables of the study include the independent variable (TikTok) and the dependent variable (students' vocabulary improvement). The population consists of 8th-grade students, with a sample determined through total sampling technique. The practical significance of the research is discussed for students, teachers, and other researchers in the field. The abstract concludes by defining the key terms effectiveness, vocabulary, and TikTok application.

**Keywords:** TikTok App, Vocabulary, Effectiveness

## INTRODUCTION

English fluency, both in oral and written form, is crucial in today's world as English is widely regarded as a universal language utilized by numerous nations globally. It is especially significant in countries that consider English as a second language, often following their native tongue. Mastery of English involves honing four key skills: listening, writing, reading, and speaking. Vocabulary serves as the foundation of language learning, comprising words and phrases that convey meaning.

Definitions of vocabulary vary among experts, with Thomas (1968) portraying it as the core of language facilitation essential for communication through spoken and written means. Evelyn & Brown (1995) describe vocabulary as a set of words utilized in language, while Keith (2004) expands the concept to include multi-word units. Connolly (2008) highlights vocabulary as a crucial element, equating it to a writer's currency dependent on the reserves of mind and heart. Zaenuri (2006) defines vocabulary as an information-rich component of language used for meaning and communication. Tarigan (1984) stresses the importance of vocabulary in language learning, as language skills depend on vocabulary competency.

Vocabulary is considered the wealth of language according to Nugroho (2020) and is crucial for effective communication. The teaching of English vocabulary is essential, yet some educational approaches focus excessively on grammar rather than emphasizing vocabulary. This imbalance can lead to student disinterest and hinder language acquisition. To address this issue, innovative instructional methods and tools must be implemented to engage students effectively.

Observation made by researcher at MTs MT Belanting about the ability of students' English vocabulary in grade 8, that learning carried out by English teachers is

still monotonous, because it emphasizes more on grammar skills, even though the basis of all languages is vocabulary, the results of interviews also show that classical learning activities such as lectures make students become bored easily, so they tend to be lazy to learn English more. It can be explained that there are still many children who are less able to master and understand vocabulary with the meaning. Therefore, it is necessary to develop instruments and teaching techniques to make learning English vocabulary interesting and able to revive the enthusiasm of students' learning.

The integration of technology, such as the popular social application TikTok, can make English learning more appealing to students, particularly the younger generation, who are often avid users of such apps. TikTok, a Chinese-originating music video platform, has gained immense popularity worldwide, including in Indonesia, with millions of users engaging with the platform. Initially limited to 60-second videos, TikTok now allows for longer video durations, making it a versatile tool for educational purposes.

Utilizing TikTok as a medium for vocabulary instruction can enhance student engagement and comprehension, making the learning process more enjoyable and accessible. By incorporating trending applications like TikTok into language learning, educators can leverage students' familiarity with digital platforms to create dynamic and interactive learning experiences. Embracing innovative approaches in language instruction, such as utilizing popular apps, can transform traditional teaching methods and enrich students' language acquisition.

Moreover, fostering English vocabulary proficiency requires a multifaceted approach that incorporates diverse learning strategies and tools. By adapting to the digital age and harnessing technology, educators can cater to students' preferences and enhance their language learning experiences.

Integrating platforms like TikTok into educational settings offers a blend of entertainment and education, making language learning more engaging and effective for students.

As the educational landscape evolves, embracing innovative methods like TikTok can empower educators to cultivate English fluency and vocabulary mastery among students effectively. Vocabulary plays a pivotal role in language learning, encompassing words and phrases essential for effective communication. Darwin (2020) emphasizes the significance of mastering vocabulary for proficiency in listening, speaking, reading, and writing.

Vocabulary mastery enhances the ability to express ideas effectively. Learning new words is vital in language acquisition, as acknowledged by Watskin (2005). Nation (2001) categorizes vocabulary into high-frequency, academic, technical, and low-frequency words. Hadfield (2008) divides vocabulary into productive (active) and receptive (passive) categories. Miller (2000) identifies listening, speaking, reading, and writing vocabulary.

Furthermore, teaching vocabulary is integral in language instruction, as highlighted by Jordan (2015). Gairns and Redman (2005) suggest teaching vocabulary through course books, complementary materials, student interactions, and specially designed activities. Darmadi (2017) recognizes learning as a continuous process that requires proper facilities for language acquisition. Creative and interactive methods in teaching vocabulary engage students and enhance learning outcomes (Salirawati & Nur, 2018).

TikTok, a popular video-sharing app, has gained recognition as a learning medium (Nuari, 2022). Dewanta (2020) underscores the advantages of using TikTok for language learning, such as catering to audiovisual needs and promoting creativity. Utilizing TikTok for English language learning fosters engagement and supports millennial learning preferences (Rahayu, 2022).

TikTok serves as an effective platform for enhancing vocabulary skills and promoting language proficiency (Sari, 2019). Incorporating TikTok into language teaching offers numerous benefits, as seen in various studies. It enhances speaking skills, boosts students' confidence, and provides engaging learning opportunities (Zaitun, 2021). TikTok's innovative features aid in vocabulary acquisition and make learning enjoyable for students (Sofeny, 2022). Social media platforms like TikTok positively influence student learning interests and engagement (Asyari & Mirranisa, 2022).

The use of TikTok as a teaching medium effectively improves students' vocabulary mastery and enhances learning outcomes. Preparation is crucial for utilizing TikTok in language teaching, as suggested by Hadi and Indriani (2021). Through interactive activities involving TikTok videos, students can enhance vocabulary retention and pronunciation skills. TikTok's engaging format facilitates students' active participation in language learning. Individuals can effectively learn and apply new vocabulary through TikTok videos, fostering language competence and proficiency.

## RESEARCH METHODS

The objectives of the study revolve around exploring the effectiveness of TikTok in enhancing the vocabulary of 8th-grade students at MTS MT Belanting. The research design utilized quantitative research, which involves collecting, analyzing, interpreting, and presenting study results, as defined by Creswell (2014) and Arikunto (2006). Quantitative research, characterized by the extensive use of numerical data, from collection to interpretation, is instrumental in evaluating phenomena. The research method adopted an experimental approach, a form of causal research that establishes causal relationships through comparison of results between experimental and control groups, guided by Amat Jaedun (2011). The experimental design assessed the impact of TikTok on vocabulary improvement by dividing students into experimental and control groups, emphasizing comparison as a means to measure outcomes.

The variable in the study, according to Arikunto (2010), refers to the object or focus of research. In this context, the independent variable is TikTok, a tool facilitating English learning, while the dependent variable pertains to students. The research aims to ascertain whether TikTok influences students' vocabulary enhancement. The population comprises all 8th-grade students of MTS MT Belanting, totaling 50 students across two classes (VIII A and VIII B), detailed by Arikunto's (2010) view on the research population. The sampling technique employed was total sampling, utilizing all population members as samples due to the relatively small sample size. The sample constituted two groups: an experimental group (VIII A) and a control group (VIII B), with 25 students each, as determined by Sugiyono (2017).

The research instrument employed pre-test and post-test assessments to evaluate vocabulary improvement through TikTok. Miarso's (2004) indicators of effective learning processes, including well-organized classes, effective communication, and flexibility in learning approaches, guided the research framework. The data collection method involved administering vocabulary tests through pre-test and post-test formats to gauge students' progress before and after the treatment with TikTok, aligning with Miarso's (2004) perspectives on learning effectiveness. The data analysis focused on comparing pre-test and post-test scores, employing the t-test formula and SPSS 26 for statistical analysis. The statistical hypothesis emphasized testing whether the t-test value exceeded the critical t-value for a 5% significance level, determining the acceptance or rejection of the null and alternative hypotheses.

## FINDING AND DISCUSSION

This section describes research findings containing the description of data and the analysis of data. Data on students' pre-test and post-test results were collected in this research as the main instrument. The pre-test was given before the treatment to the experimental class and control class, while the post-test was given after the treatment was given to the experimental class and control class. Treatment or learning activities were carried out after being given a pre-

test to the experimental class using TikTok media. The data that can be used in this research are the pre-test and post-test scores of 25 students from the experimental class and the pre-test and post-test scores of 25 students from the control class. assessment.

Table 1 Experimental and Control Class Students' Post-Test and Pre-Test Scores

No	Experim Class Students	Pre- Test Score s	Post- Test Scor es	Control Class Student s	Pre- Test Scor es	Post- Test Scor es
1	A1	47	80	B1	47	83
2	A2	57	77	B2	30	70
3	A3	50	93	B3	20	60
4	A4	40	70	B4	33	77
5	A5	43	83	B5	23	53
6	A6	33	87	B6	40	80
7	A7	40	67	B7	57	70
8	A8	33	77	B8	43	63
9	A9	40	80	B9	33	43
10	A10	37	73	B10	30	47
11	A11	53	83	B11	37	57
12	A12	30	53	B12	33	70
13	A13	37	77	B13	27	57
14	A14	60	80	B14	37	63
15	A15	27	67	B15	50	83
16	A16	33	70	B16	35	67
17	A17	30	73	B17	43	63
18	A18	37	90	B18	36	50
19	A19	43	87	B19	30	63
20	A20	27	67	B20	37	40
21	A21	27	90	B21	40	47
22	A22	53	70	B22	47	57
23	A23	37	87	B23	40	60
24	A24	33	63	B24	43	50
25	A25	63	93	B25	53	57
$\Sigma$		<b>1010</b>	<b>1937</b>	$\Sigma$	<b>944</b>	<b>1530</b>
Average		<b>40.4</b>	<b>77.48</b>	Average	<b>37.76</b>	<b>61.20</b>
Median		<b>37</b>	<b>77</b>	Median	<b>37</b>	<b>60</b>
Mode		<b>33</b>	<b>80</b>	Mode	<b>30</b>	<b>63</b>
Minimum		<b>27</b>	<b>53</b>	Minimum	<b>20</b>	<b>40</b>
Maximum		<b>63</b>	<b>93</b>	Maximum	<b>57</b>	<b>83</b>

In this table, the data represents the pre-test and post-test scores of students from the experimental class and the control class. Each student in the experimental class is identified by a unique ID (e.g., A1, A2) along with their corresponding pre-test and post-test scores. The same format is used for the students in the control class, identified by IDs (e.g., B1, B2) and their pre-test and post-test scores.

The total sum of pre-test scores for the experimental class is 1010, and the total sum of post-test scores is 1937. Similarly, the control class has a total sum of 944 for pre-test

scores and 1530 for post-test scores. The average pre-test score for the experimental class is 40.4, and the average post-test score is 77.48. In comparison, the control class has an average pre-test score of 37.76 and an average post-test score of 61.20. The median pre-test score for both classes is 37, indicating the middle value in the dataset. The median post test score for the experimental class is 77, while for the control class, it is 60.

The mode, which represents the most frequently occurring score, is 33 for the experimental class in the pre-test, and 80 in the post-test. In contrast, the control class has a mode of 30 in the pre-test and 63 in the post-test. The minimum pre-test score in the experimental class is 27, and the minimum post-test score is 53. For the control class, the minimum pre-test score is 20, and the minimum post-test score is 40.

The maximum pre-test score is 63 for the experimental class and 57 for the control class. The maximum post-test score is 93 for the experimental class and 83 for the control class. Overall, the data in this table provides a detailed comparison of the pre-test and post-test scores between the experimental and control classes, highlighting their performance and improvement throughout the study.

### Normality of the Test

In this research, the normality test is performed before the calculation of t-test value to determine if the data set is well-modeled by a normal distribution. The data will be analyzed by the use of IBM SPSS statistic 26. The result of the test can be seen as follow;

Table 2 Test of Normality

Class	Kolmogorov-Smirnova		Shapiro-Wilk	
	Statistic	Df	Statistic	Df
Pre-test Experimental	.155	25	.123	25
Post-test Experimental	.105	25	.200*	25
Pre-test Control	.094	25	.200*	25
Post-test Control	.120	25	.200*	25

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the table 2 above, the normality test used in this study was Kolmogorov-Smirnov with a significance level of 0.05. It can be seen that the significant value of the normality test pre-test score in the experimental class was 0.123 while the normality test of pre-test control in the control class was 0.200. However, the data can be said distributed normally if the significance value is higher then significance  $\alpha$  (significance level). Based on the table 2, the data shows that  $p \geq \alpha$  ( $0.123 \geq 0.05$ ) and ( $0.200 \geq 0.05$ ) which

means that in this study, the pre-test data was distributed normally.

Additionally, based on the table 2 above, it can be seen that the significant value (Sig.) of the normality test of the post-test in the experimental class was 0.200 while the normality test of the post-test in the control class was 0.200. in addition, the data can be said distributed normally if the significance value is higher than significance  $\alpha$  (significance level). Based on the table 2, the data shows that  $p \geq \alpha$  ( $0.200 \geq 0.05$ ) and ( $0.200 \geq 0.05$ ) which means that in study, the post-test data was distributed normally, because the significance value from both post-test from experimental and control was higher than significance level which was 0.05.

**The analysis of the data**

After doing the normality test and homogeneity test and the data were proved distributed normally and homogeneous ( the sample from experimental and control classes have similar characteristics ). The next step of calculation was to test the hypothesis by using a t-test. The purpose of using the t-test was to check whether there is a significant difference between the students’ vocabulary in the experimental class and control class. In this study, SPSS 26 was used to test the hypothesis, and conducted by using the formulation of both experimental class and control class mean scores. The next step is to determine the significance value or alpha ( $\alpha$ ) that will be used in the formula which is 5% or 0.05.

Table 3 Group of Statistics ( Value of t-test)

Class	N	Mean	Std. Deviation	Std. Error Mean
Experimental Class	25	77.48	10.194	2.039
Control Class	25	61.20	11.916	2.383

The result of the post-test from both the experimental and control classes are presented in table 3 above. It can be seen that there are 25 students’ in the experimental class and 25 students’ in the control class which is symbolized by N. Additionally, the column of mean showed the average score of post-test scores from both the experimental and control class. According to table 3, the mean score of the experimental class was 77.48 while the mean score of the control class was 61.20. So, it can be said that the experimental class has higher average score rather than the control class.

Table 4 The result of Independent Samples Test

Assumption	t-value	Df	t-test Sig.	Mean Diff.	Std. Error
Equal variances assumed	5.191	48	0.000	7.280	3.136
Equal variances not	5.189	46.876	0.000	7.280	3.136

assumed

Moreover, the result of the t-test analysis of post-test scores from both the experimental and control classes are presents in table 4 above. Based on the data in table 4, it can be seen that this study used the equal variances assumed that were on table to read the result and also refers to the significant value of sig  $\alpha= 0.05$  (5%). According to table 4.5. the result of independent sample t-test in p-value or sig. (2-tailed) was 0.000 which is lower than the sig.  $\alpha= 0.05$  (5%). It means that Ho is rejected and Ha accepted. So, it means that there was a significant increase after applying the TikTok app to improve students’ vocabulary.

Then, gave an interpretation to to. First, consider the df, in here df is 48. Hence, the score of the t-table is 1.677. By comparing the “t” the calculated ttest is 5.191 and the value “t” on the t-table is 1.677. From the calculation above, it showed that to (t-test) was higher than t-table: ttest (to) > ttable = 5.191 > 1.677 which means that the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. So, it indicates that the using TikTok app is effective to improve students’ vocabulary.

Based on the data above, positive result have been indicated. It is proved by the results of students’ post-test which have increased to 77.48 from 61.20. Also, the calculation of the t-test showed that the t-value was 5.191, which was higher than the t-table of 1.677. Therefore, based on the hypothesis, Ha is accepted and the Ho is rejected, it means that the using TikTok app is effective to improve students’ vocabulary.

Additionally the result of the study found that TikTok Application could have improved students’ vocabulary and can be used a learning medium for English for several reasons.

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 is supported by research result from Warini (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 (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.

In conclusion, it is proved that the use of TikTok app has been effective in improving students' vocabulary at 8 grade of MTS MT Belanting.

## CONCLUSION

There are many media that can be used as a means of teaching and learning activities such as: games, images, videos, and others. One media that can be used is the TikTok application. The TikTok application can be an effective strategy in learning English, especially vocabulary, because it makes the learning process fun for students so that learning goals can be achieved. Students can also master a lot of vocabulary from nouns and verbs in learning using the TikTok application for eighth grade students at MTS MT Belanting.

Based on the data obtained from the previous chapter, it can be concluded that the use of the TikTok application to increase the vocabulary of eighth grade students at MTS MT Belanting is effective, as can be seen in the average post-test vocabulary score for the experimental class with a score of 77.48, which is higher than the average control class vocabulary post-test score with a score of 61.20. Moreover, the data analysis showed that the value of  $t_{\text{test}} (t_o)$  is 5.191 while the  $t_{\text{table}}$  is 1.677. On the other hand, the result of independent sample t-test in p-value or sig. (2-tailed) was 0.000 which is lower than the sig.  $\alpha=0.05$  (5%). So, it means that the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_o$ ) is rejected.

## REFERENCES

- Amat Jaedun, *Metode Penelitian Eksperimen, Artikel Ilmiah*, (Yogyakarta: Fakultas Teknik UNY, 2011), hlm. 5.
- Arikunto. 2006. *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Asyari, A., & Mirannisa, M. (2022). Pengaruh Media Sosial TikTok terhadap Minat Belajar Siswa MA Miftahul Ishlah Tembelok. *ISLAMIKA*, 4(3), 421-432.
- Connolly, W. E. (2008). *Capitalism and christianity, American style*. Duke University Press.
- Darmadi. (2017). *Pengembangan Model dan Metode Pembelajaran dalam Dinamika Belajar*. Yogyakarta : Deepublish
- Darwin, D. (2020). Increasing Vocabulary Mastery of the Tenth Grade Students at SMK Negeri 1 Galang Through Song. *Jurnal Madako Education*, 4(1).
- Devi, A. A. (2022). Pemanfaatan Aplikasi TikTok sebagai Media Pembelajaran. *Episteme*, Vol 3, No 1, 11-15. row-Hill Book Company
- Dewanta, A. A. N. B. J. (2020). Pemanfaatan Aplikasi Tik Tok Sebagai Media Pembelajaran Bahasa Indonesia. *Jurnal Pendidikan dan Pembelajaran*
- Evelyn Hatch and Cheryl Brown, *Vocabulary, Semantics, and Language Education*, (Cambridge: Cambridge University Press, 1995)
- Gairns, Ruth, and Redman, Stuart. (2005) *Working with Words*, (Cambridge: Cambridge University Press)
- Hadi, Muhammad Sofian, and Emma Dwi Indriani. 2021. "TikTok as a Media to Enhancing the Speaking Skills of EFL Student ' s." *Jurnal Studi Guru dan Pembelajaran* 4(1): 89–94.
- Keith S. Folse, *Vocabulary Myths*, (Florida: The University of Michigan ress, 2004)
- Miarso, Yusuf Hadi. (2004), *Sowing the Seeds of Educational Technology*, Jakarta: Prenada Media
- NUARI, L. P. (2022). Presented to English Education Study Program, State Islamic University of Prof. KH. Saifudin Zuhri as a Partial Fulfillment of the Requirements for Under Graduate Degree in English Education (Doctoral dissertation, STATE ISLAMIC UNIVERSITY).
- Nugroho, A., Zamzami, M. R. A., & Ukhrowiyah, N. F. (2020). Language input, learning environment, and motivation of a successful EFL learner. *Journal on English as a Foreign Language*, 10(1), 45-67.
- Rahayu, V. R. (2022). The use of TikTok as a literacy learning medium for elementary school students. *Indonesian Journal of Multidisciplinary Science*, 1(5), 512-516.
- Salirawati, Das dan Nur Syamsiyah. (2018). *Smart Teaching*. Jakarta : Bumi Aksara.
- Sari, B. R. A. W. 2019. *The Use of English Animation to Improve Students' Vocabulary Mastery: A Study at First Grade Student's of SMKN 1 KOPANG in Academic Year 2018/2019*. An Unpublish Thesis. Mataram: FKIP of Mataram University.
- Sofeny, D., Fadhilawati, D., & Hidayah, N. N. (2022). Boosting the English vocabularies of young learners through Tik-Tok application in digital era. *Jurnal Sinestesia*, 12(1), 58-65.
- Sugiyono. (2017). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta.
- Suharsimi Arikunto, *Prosedur Penelitian Pendekatan Praktek*, (Jakarta: Rineka Cipta, 2006), 11.

Tarigan, N. G. 1984. Membaca Sebagai Suatu Ketrampilan Berbahasa. Bandung: Angkasa.

Thomas Pyles and John Algeo, English an Introduction to Language, (New York:Harcourt Brace Jovanovich,INC1968)

Warini, D, & Susianti, D. (2020). Daya Tarik TikTok Sebagai Media Pembelajaran Bahasa Inggris Online. Seminar Ilmiah Nasional Teknologi, Sains, dan Sosial Humaniora (SINTESA), 28-32.

Zaenuri, M. (2006). The effectivness of using pictures in teaching vocabulary: a case study at the year of smp ruhama ciputat.

Zaitun, Hadi, M. S., & Indriani, E. D. (2021). TikTok as a Media to Enhancing the Speaking Skills of EFL Student ' s. Jurnal Studi Guru DanPembelajaran,4(1), 89–94