

THE EFFECTIVENESS OF TIK TOK AS ENGLISH VOCABULARY LEARNING MEDIA FOR 8TH GRADE STUDENTS OF SMPN 2 PURWOASRI

Siska Ardianti Pratiwi¹, Agung Wicaksono², Rika Riwayatiningih³

¹²³English Education Department
University of Nusantara PGRI Kediri

¹pratiwisiiska2101@gmail.com

²agungwicaksono@unpkediri.ac.id

³rikariwayatiningih@unpkediri.ac.id

ABSTRACT

This study focuses on improving student vocabulary of grade XIII students at SMPN 2 Purwoasri Kediri. Based on plemenary reaset, there are many students have limited vocabulary. In addition, the monotonous and uninteresting learning media causes low student interest and participate in English class. The purpose of this study is to determine how the use of Tik Tok as a learning medium to improve students' vocabulary. This study was conducted to see the differences in students' vocabulary skills before and after being taught using Tik Tok videos. It is hoped that this study can contribute to develop more varied and effective teaching media. This study uses a quantitative approach with quasi techniques. The researcher conducted a pre-test and post-test on one group of grade VIII students at SMPN 2 Purwoasri Kediri. This study involved teaching vocabulary with of 36 eighth grade students of SMPN 2 Purwoasri Kediri using Tik Tok in teaching learning process. The data is gotten from students' scores from the pre-test and post-test, which measured their vocabulary proficiency before and after being exposed to Tik Tok as a learning medium. The data obtained were analyzed using the SPSS application to measure the impact of Tik Tok use on improving students' vocabulary. The study concluded that Tik Tok videos are an effective medium to improve students' vocabulary and reading skills. By combining interactive and dynamic content, Tik Tok helps engage students and improve their ability to learn and remember vocabulary.

Keywords ; vocabulary, learning media, tiktok



1.1 INTRODUCTION

English is one of the most widely spoken languages in the world. As such, English is used in various fields, such as education, economics, and social. In Indonesia, English is still considered foreign to its people. Therefore, English is a subject that must be studied in all schools from elementary school to senior high school. It is essential to master all four basic skills-listening, speaking, reading and writing when learning English or any other foreign language. In addition, elements such as pronunciation, vocabulary and grammar are essential for effective language learning. The following aspects of English language learning: 1) Listening, 2) Speaking, 3) Reading, 4) Writing, 5) Grammar, 6) Dictionary, and 7) Pronunciation. English proficiency will be easier to achieve if you incorporate all these elements into your learning routine. Everyone has different strengths and weaknesses, so it's important to tailor the learning method to their needs.

Vocabulary is essential for language learning, including English. Teaching and mastering vocabulary should be given great attention during the foreign language learning process because it is so important. Students can build a strong vocabulary foundation that will support them in all aspects of English language acquisition, be it reading, writing, speaking or listening, by paying attention to the elements in the learning process. Junior high school students, especially at SMPN 2 Purwoasri, have poor English skills, especially vocabulary. This can be seen from the way they complete tasks when the teacher asks them to. It shows that students face difficulties to understand the content of the text, that they have a very limited vocabulary, which can affect their ability to comprehend, and that students often make English structure errors when reading.

In addition, the classroom situation has some problems, such as: 1) Students grumbled when asked to complete tasks in class. They ask other friends to do the work, so the class becomes very noisy. 2) Students pay less attention to the teacher's explanation during the learning process. 3) Students did not have the courage to speak freely when the researcher gave them the opportunity to speak freely. 4) The learning process became boring because the teacher only asked students to practice based on the book. Teaching and learning remained uninteresting and monotonous. This causes some students not to listen to what the teacher explains.

The teaching and learning process is boring because the teacher teaches without using media, the material is not interesting, and the learning is monotonous. There are indeed many learning media such as audio, visual, and audio-visual. Audio-visual media is accessed through various devices, including televisions, computers, smartphones, tablets, and VR headsets. This combination of sight and sound is very powerful in attracting attention, conveying complex information, and evoking emotions, making it a major part of modern media consumption.

Therefore, to overcome this condition, the teaching and learning process can use Tik Tok videos. The rapid growth of digital media, especially platforms like Tik Tok, has revolutionized how young people access information, entertainment, and educational content. Tik Tok has become a vital tool in the learning process, offering a variety of resources that can enhance students' language skills, including vocabulary. Vocabulary acquisition is crucial for language development, particularly for eighth grade students who are preparing for advanced studies and need a strong language foundation.

According to Ages Dwi Prakoso, the Tik Tok application is an audio-visual media that can spread the creativity and uniqueness of its users. Internet users can upload and share their videos on Tik Tok. Vernon says that using video technology can increase learning by fifty percent without media (Nugraha & Winiarti, 2014). Research on the use of the Tik Tok application for English language learning has never been conducted in Indonesia. The purpose of this study is to look at the development of English language learning media in short videos on the application and show the phenomenon of the increasing use of Tik Tok application as an online English language learning media in recent years.

2.0 METHODOLOGY

No	Student	Pretest Score	Posttest Score
1.	S1	75	85
2.	S2	75	80
3.	S3	80	95
4.	S4	80	100
5.	S5	70	95
6.	S6	65	85
7.	S7	55	90
8.	S8	60	85
9.	S9	75	90
10.	S10	80	95
11.	S11	75	95
12.	S12	70	90
13.	S13	35	85
14.	S14	80	100
15.	S15	70	95
16.	S16	65	90
17.	S17	80	95

18.	S18	70	90
19.	S19	45	80
20.	S20	40	85
21.	S21	80	95
22.	S22	50	85
23.	S23	90	100
24.	S24	90	95
25.	S25	60	85
26.	S26	30	80
27.	S27	80	95
28.	S28	60	85
29.	S29	75	90
30.	S30	70	85
31.	S31	55	85
32.	S32	40	80
33.	S33	40	80
34.	S34	45	80
35.	S35	45	85
36.	S36	65	85

This study analyzed by SPSS. The data from the mean of pre test dan total skor. And then compared with post test using this steps or with following steps.

$$MPre = \frac{\sum pre}{N}$$

$$MPost = \frac{\sum post}{N}$$

$$D = \frac{\sum D}{N}$$

$$\sum X^2 d = \sum d^2 - \frac{(\sum d^2)}{N}$$

$$t = \frac{\frac{D}{\sqrt{\sum D^2 - \frac{(\sum D^2)}{N}}}}{N(N-1)}$$

3.1 FINDING

This study shows that Tik Tok media can improve the vocabulary of eighth grade students. Students' vocabulary skills before being taught using Tik Tok video media were still classified as poor due to students' lack of interest in learning and the monotonous learning process and media in teaching learning process. This is supported by the results of the pre-test conducted by the author before the teacher teach vocabulary using Tik Tok . The total number of the 36, female students are 17 and male students are 19. The results of pre- test shows that 14 students with the scores above the passing grade which is 75 and 22 students below the passing grade. The highest score in pre- test is 90, and the lowest score is 30 with the average score is 64.4.

Then the writer implemented Tik Tok for teaching Vocabulary with focusing on meaning and recognizing the word.

After being taught using Tik Tok media, students' vocabulary increased. This is supported by the results of the post- test conducted by the author after the teacher teach vocabulary using Tik Tok . The results of post- test shows that all students get the scores above the passing grade . The highest score in post- test is 100, and the lowest score is 80 with the average score is 88,8.

Based on the pre- test and post- test results are analyze using SPSS and get the results as below:

Table 1
Paired Sample Statistic

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	64.4444	36	16.15893	2.69316
	Posttest	88.7500	36	6.25357	1.04226

Based on the table above, it showed that the mean score of the pre-test was 64,44 with a standard deviation 16,15 and the mean of the post-test score was 88,87 with a standard deviation of 6,25 The number of participants in each test (N) is 36.

Table 2
Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest & Posttest	36	.785	.000

Based on the paired sample correlations table above, the output showed the data before and after being given a treatment is 0,785 with a significance value (sig.) 0.000. It means that there was a relationship between students' listening skills before and after being given the treatment.

Table 3
Paired Sample Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mea n	Std. Deviasi on	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
P air 1	Pretest - Posttest	- 24.3 0556	11.901 55	1.9835 9	- 28.332 46	- 20.278 65	- 12. 253	35	.000

In Paired Samples Test table, the mean presents the differences between pretest and posttest using SPSS 25 by pretest minus posttest. It showed the t-test is -12,523 with the degree of freedom 35 and the significant is 5%. It means that t-test is higher than t-table. It can be concluded that t-test is higher than t-table, so H_a is accepted.

4.0 CONCLUSION

The conclusion of this study that Tik Tok can help the student in improving their vocabulary significantly. Can be seen the result of the more than 5%. Especially vocabulary related with recognizing of word have the most significant improvement. Furthermore the result of data analysis that relate with meaning also improve. So Tik Tok can facilitated the student to learn vocabulary and improve their motivation.

This study found that meaning is one of the criteria for vocabulary that is much more to be understood easily by students than recognizing the world.

REFERENCE

- ABIDAH, DEWI (2022) THE STUDENT'S PERCEPTION OF USING TIK TOK VIDEOS AS A MEDIA IN LEARNING VOCABULARY. Sarjana (S1) thesis, Universitas Nahdlatul Ulama Sunan Giri. (<https://repository.unugiri.ac.id/id/eprint/1947/>)
- Simanungkalit, J. R. M., & Katemba, C. V. (2023). Utilizing English Tiktok as a media in learning English vocabulary: University students' perspective. *Eduvelop: Journal of English Education and Development*, 6(2), 137-150.
- (ABIDAH, D. (2022). THE STUDENT'S PERCEPTION OF USING TIK TOK VIDEOS AS A MEDIA IN LEARNING VOCABULARY (Doctoral dissertation, Universitas Nahdlatul Ulama Sunan Giri).)