

# Revolutionizing English Vocabulary Learning: Harnessing The Power Of Tiktok Videos

Umiyati Jabri<sup>1\*</sup>, Nurwahida<sup>2</sup>, Ismail<sup>3</sup>, Hasan<sup>4</sup>

<sup>1,2,3,4</sup>English Education Department, Universitas Muhammadiyah Enrekang, 91771, Indonesia

Corresponding Author Email: [umiyatijabri@gmail.com](mailto:umiyatijabri@gmail.com)

## Abstrak

The study on Revolutionizing English Vocabulary Learning: Harnessing the Power of TikTok Videos aims to determine whether the TikTok app can help seventh grade students at SMPN 4 Enrekang enhance their English vocabulary. The research methodology employed is experimental research, with the design being a quasi-experimental design, specifically the Pretest-Posttest Control Group design. It involves two variables: the independent variable (vocabulary) and the dependent variable (TikTok). Based on the average scores, the pretest results for the control class were 21.33, and for the experimental class, 21.86. The posttest scores showed an increase, with the control class averaging 53.87 and the experimental class 61.87. From these results, it is evident that there is a difference in the average learning outcomes between the control and experimental classes of 8.00, indicating that learning outcomes through the use of TikTok videos are higher than those achieved using the lecture method. The results of the study, conducted with seventh grade students at SMP Negeri 4 Enrekang, conclude that TikTok videos are effective in increasing students' English vocabulary. This conclusion is based on the results of the independent sample t-test calculation, where the calculated t-value is greater than the t-table value ( $2.362 > 2.010$ ) and the significance value is less than 0.05 ( $p = 0.022 < 0.05$ ). Therefore, it can be concluded that there are significant differences in the English vocabulary acquisition outcomes between students in the experimental and control classes of the seventh grade.

*Keywords: TikTok Video; Vocabulary; Social Media*

## 1. Introduction

English, as a global language, is essential for everyone to master. Proficiency in English is crucial for students to remain competitive in the educational sphere and to apply it across various life aspects, including science, education, business, and entertainment. The process of learning English encompasses four fundamental skills: listening, speaking, reading, and writing. Nevertheless, achieving proficiency in these four aspects of English is contingent upon students' adequate mastery of vocabulary.

According to Aisyah (2017), vocabulary acquisition is a critical pathway to enhancing students' cognitive abilities, particularly in memory, comprehension, and application of vocabulary in daily conversations. However, the level of vocabulary mastery among students is often insufficient, leading to challenges in grasping English instruction. This minimal understanding stems from several factors: students' perception of English as a difficult language due to its distinct script and pronunciation, the lack of educational resources provided by schools, and the absence of English language instruction in some primary schools, leaving junior high students feeling alienated from the language. To address these challenges, the expertise of teachers in deploying effective teaching strategies to kindle student interest is indispensable. Moreover, the role of learning media in the educational process cannot be overstated. As Adiasti (2021) highlights, the presence of at least one form

of learning media is essential for the successful delivery of educational content. Proper preparation of learning media is crucial for facilitating an effective teaching and learning environment, as the introduction of varied media can significantly boost students' enthusiasm for learning.

Utilizing social media as a pedagogical tool represents an effective strategy, given its widespread popularity among students, as noted by Yovita & Ine Rahayu (2022). The rise of various platforms that facilitate engaging video creation signifies the digital era's growing influence on smartphone usage, evidenced by the abundance of video content across social media networks (Bulele & Wibowo, 2020). According to Yang (2020), social media applications serve four primary functions: entertainment, socialization, information dissemination, and academic purposes.

Integrating social media into educational practices is not a novel concept, with numerous scholars employing social media platforms as educational tools. For instance, Devi Handayani (2020) leveraged YouTube as a means to enhance vocabulary acquisition and comprehension among students during the Covid-19 pandemic. Similarly, Kovida et.al (2022) explored students' perceptions of using Instagram for English vocabulary learning. Moreover, recent studies have investigated the impact of the TikTok app on learning outcomes, including the research by Lara and Nurhafni (2022) titled "Analysis of Vocabulary Mastery of Students Who Use the TikTok Application."

TikTok, a popular social media platform, enables users to craft brief videos ranging from 15 to 60 seconds, enriched with various features like music. This inclusivity of engaging features makes TikTok an appealing medium for content creation and distribution. Its prevalence in Indonesia has not only sparked creativity and entrepreneurship but has also been recognized for its educational potential. Studies highlight the significant influence TikTok videos can have on enhancing students' vocabulary in English language learning. The platform's concise videos, often featuring straightforward words or phrases, provide a practical avenue for students to learn and apply new vocabulary. Through engaging with TikTok, students gain exposure to English in a context that encourages active use and understanding of new words. Consequently, TikTok emerges as an invaluable resource for boosting vocabulary skills, empowering students to gain confidence in their English proficiency, and fostering a willingness to communicate and exchange knowledge with like-minded individuals.

Considering the extensive range of vocabulary in English, an effective method is crucial for students to grasp it efficiently, thereby enhancing their linguistic capabilities. Particularly among junior high school students, there exists a notable difficulty and a lack of confidence in speaking. This challenge is largely attributed to their limited vocabulary, compounded by perceptions of English as a daunting language due to its unique orthography. Additionally, the absence of English instruction at the elementary level further exacerbates this issue. Moreover, the acquisition of English is hampered by inadequate school facilities and the pervasive use of regional languages in the external environment, which heavily influences students' linguistic exposure. A common misconception among students is that learning English is not essential unless one plans to visit England, underscoring a misperception about the global utility and significance of English proficiency.

Given these considerations, researchers have chosen to leverage TikTok videos for a study aimed at enhancing student vocabulary. This decision is informed by the widespread adoption of TikTok, an app that is now a staple on smartphones and engages a broad spectrum of users, students included. Consequently, the study is aptly titled "Revolutionizing English Vocabulary Learning: Harnessing the Power of TikTok Videos," reflecting the innovative approach to utilizing this popular platform for educational purposes.

## 2. Methodology

This study employs an experimental research design, a methodological approach that utilizes experiments to quantitatively assess the impact of an independent variable (treatment) on a dependent variable (outcomes) within a controlled environment. The research was conducted at SMPN 4 Enrekang, with initial preparations beginning in July 2023 and the actual implementation taking place from July 10 to August 10, 2023. In this study, the learning model via TikTok videos served as the independent variable, while the students' learning outcomes acted as the dependent variable. The study population comprised all 102 grade VII students at SMPN 4 Enrekang for the 2023/2024 academic year, with a sample of 50 students divided into control and experimental groups. To evaluate learning outcomes, the study utilized a pretest and posttest, both consisting of validated multiple-choice questions. Following the collection of data, the study proceeded with an analysis that included categorizing student learning outcomes and conducting hypothesis testing.

Interval Values	Categori
84 - 100	Excellent
71 - 85	Good
56 - 70	Average
41 - 55	Poor
< 40	Very Poor

This hypothesis using the t-test. The t-test is used to determine whether or not there is a significant difference between the post-test results of the experimental group and the control group. The criteria for accepting and rejecting hypotheses are as follows:

- a. if  $T_{\text{count}} \geq T_{\text{table}}$ , then the formulated hypothesis ( $H_0$ ) is accepted and the zero hypothesis ( $H_1$ ) is rejected, and
- b. If  $T_{\text{count}} < T_{\text{table}}$ , then the alternative hypothesis ( $H_0$ ) is rejected and the null hypothesis ( $H_1$ ) is accepted.

## 3. Result and Discussion

### 3.1 Result

To assess the differential impact of traditional lecture methods (conventional) versus the innovative use of TikTok videos on enhancing students' English proficiency, both the control and experimental groups were administered a pretest to determine their initial skill levels. Subsequently, to evaluate their final abilities, posttests were conducted following the application of the respective teaching methods in both groups. The categorization of student learning outcomes will be structured as follows:

Interval value	Category	Frequency class		Percentage (%) class	
		experimental	control	experimental	control
84 - 100	Excellent	-	-	-	-
71 - 85	Good	7	3	28%	12%
56 - 70	Average	10	7	40%	28%
41 - 55	Poor	6	10	24%	40%
< 40	Very Poor	2	5	8%	20%

Referencing the data presented in the table, it's observed that 68% of the students in the experimental class, who have shown a keen interest in English, fall within the 'Good' and 'Average' performance categories. In contrast, the control class has 40% of its students achieving in the same categories. This discrepancy underscores that the learning outcomes for students in the experimental group are superior to those in the control group. To further elucidate the average learning outcomes of students post-test and post-test will be attached to the following table

Group Statistics					
Class		N	Mean	Std. Deviation	Std. Error Mean
Learning Outcomes	Eksperimen	25	61,8660	11.14205	2.22841
	Control	25	53.8668	12.75422	2.55084

As illustrated in the table, the posttest mean score for the experimental class is 61.87, placing the learning outcomes of students in this group within the 'Average' category. Conversely, the control class exhibits an average score of 53.87, categorizing their learning outcomes as 'Poor.' This discrepancy highlights that the average performance of the experimental class surpasses that of the control class, indicating the experimental group has achieved a higher classification in terms of learning outcomes. Consequently, this suggests a significant difference in the enhancement of learning outcomes between classes employing the TikTok video method and those adhering to conventional teaching approaches.

In this study, hypothesis testing was performed through t-test analysis, utilizing the SPSS statistical software for analysis. This test aimed to evaluate the impact of employing the TikTok application as a teaching method on the vocabulary of students at SMPN 4 Enrekang. To address the research question, an independent sample T Test was conducted, comparing post-test data from the experimental class (using TikTok application videos) against that of the control class (using a conventional teaching model). The outcomes of the comparative data analysis are summarized in the subsequent table:

Group sig.	sig. (2-tailed)	T-test	T-table	information
Eksperimen and control	.022	2.362	2.010	There is a difference

Based on the output above, the value of Sig. (2-tailed)  $< 0.05$  ( $0.022 < 0.05$ ), and  $T$  test  $> T$  table ( $2.362 > 2.010$ ) where if sig (2 tailed)  $> 0.05$  then  $H_0$  is accepted, and if sig (2-tailed)  $< 0.05$  then  $H_0$  is rejected. or if the  $T$ -test  $> T$ -table then  $H_0$  is rejected, and if the  $T$ -test  $< T$ -table then  $H_0$  is accepted. It can be concluded that the null hypothesis ( $H_0$ ) is rejected, indicating a significant difference in learning outcomes between students exposed to the TikTok video learning method and those taught through conventional methods for vocabulary enhancement. This conclusion further underscores that the average learning outcomes for students utilizing the TikTok video learning approach stand at 61.87, in contrast to 53.87 for those subjected to traditional teaching methods. Therefore, these findings highlight the positive impact of employing the TikTok application as a tool for increasing student vocabulary.

### 3.2 Discussion

This study fundamentally aims to find out the differences in student learning outcomes in the two groups of students with different treatment. To gauge the initial competency levels of the students, the researchers administered a preliminary test, or pretest. Utilizing the SPSS software to analyze the collected data, the pretest results reveal significant differences between the experimental and control class, according to the findings processed by the researchers.

The analysis of student learning outcomes demonstrates that those taught English using the video method from the TikTok application (experimental group) were able to reach a level of classical completeness, with 17 out of 25 students scoring above the Average category. In contrast, the learning outcomes for students taught through traditional methods (control group) did not achieve the same level of completeness, with only 10 out of 25 students surpassing the Average category. This indicates a higher rate of learning improvement in the experimental class, at 68%, compared to 40% in the control class, highlighting the effectiveness of the TikTok video method in enhancing student learning outcomes.

Addressing the hypothesis of this study, which questions the impact of the TikTok application's video learning model on students' grades or learning outcomes, the data reveals a significant finding. The average score in the posttest for the control group was 53.87, indicating an average increase of 32.00 from the pretest, while the experimental group's posttest average of 61.87 reflects an improvement of 40.55 from the pretest. This comparison clearly shows that the experimental group's average posttest score is higher than that of the control group, underscoring the effectiveness of the TikTok video learning model in enhancing student learning outcomes.

Furthermore, the independent sample  $T$  Test analysis previously discussed reveals a  $T$  Test value greater than the  $T$  Table ( $2.362 > 2.010$ ) and a significance (Sig 2-tailed) less than 0.05 ( $0.022 < 0.05$ ). These statistics lead to the rejection of the null hypothesis ( $H_0$ ), establishing that there is a significant impact of utilizing TikTok video content on enhancing student vocabulary learning outcomes. The comparative analysis of posttest scores between the two groups indicates that the experimental class, which employed TikTok videos as a learning aid, experienced greater improvements in vocabulary knowledge than the control

class. This effectiveness is attributed to the TikTok application's media assistance, which not only heightens student interest but also diversifies the learning experience, thereby promoting greater student engagement.

This phenomenon is corroborated by the findings of Zhang Wu et al. (2021) in their study "Exploiting TikTok for Language Learning: Effects of Motivation and Self-Regulation," which highlights how TikTok enables students to creatively craft short videos, encompassing scenarios, dialogues, and visual storytelling. Such activities not only foster student engagement and creativity but also enhance critical thinking abilities, underscoring the utility of TikTok as an innovative tool in language learning.

#### 4. Conclusion

The data reveals that the pretest scores for the control class were 21.33, while the experimental class scored slightly higher at 21.86. Following the intervention, the posttest scores showed a significant increase, with the control class averaging 53.87 and the experimental class at 61.87. This indicates a notable difference in average learning outcomes between the control and experimental groups of 8.00 points, demonstrating that the use of TikTok application videos significantly enhances learning outcomes compared to traditional teaching methods. The study *Revolutionizing English Vocabulary Learning: Harnessing the Power of TikTok Videos*, conducted with seventh-grade students at SMP Negeri 4 Enrekang, concludes that videos from the TikTok application are an effective tool for boosting students' English vocabulary acquisition.

#### 5. Acknowledgement

Researcher extend her deepest gratitude to everyone who contributed to the successful completion of this research. Special thanks to Universitas Muhammadiyah Enrekang dan SMPN 4 Enrekang for providing the necessary facilities and resources that facilitated this research. She am also indebted to the Universitas Muhammadiyah Enrekang for their financial support and belief in her project. She am also thankful to the participants in her study, who willingly shared their time and experiences, making this research possible. Their contribution is highly appreciated and has been instrumental in the acquisition of meaningful data.

#### 6. References

- [1] Adiasti, N. (2021). Penggunaan Media Sosial Sebagai Alternatif Media Pembelajaran Online. *Jurnal Pendidikan Dasar Borneo (Judikdas Borneo)*, 3(1), 101-110
- [2] Aisyah, F. N. (2017). Pengaruh Penggunaan Media Scrabble Terhadap PeningkatanPenguasaan Kosakata Bahasa Inggris (Doctoral dissertation, Skripsi, Universitas Muhammadiyah Magelang).
- [3] Auliya, M., & Siregar, N. (2022). The Effect of Digital Storytelling Usage on Students' Speaking Ability at Grade Xi of SMA Negeri 1 Aek Songsongan Academic Year 2021/2022. *Education & Learning*, 2 (2), 130–133.

- [4] Bulele, Y. N. (2020, November). Analisis fenomena sosial media dan kaum milenial: studi kasus tiktok. In *Conference on Business, Social Sciences and Innovation Technology* (Vol. 1, No. 1, pp. 565-572).
- [5] Depertemen Pendidikan Nasional. 2012. *Direktoral Jenderal Manajemen Pendidikan Dasar dan Menengah*. Direktorat Pembinaan Sekolah
- [6] Devy Handayani. 2020. Pemanfaatan Youtube Pada Saatpandemi Covid 19 Untuk Media Pembelajaran Bahasa Inggris Dalammeningkatkan Vocabulary Dan Pemahaman Siswa. *Jupendik: Jurnal Pendidikan*, 4(2), 12-18.
- [7] Kovida, P. A. ., Ambarwati, E. K. ., & Abas, T. T. . (2022). An Analysis of Secondary School Students' Perception of Using Instagram in Learning English Vocabulary. *Jurnal Pendidikan Dan Konseling (JPDK)*, 4(6), 293–297. <https://doi.org/10.31004/jpdk.v4i6.8155>
- [8] Mauriza, L., & Siregar, N. (2022). The Analysis of Students' Vocabulary Mastery Who are using Tiktok Application. *Education & Learning*, 2(2), 154–158. <https://doi.org/10.57251/el.v2i2.449>
- [9] Wu, X., Zhang, Y., Wang, J., & Wu, X. (2021). Exploiting TikTok for Language Learning: Effects of Motivation and Self-Regulation. *Educational Sciences: Theory & Practice*, 21(6), 80-92
- [10] Yang, H. (2020). Secondary-school Students' Perspectives of Utilizing Tik Tok for English learning in and beyond the EFL classroom. In *2020 3rd International Conference on Education Technology and Social Science (ETSS 2020)* (pp. 163- 183)
- [11] Yovita, Y., & Purnamaningsih, I. R. (2022). Penggunaan Aplikasi Tiktok Sebagai Inovasi Pembelajaran Bahasa Inggris Di Masa Pandemi Covid-19. *Jurnal PAJAR (Pendidikan dan Pengajaran)*, 6(3)