

PENGARUH VIDEO TIKTOK TERHADAP PENGUASAAN KOSAKATA BAHASA INGGRIS MAHASISWA SEMESTER EMPAT DI UNIVERSITAS BHINNEKA PGRI

THE EFFECTIVENESS OF TIKTOK VIDEO ON STUDENTS' ENGLISH VOCABULARY MASTERY IN THE FOURTH SEMESTER AT BHINNEKA PGRI UNIVERSITY

Suci Rahayu^{1*}

Ika Rakhmawati²

^{*1,2}Universitas Bhinneka PGRI,
Tulungagung, Jawa Timur,
Indonesia

*email:
sucirahayuu07@gmail.com

Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh video TikTok terhadap penguasaan kosakata mahasiswa. Sampel penelitian ini adalah 16 mahasiswa dari semester empat di Jurusan Pendidikan Bahasa Inggris Universitas Bhinneka PGRI. Penelitian ini, menggunakan pendekatan penelitian kuantitatif yang berfokus pada pra-eksperimental dengan desain pre-test dan post-test satu kelompok. Tes kosakata digunakan sebagai instrumen dalam penelitian ini. Hipotesis diuji dengan IBM SPSS 26. Perhitungan statistik menunjukkan bahwa skor rata-rata pre-test adalah 64,06. Skor rata-rata post-test adalah 91,56. Skor post-test lebih tinggi dari skor sebelum tes. Nilai hitung Sig (2-tailed) lebih kecil dari 0,05 yang berarti $0,000 < 0,05$, hal ini menjelaskan bahwa hipotesis alternatif (H_a) diterima dan hipotesis nol (H_0) ditolak. Video TikTok memiliki pengaruh yang signifikan terhadap kosakata bahasa Inggris siswa. Kesimpulannya, menggunakan video TikTok untuk pembelajaran Bahasa Inggris lebih efektif daripada tidak menggunakannya, dan dapat digunakan untuk membantu siswa meningkatkan kosakata bahasa Inggris mereka.

Kata Kunci:

Efektivitas
Penguasaan Kosakata
TikTok Video

Keywords:

Effectiveness
TikTok Video
Vocabulary Mastery

Abstract

This study aimed to determine the impact of TikTok video on students' vocabulary mastery. The sample of this research was 16 students from the fourth semester at the English Education Department of Universitas Bhinneka PGRI. This study employed a quantitative research approach using a pre-experimental, specifically a one-group pre-test and post-test design. A vocabulary test was implemented as the instruments for this study. The hypothesis tested with IBM SPSS 26. Statistical calculation indicated that the average pre-test score was 64.06. The average post-test score was 91.56. The post-test score is higher than the score before test. The computed value of Sig (2-tailed) is less than 0.05, which means $0.000 < 0.05$, this explains that the alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected. TikTok video has a significant effect on students' English vocabulary. In conclusion, utilizing TikTok videos for English vocabulary learning is more effective than not utilize it and it can be used to help students improve their English vocabulary.

INTRODUCTION

English is a commonly utilized foreign language that goes beyond being merely a proficiency. When it comes to engaging with individuals who speak English as their first language, it ranks second in terms of worldwide language usage (Dutta, 2020, p. 22). Realizing the significance of English in the future, it is necessary to initiate the process of learning the language as early as possible to boost individual skills

in language acquisition (Mauriza et al., 2022, p. 154). Additionally, when learning English, it recommended that students learn and gain proficiency in the fundamental language abilities, namely listening, speaking, reading, and writing. These four components will not be realized unless the students have sufficient vocabulary mastery. Vocabulary aims to help students understand the concepts behind unfamiliar words, build a larger vocabulary, and effectively use words in communication.

Nowadays, there are numerous ways for students to use and select media to learn English, especially in mastering vocabulary. Moreover, students can access a wide range of media or platforms that had created. TikTok is one of a platform that popular. TikTok is a social site that concentrates around short creative videos with a musical feature, particularly designed towards current youth (Yang et al., 2019, p. 340). TikTok as one of the most commonly used applications for sharing short videos, has a significant impact on its users' growth because it can be used for educational purposes (Rahmawati & Anwar, 2022, p. 610). TikTok videos can be an interesting alternative learning media for students, especially when it comes to improving English vocabulary mastery. This is because TikTok videos are short, easy to understand, and creative in their message delivery.

Besides, TikTok videos have some advantages. TikTok videos are shorter in length, so they may attract the interest and focus of many learners. Shorter video for learning can motivate learners to focus on activities related to the task and decrease distractions from irrelevant activities. TikTok is also known for its colorful, engaging, and diverse content, which provides numerous benefits to its audience. TikTok provides a number of areas in which users can share their knowledge with others. These categories include abilities to innovate, personal memories, and specific details on topics such as science, technology, and culture.

This study is motivated by research gaps in previous studies. Based on research conducted by (Abidah, 2022; Azkiya, 2019) the research results are "Using social media (Instagram and TikTok) in learning vocabulary was fun, and entertaining. It was also really supporting to increased vocabulary mastery". The difference between this study and prior studies are in the media, and methods that used. Furthermore, this study only focuses on measuring and comparing students' vocabulary as language components. In

addition, the time and sample are different from previous study.

In this study, the researcher chose the fourth-semester students at Universitas Bhinneka PGRI because the researcher had observed the class and interviewed the chief of the class. Based on the interview, the researcher got information that students in the fourth semester are having difficulty in learning and comprehending English vocabulary especially in the form of formal language (academic purposes). The researcher concluded that students need interesting media to increase English vocabulary mastery. The media that can be used is TikTok video because it is an effective media for students to enhancing vocabulary in this era.

Based on the explanation above, the aim of this study is to determine "The Effectiveness of Tiktok Video on Students' English Vocabulary Mastery in the Fourth Semester at Bhinneka PGRI University".

METODHOLOGY

To conduct the study, researcher used an experimental method called pre-experimental design with one-group pre-test and post-test. The purpose was to measure the level of vocabulary of students both before and after being taught through the use of TikTok video. The research consisted of three stages: a pre-test, a treatment, and a post-test. The post-test was administered right after the treatment to evaluate how effective the TikTok video was in improving their vocabulary mastery.

This study concentrated on treating the class with TikTok Video for learning vocabulary, followed by the researcher observed and examined the results using a test. The results showed a significant improvement in student achievement after utilizing TikTok videos for learning compared to their performance before the treatment. The evaluation comprised passing a pre-test before treatment and a post-test after treatment. The significant difference

between the two outcomes revealed that utilizing TikTok videos effectively improved students' academic achievement. This study had 16 students who participated in this research. They are English Education Department of the fourth semester students in the 2022/2023 academic year. It was picked based on observations because they had never taught English using TikTok Video and their vocabulary mastery needed to be improved.

The researcher had three meetings to collect data and acquire experiment. First, the researcher gave a pre-test to the students at the start of the session to assess their prior knowledge of formal language. The test consisted 20 multiple-choice questions and took one hour (60 minutes) to complete. After the test, the researcher introduced TikTok to the students and explained how it worked. In the second meeting, the treatment process was implemented to guarantee that the TikTok video positively impacted students' vocabulary mastery and achieved the researchers' primary goal. The treatment was conducted after the completion of the pre-test. Last meeting, the post-test was administered to assess the difference in learning before and after watching the TikTok video. The post-test procedure was the same as the pre-test procedure.

The data in this research are quantitative, derived from pre-test and post-test results. SPSS 26.0 was utilized to conduct the analysis of the data. In data analysis, the statistical approach includes the value of the normality test, and difference test of two averages. The paired sample test was utilized to determine the difference in variability between the average values before and after the treatment.

FINDINGS AND DISCUSSIONS

Findings

1. The Students' Achievement before Using TikTok Video in Learning English Vocabulary

Table 1. Score of Pre-Test and Post-Test

No	Name	Pre-Test	Post-Test
1	EH	30	90
2	FK	30	90
3	ZD	70	90
4	II	80	85
5	AC	70	95
6	LET	60	95
7	YI	60	85
8	KP	75	90
9	IW	90	100
10	SF	55	95
11	MY	85	95
12	CN	70	85
13	KR	65	100
14	FF	85	90
15	NWL	75	85
16	MHF	25	95
Total Score		1025	1465
Mean		64,06	91,56

Based on the table above, it can be draw the following conclusions: the pre-test total is 1025 with a mean of 64.06, while the post-test total is 1465 with a mean of 91.56. This indicates that both the total and mean scores of the post-test are higher than those of the pre-test.

2. Normality Testing

Table 2. Normality Testing

Class	Kolmogorov-Smirnov*Shapiro-Wilk			
	Statistic	Df	Sig.	StatisticDfSig.
Hasil Belajar Siswa"Pre-Test" ,178		16	,186	,887 16,051
"Post-Test",189		16	,132	,887 16,050

a. Lilliefors Significance Correction

The normality test Shapiro-Wilk is utilized to evaluate the data's distribution. When the significance is more than 0.05 ($\text{Sig} > 0.05$), the data is considered normal in this test. The table above shown that the significance was 0.051 and 0.050, which is more than 0.05 ($\text{Sig} > 0.05$). As a result, the data can be considered normal.

3. Hypothesis Testing

Table 3. Hypothesis Testing

		Paired Sample Test				
		Std. Error	95% Confidence Interval			
		Mean	of the Difference			
		Mean	Lower	Upper		
Pair	Pre-	-27,500	20,817	5,204	-	15,000
I	test	-		38,592	5,284	
	Post-					
	test					

If the significant value is less than 0.05 (sig. 0.05), where H_0 is rejected and H_a is accepted, the research is considered to have a proved hypothesis. Table 3 proved that the Sig. (2-tailed) = 0.000 was the significant result obtained during hypothesis testing with SPSS 26. As a result, the hypothesis presented in the research can be interpreted supported by the fact that 0.000 differs from 0.05. It proved that using TikTok Video had a significant effect on the vocabulary mastery of the fourth semester in English Education Department students at Universitas Bhinneka PGRI.

Discussions

The objective of this study was to determine how effective TikTok Video for learning vocabulary. The sample in this study consisted 16 of fourth semester students. After carrying out the study, the researcher recognized differences in learning results before and after utilizing TikTok Video. This can be seen by the pre-test and post-test results given. Besides that the researcher found that the responses of students' to TikTok videos were highly good. They became more interested, particularly in expanding their vocabulary mastery.

According to data analysis, there is any significant effect in students' vocabulary mastery between before and after being taught using TikTok Video. This is shown by the SPSS 26 program results. The paired sample test provided highly significant results with a value of 0.000. Because the result is less than <0.05, indicating that H_0 is rejected and H_a is accepted. As a

result, it has been proved that using TikTok Video to learn English vocabulary is more effective.

CONCLUSION

This section provides the findings based on the statement of the problem. The conclusions are as follows: (1) Significant result can be seen in a paired samples test. The outcome is 0.000, which shows that the null hypothesis is rejected and the alternative hypothesis is accepted. (2) Utilizing TikTok videos for English vocabulary learning is more effective than not utilize it. (3) Using TikTok videos will increase attraction and stimulate students to expand their English vocabulary.

REFERENCES

- Abidah, D. (2022). *THE STUDENT ' S PERCEPTION OF USING TIKTOK VIDEOS AS A MEDIA IN LEARNING VOCABULARY*.
- Azkiya, U. (2019). *STUDENTS' PERCEPTION TOWARDS THE IMPACT OF ENGLISH LEARNING ACCOUNTS ON INSTAGRAM ON STUDENTS' VOCABULARY*.
- Dutta, S. (2020). the Importance of "English" Language in Today'S World. *International Journal of English Learning & Teaching Skills*, 2(1), 1028–1035. <https://doi.org/10.15864/ijelts.2119>
- Mauriza, L., Siregar, N., Muslim, U., & Medan, N. A. (2022). 154 | Lara Mauriza, Nurhafni Siregar *The Analysis of Studen ts' Vocabulary Mastery Who Are Using Tiktok Application*. 154–158.
- Rahmawati, Y., & Anwar, K. (2022). *the Use of Tiktok Application: the Impact on Students ' Vocabulary and Attitude*. 5(3), 610–621. <https://journal.ikipsiliwangi.ac.id/index.php/projec t/article/download/10330/pdf>
- Yang, S., Zhao, Y., & Ma, Y. (2019). Analysis of the Reasons and Development of Short Video Application-Taking Tik Tok as an Example. *International Conference on Information and Social Science (ICISS 2019)*, 9(Iciss), 340–343. <https://doi.org/10.25236/iciss.2019.062>