

INCREASING VOCABULARY OF THE EIGHTH GRADE STUDENTS OF SMP NEGERI 2 PALU THROUGH THE USE OF TIKTOK

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ABSTRACT

The objective of this research is to find out if the use of TikTok as a learning media can increase students' vocabulary of SMP Negeri 2 Palu. This research used a quasi-experimental design that consisted of two classes; experimental and control class. The samples of this research was the second grade students of SMP Negeri 2 Palu; VIII Pangeran Diponegoro (class B) with 31 students as the experimental class and VIII Kapitan Pattimura (class E) with 32 students as the control class that was selected by using cluster random sampling. The data was collected by administering a vocabulary test consisting of a pre-test and post-test that was conducted at first and last meetings. Then the treatment was only given to the experimental class. The result of the experimental class's pre-test is 45.38, while the control class is 51.04. The result of the experimental class's post-test is 70.00, while the control class is 62.29. By applying 0.05 level of significance, the researchers found that the value of the t-counted (7.15) is higher than the t-table (1.671). It can be concluded that the use of TikTok as learning media in teaching vocabulary is effective to increase students' vocabulary of SMP Negeri 2 Palu. Based on these results, it implies that TikTok can be applied by teachers in the teaching and learning process as one of effective media to increase students' vocabulary, especially for second grade students of junior high school.

Key words: Increase; Vocabulary; TikTok

INTRODUCTION

Vocabulary is a collection of words or parts of a particular language. A sentence will be well formed if someone has mastery of vocabulary. Vocabulary is considered central in language teaching and is very important for language learners because without vocabulary, people will not be able to communicate or express their ideas both orally and in writing. Vocabulary is an important element in language activities in expressing ideas or thoughts to the person you are talking to. To speak well, correctly and politely, of course you need to master a good and varied vocabulary (Hilaliyah, 2018; Syafryadin et al., 2020). Therefore, the less vocabulary students have, the more difficult it is for them to communicate with each other.

Students can use language more effectively if they have knowledge and a large vocabulary. Alqahtani (2015) stated that teaching vocabulary is a crucial aspect in learning a language as languages are based on words. Therefore, the learning system in the classroom is expected to help students increase their knowledge and vocabulary because the number of vocabulary they have influences their vocabulary mastery.

Regarding the Independent Curriculum as applicable in the current Indonesian education system, English learning is focused on strengthening the ability to use English in six language skills, namely listening, speaking, reading, viewing, writing and presenting in an integrated manner, in various types of texts. Learning English at the Primary and Secondary Education levels is expected to achieve the ability to communicate in English as part of life skills. To achieve this goal, students must increase the quality and quantity of their English vocabulary, namely the knowledge and number of vocabulary they have, especially with simple nouns.

Based on observations at SMP Negeri 2 Palu, the researchers found several problems related to students' vocabulary, especially for second grade students. One of the common problems found is the lack of students' vocabulary knowledge in the form of a limited number of words and also the students' understanding of using words in a sentence. In addition, based on the interviews conducted by the researchers, one of the second grade students of SMP Negeri 2 Palu states that the teachers' way of teaching in class was fun but not effective in helping students increase their vocabulary because their English teachers rarely teach in class and when they come to teach, teachers often use Indonesian rather than English. Therefore, the researchers indicated that the teacher's way of teaching caused students to be unfamiliar with English so that it is not uncommon for many students to feel afraid and bored with English lessons, so there is no significant change in increasing their vocabulary.

There are so many ways that can be used and chosen to learn English vocabulary. However, the teaching and learning process is impossible without learning media; at the very least, it needs one medium to deliver teaching materials (Puspitarini & Hanif, 2019). Especially in this modern era, people can take advantage of the many technologies or social media that have been created. Social media is media whose content is created and distributed through social interaction. Social media is an application that allows users to interact and provide feedback with fellow users; create, edit and share information in various forms (Syrdal & Briggs, 2018). TikTok is an example of social media that

is quite well known today. Based on the fact that the students' English vocabulary stock were still limited, the researchers chose the TikTok as a learning media to be applied in the classroom to improve the knowledge and English vocabulary of second grade students at SMP Negeri 2 Palu. Audrey and Bernard (2021) found that Tiktok helped students learn more words. Students learned a lot of new languages because of Tiktok's diverse material and its valuable and convenient features such as adequate audio, visuals, subtitles, the 'save' function, and the authenticity of the videos. In addition, Syaifuddin et al. (2021) argued that Tiktok could be a surefire application for teachers in learning English. Besides being able to create fun classes, the TikTok is also effective to be used because it can attract students' attention so that students do not get bored easily when learning vocabulary. Therefore, they can use English well. The researchers expected that by using the TikTok as a learning medium in class, students can increase their knowledge and vocabulary and enjoy learning English as a foreign language.

METHOD

This study is conducted in a quasi-experimental research design, in which a method that has a control group, but does not can function fully to control external variables influence the conduct of the experiment (Sugiyono 2019), to determine the effectiveness of using the TikTok as a learning media in increasing the vocabulary of eighth grade students. This study consisted of two classes, namely the experimental class and the control class and use pre-test and post-test to see the result of the treatment. This research design stands to Best et al, Khan & John (2016).

Population of this research was eighth grade students which consisted of eleven classes, VIII A, VIII B , VIII C, VIII D, VIII E, VIII F, VIII G, VIII H, VIII I , VIII J, and VIII K. Total of students at eighth grade were 348 students. In selecting the sample, the researchers used cluster random sampling; class VIII B as the experimental class and class VIII E as the control class.

The researchers used tests as the instrument of this research. The tests consisted of pre-test and post-test. At the beginning of the meeting, we were gave the students pre-test as the tool to measure the number of students' vocabulary. The post-test was given at the last meeting in order to get data about the increasing of the students' vocabulary after the treatment. We provided two tests, pre-test and post-test forclass which was selected as the samples.

RESULTS AND DISCUSSION

1. Results of the Pre-test

Before giving treatment, the researchers gave a pre-test in the experimental class (VIII B) and control class (VIII E) to determine the number of students' vocabulary in English. The Researchers conducted a pre-test on January 8th, 2024 for the experimental class and on January 10th, 2024 for the control class. The results of the pre-test for both class are presented in the following table:

Table 1- the Pre-test Result of Experimental Class

No	Initial	Multiple Choice	Type of Test Identifying Object	Fill in the Blank	Obtained Score	Max Score	Standard Score	Criteria
1	ARR	7	5	2	14	30	46.67	Failed
2	AL	6	5	2	13	30	43.33	Failed
3	AP	6	2	0	8	30	26.67	Failed
4	ARA	9	9	3	21	30	70.00	Average
5	AC	7	5	4	16	30	53.33	Failed
6	BR	7	4	3	14	30	46.67	Failed
7	GV	8	5	2	15	30	50.00	Failed
8	IF	10	8	5	23	30	76.67	Average
9	ID	10	6	3	19	30	63.33	Failed
10	JC	10	7	6	23	30	76.67	Average
11	MF	7	5	1	13	30	43.33	Failed
12	MRA	5	3	0	8	30	26.67	Failed
13	MRS	3	5	1	9	30	30.00	Failed
14	NB	5	3	5	13	30	43.33	Failed
15	NR	8	6	4	18	30	60.00	Failed
16	NAW	10	5	5	20	30	66.67	Failed
17	NAR	7	5	7	19	30	63.33	Failed
18	RA	8	5	6	19	30	63.33	Failed
19	RR	4	3	2	9	30	30.00	Failed
20	RV	5	4	2	11	30	36.67	Failed
21	SC	4	5	2	11	30	36.67	Failed
22	SKN	6	4	3	13	30	43.33	Failed
23	SK	4	3	0	7	30	23.33	Failed
24	SCP	7	3	1	11	30	36.67	Failed
25	TA	5	5	3	13	30	43.33	Failed
26	VC	4	3	1	8	30	26.67	Failed
27	VN	6	4	0	10	30	33.33	Failed
28	WA	6	4	2	12	30	40.00	Failed
29	YS	5	4	2	11	30	36.67	Failed
30	YR	6	4	0	10	30	33.33	Failed
31	ZA	5	4	2	11	30	36.67	Failed
Total							1406.67	
Mean Score Pre-test							45.38	

Based on the table, it can be seen that the highest score is 76.67 and the lowest score is 23.33. Referring to the passing grade score of the school, there were only three students who passed the pre-test and 28 students failed the test. The result shows three students achieved average criteria. After getting the students' individual scores of the experimental class, the researchers analyze the mean score by using formula recommended by Best et al. The mean score of the students in pre-test was 45.38.

Table 2- the Pre-test Result of Control Class

No	Initial	Multiple Choice	Type of Test		Obtained Score	Max Score	Standard Score	Criteria
			Identifying Object	Fill in the Blank				
1	AR	6	4	0	10	30	33.33	Failed
2	AL	8	4	1	13	30	43.33	Failed
3	AFR	9	7	4	20	30	66.67	Failed
4	AFA	9	8	5	22	30	73.33	Average
5	AZH	8	3	2	13	30	43.33	Failed
6	APS	9	7	4	20	30	66.67	Failed
7	DKR	8	7	5	20	30	66.67	Failed
8	DAM	10	8	6	24	30	80.00	Good
9	FI	8	5	3	16	30	53.33	Failed
10	GHS	2	5	0	7	30	23.33	Failed
11	IAR	6	4	3	13	30	43.33	Failed
12	IA	6	4	1	11	30	36.67	Failed
13	IK	8	8	4	20	30	66.67	Failed
14	JS	8	5	5	18	30	60.00	Failed
15	MC	9	7	5	21	30	70.00	Average
16	MI	10	9	7	26	30	86.67	Good
17	MY	8	6	3	17	30	56.67	Failed
18	MA	8	4	3	15	30	50.00	Failed
19	MAF	7	5	4	16	30	53.33	Failed
20	NF	9	8	5	22	30	73.33	Average
21	NL	5	5	0	10	30	33.33	Failed
22	NS	6	3	1	10	30	33.33	Failed
23	NZ	8	2	0	10	30	33.33	Failed
24	PGR	6	5	4	15	30	50.00	Failed
25	RYP	8	5	4	17	30	56.67	Failed
26	RAF	8	5	2	15	30	50.00	Failed
27	RSJ	5	6	0	11	30	36.67	Failed
28	SL	6	6	0	12	30	40.00	Failed
29	SCD	6	2	0	8	30	26.67	Failed
30	SR	8	6	3	17	30	56.67	Failed
31	XAR	3	1	0	4	30	13.33	Failed
32	YND	7	6	4	17	30	56.67	Failed
Total							1633.33	
Mean Score Pre-test							51.04	

Based on the table, it can be seen that the highest score is 86.67 and lowest score is 13.33. Referring to the passing grade of the school, five students passed the pre-test and 27 students failed it. The result shows three students achieved average criteria and two students achieved good criteria.

After getting the students' individual scores of control class, the researchers calculated the mean score by using the same as previous and the mean score of the control class in pre-test was 51.04

After comparing the results of the two classes, the researchers found that there is a difference of mean score of experimental and control class. The score of the experimental class is 45.38 and the score of the control class is 51.04; then the difference is about 5.66 scores. It indicated that the mean score of the pre-test of the control class is higher than the experimental class. It can also be seen from the number of students who passed the test. In the control class, three students achieved average criteria and two students achieved good criteria, while in the experimental class, only three students achieved average criteria.

2. Results of the Post-test

The researchers conducted a post-test on January 29th, 2024 for the experimental class and January 31th, 2024 for the control class. The results of the post-test for both classes are presented in the following table:

Table 3 - the Post-test Result of Experimental Class

No	Initial	Multiple Choice	Type of Test		Obtained Score	Max Score	Standard Score	Criteria
			Identifying Object	Fill in the Blank				
1	ARR	9	8	4	21	30	70.00	Average
2	AL	8	7	5	20	30	66.67	Failed
3	AP	6	7	4	17	30	56.67	Failed
4	ARA	10	9	9	28	30	93.33	Excellent
5	AC	9	8	5	22	30	73.33	Average
6	BR	9	7	5	21	30	70.00	Average
7	GV	10	8	7	25	30	83.33	Good
8	IF	10	10	5	25	30	83.33	Good
9	ID	10	9	7	26	30	86.67	Good
10	JC	10	10	8	28	30	93.33	Excellent
11	MF	9	8	4	21	30	70.00	Average
12	MRA	5	9	2	16	30	53.33	Failed
13	MRS	6	7	3	16	30	53.33	Failed
14	NB	8	6	5	19	30	63.33	Failed
15	NR	10	8	8	26	30	86.67	Good
16	NAW	10	10	8	28	30	93.33	Excellent
17	NAR	9	7	7	23	30	76.67	Average
18	RA	8	10	6	24	30	80.00	Good
19	RR	7	5	4	16	30	53.33	Failed
20	RV	7	8	4	19	30	63.33	Failed
21	SC	7	6	3	16	30	53.33	Failed
22	SKN	8	6	5	19	30	63.33	Failed

23	SK	8	5	4	17	30	56.67	Failed
24	SCP	9	9	5	23	30	76.67	Average
25	TA	7	5	4	16	30	53.33	Failed
26	VC	8	7	4	19	30	63.33	Failed
27	VN	8	9	4	21	30	70.00	Average
28	WA	8	6	5	19	30	63.33	Failed
29	YS	8	7	5	20	30	66.67	Failed
30	YR	8	8	4	20	30	66.67	Failed
31	ZA	7	9	4	20	30	66.67	Failed
Total							2169.98	
Mean Score							70.00	

Based on the table, it can be seen that the highest score is 93.33 and the lowest score is 53.33. Referring to the passing grade of the school, 15 students passed the post-test and sixteen students failed it. The results show seven students achieved average criteria, five students achieved good criteria and three students achieved excellent criteria. After getting the students' individual scores of the experimental class, the researchers calculated the mean score using the same as previous and the mean score of the experimental class in post-test was 70.00.

Table 4- the Post-test Result of Control Class

No	Initial	Type of Test			Obtained Score	Max Score	Standard Score	Criteria
		Multiple Choice	Identifying Object	Fill in the Blank				
1	AR	7	5	2	14	30	46.67	Failed
2	AL	8	8	3	19	30	63.33	Failed
3	AFR	10	8	5	23	30	76.67	Average
4	AFA	10	8	7	25	30	83.33	Good
5	AZH	9	6	4	19	30	63.33	Failed
6	APS	10	8	5	23	30	76.67	Average
7	DKR	9	8	6	23	30	76.67	Average
8	DAM	10	9	7	26	30	86.67	Good
9	FI	9	6	3	18	30	60.00	Failed
10	GHS	5	8	3	16	30	53.33	Failed
11	IAR	6	5	3	14	30	46.67	Failed
12	IA	8	5	3	16	30	53.33	Failed
13	IK	8	9	5	22	30	73.33	Average
14	JS	8	7	5	20	30	66.67	Failed
15	MC	9	9	5	23	30	76.67	Average
16	MI	10	9	8	27	30	90.00	Excellent
17	MY	9	7	4	20	30	66.67	Failed
18	MA	8	5	4	17	30	56.67	Failed
19	MAF	8	5	4	17	30	56.67	Failed
20	NF	9	8	6	23	30	76.67	Average

21	NL	6	6	2	14	30	46.67	Failed
22	NS	7	5	3	15	30	50.00	Failed
23	NZ	7	5	0	12	30	40.00	Failed
24	PGR	9	5	4	18	30	60.00	Failed
25	RYP	9	6	3	18	30	60.00	Failed
26	RAF	7	7	3	17	30	56.67	Failed
27	RSJ	10	8	2	20	30	66.67	Failed
28	SL	8	6	0	14	30	46.67	Failed
29	SCD	8	5	2	15	30	50.00	Failed
30	SR	8	8	4	20	30	66.67	Failed
31	XAR	6	3	2	11	30	36.67	Failed
32	YND	8	7	4	19	30	63.33	Failed
Total							1993.37	
Mean Score							62.29	

Based on the table, it can be seen that the highest score is 90.00 and the lowest score is 36.67. Referring to the passing grade of the school, 9 students passed the post-test and 23 students failed it. The results show six students achieved average criteria, two students achieved good criteria and one student achieved excellent criteria. After getting the students' individual scores of control class, the researchers calculated the mean score by using the same formula as previous and the mean score was 62.29.

After comparing the results of the two classes, the researchers found that there is a difference of the mean score between the experimental and the control class after given treatment. The scores of the experimental class is 70.00 and the score of the control class that was not given treatment is 62.29. It shows that the difference is about 7.71 scores. It is indicated that there is a significant difference of the students' mean scores before giving treatment, in which the mean score of the experimental class on the pre-test is 45.38 while the mean score of the experimental class on the post-test is 70.00. There is a rapid change after treatment in the experimental class, in which there is an increasing score about 24.62 from the initial score. It can also be seen from the number of students who passed the school's passing grade, which previously had only three students passed the test with average criteria, increased to 15 students with average, good, and excellent criteria.

3. Result of Deviation and Square Deviation

After obtaining the mean score of the pre-test and post-test, the researchers continued to count the mean deviation and square deviation to determine if there was a significant difference between the results of the pre-test and post-test of the experimental and control class. The results are presented in the following table:

Table 5 - Students' Score Deviation of Experimental Class

No	Initial	Deviation			
1	RR	46.67	70.00	23.33	544.29
2	AL	43.33	66.67	23.34	544.76
3	AP	26.67	56.67	30.00	900.00
4	RA	70.00	93.33	23.33	544.29
5	AC	53.33	73.33	20.00	400.00
6	BR	46.67	70.00	23.33	544.29
7	GV	50.00	83.33	33.33	1110.89
8	IF	76.67	83.33	6.66	44.36
9	ID	63.33	86.67	23.34	544.76
10	JC	76.67	93.33	16.66	277.56
11	MF	43.33	70.00	26.67	711.29
12	MR	26.67	53.33	26.66	710.76
13	RS	30.00	53.33	23.33	544.29
14	NB	43.33	63.33	20.00	400.00
15	NR	60.00	86.67	26.67	711.29
16	NA	66.67	93.33	26.66	710.76
17	NR	63.33	76.67	13.34	177.96
18	RA	63.33	80.00	16.67	277.89
19	RR	30.00	53.33	23.33	544.29
20	RV	36.67	63.33	26.66	710.76
21	SC	36.67	53.33	16.66	277.56
22	SN	43.33	63.33	20.00	400.00
23	SK	23.33	56.67	33.34	1111.56
24	SC	36.67	76.67	40.00	1600.00
25	TA	43.33	53.33	10.00	100.00
26	VC	26.67	63.33	36.66	1343.96
27	VN	33.33	70.00	36.67	1344.69
28	WA	40.00	63.33	23.33	544.29
29	YS	36.67	66.67	30.00	900.00
30	YR	33.33	66.67	33.34	1111.56
31	ZA	36.67	66.67	30.00	900.00
Total				763.31	20588.11

By looking at the table above, it can be seen that the highest score for deviation (D) is 40.00 and the lowest score for deviation is 6.66. Furthermore, the highest score for square deviation (D2) is 1600.00 and the lowest score for square deviation is 44.36.

Table 6 - Students' Score Deviation of Control Class

No	Initial	Deviation			
1	AR	33.33	46.67	13.34	177.96
2	AL	43.33	63.33	20.00	400.00
3	AF	66.67	76.67	10.00	100.00
4	FA	73.33	83.33	10.00	100.00
5	AZ	43.33	63.33	20.00	400.00
6	AP	66.67	76.67	10.00	100.00
7	DK	66.67	76.67	10.00	100.00
8	DA	80.00	86.67	6.67	44.49
9	FI	53.33	60.00	6.67	44.49

10	GH	23.33	53.33	30.00	900.00
11	AR	43.33	46.67	3.34	11.16
12	IA	36.67	53.33	16.66	277.56
13	IK	66.67	73.33	6.66	44.36
14	JS	60.00	66.67	6.67	44.49
15	MC	70.00	76.67	6.67	44.49
16	MI	86.67	90.00	3.33	11.09
17	MY	56.67	66.67	10.00	100.00
18	MA	50.00	56.67	6.67	44.49
19	MA	53.33	56.67	3.34	11.16
20	NF	73.33	76.67	3.34	11.16
21	NL	33.33	46.67	13.34	177.96
22	NS	33.33	50.00	16.67	277.89
23	NZ	33.33	40.00	6.67	44.49
24	PG	50.00	60.00	10.00	100.00
25	RY	56.67	60.00	3.33	11.09
26	RA	50.00	56.67	6.67	44.49
27	RS	36.67	66.67	30.00	900.00
28	SL	40.00	46.67	6.67	44.49
29	SC	26.67	50.00	23.33	544.29
30	SR	56.67	66.67	10.00	100.00
31	XA	13.33	36.67	23.34	544.76
32	YN	56.67	63.33	6.66	44.36
Total				360.04	5800.72

By looking at the table above, it can be seen that the highest score for deviation (D) is 30.00 and the lowest score for deviation is 3.33. Furthermore, the highest score for square deviation (D²) is 900.00 and the lowest score for square deviation is 11.09.

After finding out the deviation and square deviation of the two classes, the researchers then calculated the mean deviation of each class was 24.62 (experimental class) and 11.25 (control class). Then, the researchers calculated the number of squared deviations was 7.73 (experimental class) and 7.51 (control class). Moreover, the researchers applied the t-count formula to show how effective the treatment is. The results of the data analysis show that the t-count is 7.15. Then, by using the 0.05 level of significance with the degree of freedom (DF = 61), the researchers finds that the t-count (7.15) is higher than the t-table (1.67).

DISCUSSION

The purpose of this research is to increase students' vocabulary by using the TikTok as a learning media of eighth grade students of SMP Negeri 2 Palu. Data analysis indicated that there was an increase in the students' vocabulary resulting from the intervention. Statistically, it was found that the t-counted value is higher than t-table value. Thus, using TikTok as a learning medium can increase the vocabulary of the students'.

Furthermore, when calculating the pre-test results in the experimental and control classes, the researchers found that the number of students who failed because they got low scores was from the experimental class more than the control class. Then, the number of students who passed from the control class more than the experimental class. It indicated that for the pre-test, the number of students in the control class was more successful in achieving the passing grade than students in

the experimental class. From the pre-test results it is known that the two classes have a very low noun vocabulary, even for general concrete noun vocabulary or the vocabulary around them. In addition, the researchers found that students tended to feel confused when writing spelling in English and understanding the English context in sentences when the researchers gave the pre-test.

However, the intensity of using the TikTok as a vocabulary learning media showed that students experienced significant changes. The researchers provided treatment to students during six meetings. In providing treatment, the researchers used TikTok as a learning media by giving students watching videos of noun vocabulary from several content creator accounts on TikTok to increase their vocabulary. Then the researchers instructed students to pay attention to each letter and follow each noun that was spoken in the video so that they could get used to English words. In addition, the researchers also explained how the words were used in sentences. After being given the treatment, the post-test result showed a significant change. The post-test results showed that the number of students who failed because they got low scores was more from the control class than the experimental class. Then, the number of students who passed was more from the experimental class than the control class. It showed that in post-test, the number of students in the experimental class is more successful in achieving the passing grade than students in the control class. Therefore, this proves that the treatment carried out by the researchers in the experimental class was successful in making students accustomed to using nouns, especially concrete nouns that are common or those around them, so that their vocabulary could be said to have increased compared to when they did not receive treatment. Then, it can also be said that the use of TikTok as a learning media is effective in increasing students' vocabulary.

Furthermore, in the use of TikTok as a learning media, there are several weaknesses found by the researchers; namely, using the TikTok requires an internet quota and has a large file size, so before carrying out treatment, the researchers must first downloaded all videos using the researcher's internet quota and choose to save them on a laptop rather than a cellphone.

Even though there are some weaknesses in its use, the use of TikTok as a vocabulary learning media has proven to be successful in increasing students' vocabulary. The indications of the result are supported by previous studies; Fitriyah, L. S & Sholichah, N. I. (2023) show that the application of TikTok videos has a good influence on the process and result of vocabulary learning. Furthermore, Sofeny, D., Fadhilawati, D., & Hidayah, N. N. (2022) also show that Tik-tok application is effective for the teacher who wants to increase the students' English vocabularies mastery. Those clarify that the use of a TikTok as a learning media is effective in increasing students' vocabulary.

CONCLUSION

The use of TikTok as a learning media is effectively used in teaching vocabulary to increase students' vocabulary at SMP Negeri 2 Palu. It can be seen from the results of the data analysis that the mean score of the post-test for the experimental class (70.00) is higher than the mean score of the post-test for the control class (62.29). The mean score of the post-test for the experimental class also had a significant change from the mean score of the pre-test (45.38). In addition, it can also be

proven by looking at the t-count value (7.15), which is higher than the t-table value (1.67). It means that the researcher's hypothesis in this study is accepted.

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