



The Effect of Tiktok Video On Vocabulary Mastery of Eight Grade Student at SMP Negeri 2 Siantar

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Abstract

The researcher incorporated TikTok videos into a study aimed at evaluating their impact on eighth-grade students' vocabulary mastery at SMP Negeri 2 Siantar during the 2024/2025 academic year. This study utilized a quasi-experimental design with a quantitative approach, involving two groups: an experimental class and a control class. The experimental class consisted of students from VIII-1, while the control class comprised students from VIII-2, selected through purposive sampling. To analyze the data, the researcher applied the t-test formula to assess the effect of TikTok on vocabulary mastery. The analysis revealed the mean scores for both pre-tests and post-tests in the experimental and control classes. Specifically, the experimental class had a pre-test mean score of 31.61 and a post-test mean score of 72.90, whereas the control class recorded pre-test and post-test mean scores of 34.52 and 66.61, respectively. The standard deviation for the experimental class was 10.549, and for the control class, it was 11.575. The t-test results showed a significance value (Sig) of 0.000. Based on these findings, the researcher concluded that the alternative hypothesis (H_a) is accepted, while the null hypothesis (H_0) is rejected. Therefore, it can be inferred that TikTok has a significant effect on enhancing students' vocabulary mastery, particularly among seventh graders.

Keywords: Vocabulary Mastery, Media, Tiktok

INTRODUCTION

Language serves as a tool for communication, allowing individuals to interact with one another. As noted by Harmer (2007:13) in Ramasari (2021), language is commonly utilized for communication among people who do not share the same native or even secondary language. One of the languages that will be examined in this research is English. English has emerged as a global language and is taught at nearly all educational levels worldwide. In other words, every school across the globe incorporates a language into its curriculum.

In Indonesia, English is taught as a foreign language. According to Antika & Afriyanti (2021), the instruction of English in educational institutions, particularly in formal education, is a crucial factor that establishes English as the primary foreign language in the country. In this context, Indonesia has implemented English as a Foreign Language (EFL) program across nearly all school levels: six years at the elementary level, three years at the junior high school level, three years at the senior high school level, and four years at the college level.

Vocabulary is fundamental to language proficiency and serves as a measure of an individual's ability in speaking, listening, reading, and writing (Richards & Schmidt, 2005 in Tran 2023). The development of vocabulary is the initial phase of language acquisition, enabling students to grasp the meanings and contexts of communication effectively (Richards, 2002). McCarthy (1990) emphasizes the significance of vocabulary in effective communication, asserting that even with a good grasp of sounds and grammar, conversing in a second language is unfeasible without the words to convey a broader array of meanings. Vocabulary forms the basis for learning a second language; without it, communication becomes challenging (Rohmatillah, 2017). It is described as a crucial element that connects the four language skills—listening, speaking, reading, and writing—when learning a foreign language (Huyen and Nga, 2003:3 in Santosa et al., 2021). Furthermore, Thornbury (2006) cited in Ining (2021) states that to effectively master vocabulary, students must possess a thorough understanding of words.

Mastering vocabulary is a crucial element for achieving proficiency in the four language skills. As noted by Richard and Renandya (2002) in Isnaini & Aminatun (2021), "Vocabulary is a core component of language proficiency and provides much of the basis for how well learners can speak, listen, read, and write." However, several factors contribute to students' struggles with vocabulary mastery. One significant issue is the limited vocabulary that students possess and their difficulty in retaining new words. For instance, students often fail to explore new vocabulary, which hinders their mastery, compounded by a lack of motivation from teachers that diminishes students' interest in learning English. Additionally, students may struggle to differentiate between word classes, face challenges in translating meanings, and have trouble interpreting homographs—words that are spelled and pronounced the same but have different meanings. Increased practice with vocabulary can facilitate better language comprehension, especially for students. A lack of vocabulary mastery poses a fundamental challenge for many learners. In today's technological age, both online and offline learning methods are prevalent, with online learning leveraging internet technology.

Students encounter specific challenges when learning English, as noted by Hastomo et al. (2022). A significant number of students lack the motivation and enthusiasm needed to enhance their language skills (Bahous et al., 2011, cited in Hazaymeh, 2022). Additionally, teachers often fail to utilize media, such as videos, to support English instruction and retention. It is essential for teachers to provide engaging resources and methods to actively involve students in learning English, particularly its vocabulary. When educators rely solely on lecture-based approaches, students tend to become bored, leading to suboptimal learning outcomes (Simanungkalit & Katemba, 2023). Many teachers continue to use traditional techniques for teaching new vocabulary without incorporating media, such as TikTok videos. However, today's students are more inclined toward short videos lasting 1-5 minutes for learning new concepts.

The TikTok application has gained immense popularity among the millennial generation, making it an exciting and interactive medium for education (Taubah, 2020). TikTok serves as a positive educational tool and a platform for activism for Generation Z, facilitating the pursuit of new knowledge. Its unique format allows for videos that last between 15 to 60 seconds, transforming the way social media is used for learning (Bur et al., 2023). TikTok is a social media application created by a Chinese company, ByteDance. Known for its short-form videos, TikTok has rapidly gained popularity among various social media platforms. Originally intended for entertainment, it has now emerged as a valuable educational resource due to its interactive features and extensive global reach. The platform enables users to produce and share brief videos on a wide range of topics, offering a distinctive and engaging way to learn interactively.

To address the aforementioned challenges, utilizing TikTok as a learning tool proves to be effective. According to Tampubolon et al. (2023), TikTok significantly impacts students' vocabulary development. The TikTok application has shown effectiveness in teaching English through social media, positively influencing students' scores, particularly in vocabulary mastery. Research by Wardani (2022) indicates that English videos on TikTok not only enhance students' vocabulary but also improve their pronunciation and speaking abilities. Aida et al. (2023) found that TikTok videos, specifically those by Kate Kulp, are effective in enhancing students' mastery of English vocabulary. Laili (2023) reported that students use TikTok for various language learning purposes, including improving their listening, speaking, reading, writing, and pronunciation skills. Similarly, Yasminto (2023) demonstrated that TikTok videos from “@englishhero” effectively support students' vocabulary mastery. Additional research by Rama et al. (2023) highlights that TikTok significantly aids students in improving their English vocabulary, boosts their motivation to learn, and successfully facilitates vocabulary acquisition.

During the researcher's teaching practice, it became evident that students encountered several challenges while learning English. Their difficulties in mastering vocabulary stem from various factors. First, many students struggle to understand the meanings of certain words, particularly adverbs. Second, they often make mistakes in writing or spelling adverbs correctly. Third, students tend to feel bored due to the monotonous learning materials used. English learning can take place in various settings, including at home and in school, especially when it comes to expanding daily vocabulary. Utilizing effective learning media during vocabulary instruction can enhance students' knowledge and facilitate a more successful learning process.

Based on the explanation above, utilizing learning media, particularly TikTok, has a positive impact on students' vocabulary mastery. The distinction between this research and previous studies is that this research focuses specifically on eighth-grade students at SMP Negeri 2 Siantar as its subjects, population, and sample. Based on the background above, the researcher tries to conduct a research with the title **“The Effect Of TikTok Video On Vocabulary Mastery Of Eight Grade Student At SMP Negeri 2 Siantar”**

METHOD

This research employed a quantitative approach, which requires the researcher to clarify how different variables influence one another (Creswell, 2012:13). The study is classified as quasi-experimental, meaning that the research variables cannot be fully controlled. As noted by Creswell (2009:146), quasi-experimental designs do not involve random selection; instead, participants are chosen from naturally occurring groups that share similarities, such as having a comparable number of students. The researcher utilized a Nonequivalent Control Group Design for this study.

The population for this research consisted of all eighth-grade students at SMP Negeri 2 Siantar, totaling 248 students. The sample included 62 students, with 31 students from class VIII-1 designated as the experimental group and 31 students from class VIII-2 as the control group. Purposive sampling was employed, as the two classes had a harmonious composition with similar student numbers. For data collection, the researcher used tests, specifically pre-tests and post-tests, to assess English vocabulary mastery, focusing on adverbs. Multiple-choice questions were provided to evaluate the students' vocabulary proficiency.

RESULT AND DISCUSSION

Data Description

The research data was gathered from eighth-grade students at SMP Negeri 2 Siantar during the 2024/2025 academic year, with a total population of 284 students distributed across 8 classes. For this study, the researcher chose two classes, VIII-1 and VIII-2, comprising a total of 62 students. Of these, 31 students were assigned to the control group, which used conventional media (handbooks), while the other 31 students formed the experimental group, which utilized TikTok videos. The sampling method used was cluster random sampling, enabling the random selection of one class for each group from the organized classes.

Normality Test

Tests of Normality							
Class		Kolmogorov-Smirnov ^a		Shapiro-Wilk			
		Statistic	df	Sig.	Statistic	df	Sig.
Students	Pre-test Experimental	.130	31	.192	.943	31	.097
Learning	Post-test Experimental	.132	31	.179	.951	31	.164
Outcomes	Pre-test Control	.134	31	.166	.942	31	.093
	Post-test Control	.120	31	.200 [*]	.977	31	.721

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

a. Lilliefors Significance Correction

The dataset in this study contains no more than 50 entries, so the emphasis is placed on the significance value (Sig.) obtained from the Shapiro-Wilk test. All significance values from the Shapiro-Wilk test indicate that the data is normally distributed, as the significance value exceeds 0.05.

Homogeneity Test

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Students	Based on Mean	2.088	3	120	.105
Learning	Based on Median	1.847	3	120	.142
Outcomes	Based on Median and with adjusted df	1.847	3	114.443	.143
	Based on trimmed mean	2.101	3	120	.104

Given that the significance value (Sig.) based on the mean is 0.105, which exceeds 0.05, we can infer from the homogeneity test results presented in the table that the variances of the data are homogeneous.

Paired Samples Test

		Paired Samples Test						
		Paired Differences						
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference	t	df	Sig. (2-tailed)
Pair 1	PreTest_Experimental PostTest_Experimental	-41.290	11.103	1.994	-45.363 -37.218	-20.705	30	.000

The assessment of valid data to evaluate the hypothesis regarding the significant effect of the treatment can be observed in the Sig. (2-tailed) value. In this instance, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted because the Sig. (2-tailed) value is 0.000, which is less than 0.05. This result indicates that the treatment had a statistically significant effect.

Findings

Following the data analysis, several findings emerged that address the research questions:

1. The analysis indicated that the use of TikTok videos significantly impacts vocabulary mastery among eighth-grade students at SMP Negeri 2 Siantar. The significance (Sig. 2-tailed) value from the Paired Samples Test was 0.000, which is below the 0.05 threshold, thereby supporting the acceptance of the alternative hypothesis (H_a). This finding confirms a substantial effect of the TikTok intervention on students' vocabulary skills.
2. A comparison between students who engaged with TikTok videos and those who did not revealed a notable difference in vocabulary mastery. In the experimental group, the average pre-test score was 31.61, which increased to an average post-test score of 72.90, with all students either improving or maintaining their scores. Conversely, the control group, which did not utilize TikTok videos, showed less improvement. Thus, the implementation of TikTok videos has a positive effect on students' vocabulary mastery, with the experimental group demonstrating greater enhancement compared to the control group.

Discussion

This research aimed to evaluate the effect of TikTok videos on vocabulary mastery among eighth-grade students at SMP Negeri 2 Siantar. The analysis demonstrated a significant impact from the intervention, as indicated by a significance (2-tailed) value of 0.000, which is below the 0.05 threshold. This result supports the acceptance of the alternative hypothesis (H_a), suggesting that the use of TikTok videos positively influenced students' vocabulary mastery.

In the experimental group, pre-test scores ranged from 20 to 50, with an average of 31.61 and a standard deviation of 7.788. Following the intervention, post-test scores increased to a range of 55 to 95, averaging 72.90 with a standard deviation of 10.549. This substantial improvement highlights the effectiveness of TikTok videos in enhancing vocabulary skills. In contrast, the control group, which did not utilize TikTok videos, had pre-test scores between 20 and 60, averaging 34.52 with a standard deviation of 9.161. Their post-test scores ranged from 40 to 90, with an average of 66.61 and a standard deviation of 11.575. The lesser improvement in the control group compared to the experimental group underscores the benefits of incorporating TikTok videos into vocabulary learning.

These findings support the conclusion that TikTok videos significantly enhance vocabulary mastery among students. The results suggest that this engaging and innovative approach effectively promotes vocabulary learning, emphasizing the importance of modern teaching strategies in educational practices.

CONCLUSION

The findings of this research indicate that TikTok videos effectively enhance students' vocabulary skills, as evidenced by the higher scores of students in the experimental group compared to those in the control group. In this case, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted due to a significance (2-tailed) value of 0.000, which is below the 0.05 threshold. This result signifies that the treatment had a statistically significant impact. Based on these results, along with evidence from several previous studies, it can be concluded that TikTok videos are highly effective in improving the vocabulary skills of eighth-grade students at SMP Negeri 2 Siantar. This engaging approach effectively promotes vocabulary learning, highlighting the importance of innovative teaching strategies in educational practices.

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