

## **THE EFFECT OF TIKTOK APPLICATION ON STUDENTS' VOCABULARY MASTERY**

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### **ABSTRACT**

*Vocabulary mastery is a fundamental component in learning English as a foreign language, as it supports students' abilities in listening, speaking, reading, and writing. However, many junior high school students experience difficulties in acquiring sufficient vocabulary due to monotonous teaching methods and limited exposure to engaging learning media. Therefore, this study aims to investigate the effect of using the TikTok application on students' vocabulary mastery. This research employed a quantitative approach using a quasi-experimental design with a pre-test and post-test. The population of this study consisted of eighth-grade students of SMPN 5 Bengkulu City in the academic year 2024/2025, with class VIII G comprising 33 students selected as the experimental group through purposive sampling. The treatment was conducted by integrating TikTok videos containing English vocabulary materials into the teaching and learning process over six sessions. The data were collected using vocabulary tests and analyzed using statistical analysis. The results showed a significant improvement in students' vocabulary mastery after being taught using the TikTok application. The findings indicate that TikTok is an effective and engaging digital learning medium that can enhance students' vocabulary acquisition and learning motivation. Therefore, it is recommended that English teachers integrate social media platforms such as TikTok into vocabulary instruction to create more interactive and meaningful learning experiences.*

*Keywords: TikTok application, vocabulary mastery, English as a foreign language, quasi-experimental research.*

### **ABSTRAK**

Penguasaan kosakata merupakan salah satu komponen penting dalam pembelajaran bahasa Inggris sebagai bahasa asing karena berperan dalam menunjang keterampilan menyimak, berbicara, membaca, dan menulis. Namun, banyak siswa sekolah menengah pertama masih mengalami kesulitan dalam menguasai kosakata akibat metode pembelajaran yang monoton dan kurangnya penggunaan media pembelajaran yang menarik. Oleh karena itu, penelitian ini bertujuan untuk mengetahui pengaruh penggunaan aplikasi TikTok terhadap penguasaan kosakata siswa. Penelitian ini menggunakan pendekatan kuantitatif dengan desain quasi-eksperimen melalui pemberian pre-test dan post-test. Populasi dalam penelitian ini adalah seluruh siswa kelas VIII SMPN 5 Kota Bengkulu tahun ajaran 2024/2025, dengan sampel penelitian yaitu kelas VIII G yang

berjumlah 33 siswa dan dipilih menggunakan teknik purposive sampling. Perlakuan dilakukan dengan mengintegrasikan video pembelajaran kosakata bahasa Inggris dari aplikasi TikTok ke dalam proses pembelajaran selama enam pertemuan. Pengumpulan data dilakukan melalui tes kosakata, kemudian dianalisis menggunakan analisis statistik. Hasil penelitian menunjukkan adanya peningkatan yang signifikan pada penguasaan kosakata siswa setelah diterapkan pembelajaran menggunakan aplikasi TikTok. Temuan ini menunjukkan bahwa aplikasi TikTok efektif digunakan sebagai media pembelajaran digital yang menarik dan mampu meningkatkan penguasaan kosakata serta motivasi belajar siswa. Oleh karena itu, disarankan agar guru bahasa Inggris dapat memanfaatkan media sosial seperti TikTok sebagai alternatif media pembelajaran untuk menciptakan pembelajaran yang lebih interaktif dan bermakna.

Kata Kunci: aplikasi TikTok, penguasaan kosakata, bahasa Inggris, quasi-eksperimen.

### **A. Introduction**

A worldwide lingua franca, English is widely used in many important domains, including science, aviation, technology, international relations, and tourism. 53 countries have made it an official language because of its significance and the range of commercial and educational uses it serves (Fareed 2025). English is one of the most widely spoken languages in the world and is known as an international language. Besides being the native language, English is also widely used as a second or foreign language in many countries. Its spread was influenced by British colonial history and its important role in business, technology, media,

education, and diplomacy. English has become a key tool for communication in today's increasingly connected world.

Particularly in higher education and international academic contacts, English has emerged as the primary language of instruction in the world. English is the primary language of instruction at prestigious universities in the US, UK, Canada, and Australia. This implies that in order to take advantage of these chances, students who want to study abroad must improve their English. Because it facilitates access to international knowledge, research, and scholarly collaboration, English is crucial in the educational setting (Khalilin 2020).

A key component of learning any language is expanding one's vocabulary, which is also essential for becoming proficient in English as a foreign language (EFL). In addition to improving communication abilities, vocabulary knowledge makes it easier to understand spoken and written language. As a result, teachers are always looking for efficient ways to help EFL students acquire more vocabulary (Song 2016). One of the key elements of language is vocabulary. One cannot communicate effectively in either written or spoken language if they do not have a strong vocabulary (Mustarih et al. 2025). Based on initial observations made by the researcher in 2024 at SMPN 5 Bengkulu City, through interviews with English teachers, the researcher identified several problems faced by students such as;

First, many students have limited vocabulary acquisition, which hinders their ability to understand and use English effectively. This limitation affects their comprehension and communication skills, making it

difficult for them to express ideas clearly and participate actively in language activities. This condition also impacts students' confidence in using English in everyday learning situations.

Second, the traditional methods used in vocabulary learning are often considered boring and uninteresting by students. The repetitive and monotonous nature of these methods lowers students' motivation and enthusiasm to learn new words, causing passive learning attitudes. This indicates the need for more innovative and varied teaching methods to make students more interested and actively involved in the learning process.

Third, there is a lack of integration of digital platforms such as TikTok in vocabulary learning activities in the classroom. This absence of modern and interactive learning tools limits students' exposure to engaging and contextual vocabulary practice that could enhance their retention and application of new words. Fourth, teachers have not maximized the potential of social media, especially

TikTok, as a tool to improve students' vocabulary learning. The underutilization of these platforms results in fewer innovative and varied teaching strategies, which can affect students' interest and progress in vocabulary acquisition. Furthermore, this situation highlights the need for teachers to adapt to technological developments by incorporating digital media into the learning process. By effectively utilizing platforms like TikTok, teachers can create more dynamic, interactive, and student-centered learning experiences that not only increase engagement but also support better vocabulary understanding and long-term retention.

Many students face difficulties in mastering English vocabulary, which becomes a major obstacle in effective communication skills. This problem is often caused by a lack of exposure to new words and limited practice in interesting and relevant contexts. Moreover, monotonous and less interactive vocabulary learning methods make students less motivated to continuously develop their vocabulary. These conditions highlight the need for

more engaging learning approaches to support students in improving their vocabulary mastery.

To overcome this issue, learning through the TikTok application can be an innovative and effective solution. TikTok provides various short and creative content that includes new vocabulary in everyday situations, allowing students to learn indirectly in a fun and easily accessible way. TikTok also offers a variety of engaging videos such as short cartoons, music, and challenges that can increase students' interest in learning vocabulary. By utilizing these short video features, students can more easily remember new words, practice pronunciation, and adjust vocabulary usage in real contexts. This approach not only boosts learning motivation but also creates a dynamic and interactive learning environment for students to develop their vocabulary skills. Additionally, the use of TikTok can encourage students to be more active and independent in exploring new vocabulary beyond the classroom.

One of the most widely used apps on the internet is TikTok.

Lately, TikTok has shown to be a useful resource for training speaking abilities (Nguyen and Tran 2024). TikTok is a short-form social media network that allows users to share and engage with user-generated content (Bernard 2021). TikTok is a social media app for making and watching short videos that are usually only 15 to 60 seconds long. With a variety of filters, sounds, and fun effects, learning content becomes more creative and less boring. In addition to entertainment, TikTok can also be an effective learning media, especially for students who like to learn in a lighter and more interactive way.

Additionally, TikTok has benefits including reducing monotony and boredom, giving them bravery and responsibility, and encouraging their creativity (Putri et al. 2024). TikTok helps students improve their English language proficiency in speaking, listening, grammar, vocabulary, and pronunciation. TikTok can therefore be selected as an engaging educational tool that aids in the learning process. Because it has writing qualities that are

appealing to the audio and visual while giving material, learning is not tedious and the content is straightforward and helpful (Fitria 2023).

This research is supported by previous studies, which show that students face similar difficulties when honing their speaking skills. For example, First is “The Effect of the TikTok Application (Englishwithmovie.id) in Improving Students' Speaking Ability at SMPN 20 Bengkulu City” which shows that the use of the TikTok application, specifically the Englishwithmovie.id account, has a positive influence on improving students' English speaking ability (Maharania and Kencono 2021). Second, “The Effect of Using TikTok Application on Students' Vocabulary Mastery at Senior High School Student” The purpose of this study is to determine the effect of using the TikTok application on students' vocabulary mastery at SMA Negeri 3 Pematangsiantar. This research employs a quasi-experimental quantitative method involving pre-test and post-test data. The findings reveal that the TikTok application significantly improves students'

vocabulary knowledge, as evidenced by higher post-test scores in the experimental group compared to the control group (Nainggolan, Manalu, and Siahaan 2022). Third, “The Effect of TikTok Application on English Vocabulary Mastery of the Second Grade Students Junior High School at SMP Islam Tahfidz Qur'an of Bima City” The purpose of this study is to ascertain how utilizing the TikTok application affects the vocabulary mastery of second-grade students at SMP Islam Tahfidz Qur'an in Bima City. Using a quasi-experimental design with pre-test and post-test procedures, this research involved 40 students divided into experimental and control groups. The results show a significant improvement in the experimental group, indicating that the use of TikTok positively influences students' English vocabulary mastery (Technologies 2024).

Given the challenges that eighth-grade students face in learning English vocabulary, this study aims to investigate the effect of using the TikTok application on students' vocabulary mastery.

Through this quantitative research, it is expected to provide a deeper understanding of the effectiveness of TikTok as a digital learning media in enriching students' vocabulary. This research is also expected to serve as a reference for educators in designing more innovative and engaging teaching strategies by integrating social media platforms into classroom instruction. Furthermore, it aims to contribute to improving the overall quality of English education by utilizing tools that resonate with students' daily digital habits, this study aims to **“The Effect of Tiktok Application On Students' Vocabulary Class VIII Students At SMPN 5 Bengkulu City”**

## **B. Research instrument**

This study employs a quantitative approach, which focuses on the collection and analysis of numerical data to obtain objective findings. The purpose of using this approach is to measure the effectiveness of a specific treatment in improving students' vocabulary mastery. The research design applied in this study is a one-shot experimental design, which is a type of

experimental research that involves a single group exposed to a treatment, followed by a test to assess the outcome. In this design, there is no pre-test or control group for comparison, instead the focus is solely on observing the results after the treatment has been administered.

#### **A. Discussion of Research Results**

The findings of this study indicate that the learning method using TikTok-based instructional videos has a significant impact on students' vocabulary learning outcomes. Simple linear regression analysis shows that the regression model is statistically significant, as indicated by an F value of 126.661 with a significance level of 0.000. These results indicate that students' initial abilities, as represented by their Pre-Test scores, significantly contribute to their Post-Test scores after the learning method is applied. The high R Square value (0.803) further indicates that most of the variation in students' Post-Test scores can be explained by their Pre-Test scores, demonstrating a strong relationship between students' initial vocabulary mastery and their learning outcomes after using

TikTok-based learning media. These findings imply that students who start with higher initial abilities tend to achieve better results after the intervention, although overall they still benefit from the learning intervention.

In the context of a one-shot experimental design, these results confirm that the regression model is appropriate for explaining changes in student learning outcomes after intervention. Although this design does not include a control group, the significant F-test results support the conclusion that the model used in this study is statistically reliable. The contribution of the Pre-Test variable to the Post-Test results shows that TikTok-based learning videos are able to accommodate students' varying initial abilities and support vocabulary development at various proficiency levels. This is in line with the idea that digital learning media, especially short and interesting video content, can increase students' attention, motivation, and understanding, which in turn has a positive impact on learning outcomes.

The descriptive and inferential results from the One-

Sample Statistics and One-Sample Test further reinforce this conclusion. The increase in the average score from 57.76 on the Pre-Test to 72.36 on the Post-Test shows a clear improvement in students' vocabulary mastery after the learning intervention. The higher t-value on the Post-Test compared to the Pre-Test, coupled with an upward shift in the 95% confidence interval, provides statistical evidence that students' vocabulary skills improved after learning through TikTok. Although the Pre-Test and Post-Test scores were significantly different from the null test value, the significant increase in the Post-Test average was the most important indicator of learning effectiveness in this study.

Overall, the results of the study indicate that learning using the TikTok application is effective in improving students' vocabulary mastery. Despite limitations in the one-time experimental design, the combination of regression analysis and Pre-Test and Post-Test comparison results provides strong empirical support for the positive effects of TikTok-based learning on student learning outcomes. These

findings support the use of social media-based instructional videos as an innovative and engaging learning medium, particularly in vocabulary teaching, and suggest that such media can be effectively integrated into English language teaching to improve student learning outcomes.

In line with the findings of the research conducted by (Irawansyah, Ferry Desryananda, and Abdul Malik Akbar 2025) this study also demonstrates that the use of TikTok videos is highly effective in improving students' vocabulary mastery. The significant improvement in students' vocabulary scores indicates that TikTok serves not only as an entertaining platform but also as an effective learning medium when integrated into the teaching and learning process. The audio-visual features of TikTok videos help students understand word meanings more easily, improve pronunciation, and retain new vocabulary for a longer period of time. In addition, the short and engaging format of TikTok videos increases students' interest and

motivation to learn, which positively affects their learning outcomes.

Furthermore, the success of this study in applying TikTok as a learning medium suggests that technology-based learning can play an important role in enhancing students' language skills, particularly vocabulary acquisition. The results show that students become more active and enthusiastic during the learning process, as TikTok provides authentic language exposure and contextual usage of vocabulary. Therefore, based on the significant improvement in vocabulary scores and the supportive findings from previous research, this study can be declared successful in implementing the TikTok application as an effective tool to improve students' vocabulary achievement.

The findings of this study are supported by the theory of Stephen Krashen, which emphasizes the importance of comprehensible input in language learning. TikTok videos provide meaningful and understandable language input through visual and audio elements,

helping students learn vocabulary more easily. In addition, the use of TikTok supports interactive and student-centered learning, where students are actively involved in the learning process. This active participation helps students better understand and remember vocabulary for a longer period of time.

### **Validity**

**Validity**

Item	r Table	Significance	r Count	Results
1	0.514	0.000	0.868	Valid
2	0.514	0.000	0.834	Valid
3	0.514	0.348	0.261	Unvalid
4	0.514	0.045	0.523	Valid
5	0.514	0.004	0.690	Valid
6	0.514	0.493	0.192	Unvalid
7	0.514	0.008	0.690	Valid
8	0.514	0.019	0.596	Valid
9	0.514	0.450	0.211	Unvalid
10	0.514	0.028	0.564	Valid
11	0.514	0.000	0.801	Valid
12	0.514	0.000	0.834	Valid
13	0.514	0.662	0.123	Unvalid
14	0.514	0.001	0.753	Valid
15	0.514	0.000	0.800	Valid
16	0.514	0.066	0.486	Unvalid
17	0.514	0.101	0.440	Unvalid
18	0.514	0.022	0.585	Valid
19	0.514	0.167	0.376	Unvalid
20	0.514	0.012	0.627	Valid
21	0.514	0.000	0.801	Valid
22	0.514	0.007	0.662	Valid
23	0.514	0.032	0.554	Valid
24	0.514	0.003	0.717	Valid
25	0.514	0.038	0.538	Valid
26	0.514	0.006	0.677	Valid
27	0.514	0.000	0.878	Valid

To determine the validity item, each item r-count was compared to the t-table value, which is 0.514 at a significance level 5% for N=15. The instrument was analyzed using SPSS 26, Based on the decision rule, if r-count >0.154 and sih <0.05, otherwise if the r-count <0.154 the items considered invalid.

**Reliability**

<b>Reliability Statistics</b>	
Cronbach's Alpha	N of Items
<b>0,883</b>	50

Based on the table above, it can be concluded that the 50 questions, tested on a total of 15 students, are highly The Result of Reliability

suitable for use in the pre-test and post-test to be conducted by the researcher. This is supported by the fact that the Cronbach's Alpha value reached 0.883. The value of Cronbach's Alpha can be interpreted as follows, according to Taber (2018):

<b>Cronbach's Alpha</b>	<b>Interpretation</b>
0.11-0.44	Low
0.45-0.65	Acceptable
0.58-0.68	Slightly Low
0.70-0.77	Fairly High
0.81	Robust
0.84-0.90	Reliable
0.91-0.93	Strong
0.93-0.94	Excellent

**3. Normality Test**

The normality test determines whether the collected data follows a normal distribution, ensuring that statistical assumptions are met. This test is an important initial step before conducting further data analysis. SPSS is used to conduct this test to check the normality of the pre-test and post-test data. The use of SPSS helps simplify the data

analysis process in a more accurate and systematic way. If the data is normally distributed, parametric statistical tests, such as the T-test, can be used. Conversely, if the data is not normally distributed, non-parametric tests can be used as an alternative.

### 1. Normality Test

The normality test is used to determine whether the distribution of data obtained in this study follows a normal distribution. In this study, the data analyzed were student learning outcomes after receiving treatment in the form of learning videos using the TikTok application. This study applied a one-time experimental design, in which only one group was given treatment and then measured through a post-test, without a pre-test or control group for comparison. To analyze data normality, researchers used the SPSS application. Normality tests were performed on post-test scores obtained after the implementation of TikTok-based learning.

The Shapiro Wilk test was used in this analysis because the

total number of participants was less than 50, making this approach appropriate for small sample sizes. The normality test results showed whether the post-test data was normally distributed, which is an important prerequisite for further statistical analysis. The following table summarizes the results of the normality test of the post-test scores after the implementation of

	<b>Tests of Normality</b>					
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Stati stic	df	Sig.	Stati stic	df	Sig.
PreT est	.143	33	.085	.954	33	<b>.172</b>
Post Test	.146	33	.070	.950	33	<b>.131</b>

a. Lilliefors Significance Correction  
 TikTok as a learning medium.

### Normality Test

Based on the normality test results in the table above, it can be seen that the pre-test and post-test data are normally distributed. This is indicated by the significance value (Sig.) in the Shapiro–Wilk test, where the Sig. value for the pre-test is 0.172 and for the post-test is 0.131. Both values are greater than 0.05, so the data is declared to be normally distributed. Thus, it can be

concluded that the research data meets the normality assumption. Therefore, the data is suitable for further analysis using parametric statistical tests.

#### **4. F Test Simultaneous**

The simultaneous regression test (F test) is a method used to determine whether there is a joint effect between the independent variables on the dependent variable. In this research, the researcher wants to test whether the independent variable, the implementation of the Tiktok application, simultaneously affects the dependent variable, which is students' vocabulary mastery. (Nasikhudin, Muttaqijn, and Gumilar 2024) states that if the calculated F value ( $F_{count}$ ) exceeds the critical F value ( $F_{table}$ ), the null hypothesis ( $H_0$ ) is rejected. Conversely, if the calculated F value is less than or equal to the critical F value, the null hypothesis is accepted.

#### **5. One Sample T-Test**

The One-Sample T-test is used to assess statistical significance in experimental groups. This test aims to determine whether learning using the TikTok application has a significant effect on students' vocabulary mastery. This test will be compared with the standard values used by schools to see whether there is an improvement after treatment or not. The following criteria are applied in the One Sample T-test analysis:

- a. If the significance level  $< \alpha$  (0.05), this indicates a significant effect of tiktok application toward students' vocabulary mastery.
- b. If the significance level  $> \alpha$  (0.05), this indicates no significant effect tiktok application toward students' vocabulary mastery

This test is conducted using SPSS 26.

#### **D. Conclusion**

Based on the results of the research and statistical analysis, it can be concluded that the use of the

TikTok application has a positive and significant effect on students' vocabulary mastery at the eighth grade of SMPN 5 Kota Bengkulu in the academic year 2024/2025. This result indicates that technology-based learning media can contribute positively to the learning process, particularly in creating a more engaging and interactive learning environment that encourages students to participate more actively. This improvement is clearly shown by the increase in students' mean scores from the Pre-Test to the Post-Test. The mean score of the Pre-Test was 57.76 with a standard deviation of 23.150, while the mean score of the Post-Test increased to 72.36 with a standard deviation of 20.257, indicating a meaningful improvement after the implementation of TikTok-based learning. Furthermore, the significance value (Sig. 2-tailed) was 0.000, which is lower than 0.05, meaning that the improvement is statistically significant and not due to chance. This finding further confirms that the given treatment had a real impact on students' learning outcomes and supports the effectiveness of integrating digital media into classroom activities. In addition, the

use of TikTok also provides students with authentic and contextual exposure to language, which helps them understand and retain new vocabulary more effectively.

The t-value of the Post-Test (20.521) was higher than the Pre-Test (14.332), and the regression analysis showed an F-value of 126.661 with a significance level of 0.000 and an R Square value of 0.803, indicating that 80.3% of the variance in students' Post-Test scores can be explained by their Pre-Test scores. Thus, the statistical analysis supports the overall findings of the study and strengthens the validity of the research results. Therefore, it can be concluded that the TikTok application is effective in improving students' vocabulary mastery and can be considered as an alternative teaching strategy in English language learning.

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