

The Effect Of Using Tiktok On Students' Vocabulary Mastery In Seventh Grade At SMP Negeri 9 Pematang Siantar

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Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui pengaruh penggunaan TikTok terhadap penguasaan kosakata siswa di kelas tujuh SMP Negeri 9 Pematang Siantar tahun ajaran 2023/2024. Penelitian ini menggunakan desain eksperimen semu dengan metode kuantitatif. Dalam penelitian ini menggunakan dua kelas dengan nama kelas eksperimen dan kelas kontrol. Peneliti mengambil populasi kelas tujuh yang berjumlah 265 siswa. Untuk sampelnya, pada kelas eksperimen dan kelas kontrol jumlah siswanya sama yaitu 30 orang. Sampel kelas eksperimen VII-1 dan sampel kelas kontrol VII-2 siswa yang dipilih menggunakan teknik purposive sampling. Analisis data dalam penelitian ini menggunakan rumus uji-t untuk mengetahui apakah penggunaan TikTok berpengaruh terhadap penguasaan kosakata siswa. Setelah menganalisis data, hasil penelitian menunjukkan rata-rata skor pre-test dan post-test pada kelas eksperimen dan rata-rata skor pre-test dan post-test pada kelas kontrol. Sedangkan pada kelas eksperimen nilai rata-rata pre-test adalah 60,5 dan post-test adalah 80,3 Dan pada kelas kontrol nilai rata-rata pre-test adalah 60,16 dan post-test adalah 70,66 Untuk standar deviasi pada kelas eksperimen adalah 1.424,16 dan standar deviasi pada kelas kontrol adalah 867,5. Setelah menghitung mean dan deviasi standar dari kedua kelas, peneliti menghitung dengan menggunakan rumus uji-t, hasilnya adalah uji-t harus paling tinggi dari t-tabel dengan taraf signifikansi 5% ($5,761 > 1,697$). Berdasarkan temuan penelitian ini, peneliti menyimpulkan bahwa hipotesis alternatif (H_a) diterima dan hipotesis nol (H_0) ditolak. Jadi, dapat disimpulkan bahwa penggunaan TikTok berpengaruh terhadap penguasaan kosakata siswa khususnya di kelas tujuh.

Kata kunci : Kosakata, Penguasaan Kosakata, TikTok

Abstract

The aim of this research is to determine the effect of using TikTok on students' vocabulary mastery in the seventh grade of SMP Negeri 9 Pematang Siantar in the 2023/2024 academic year. This research uses a quasi-experimental design with quantitative methods. In this study, two classes were used, namely the experimental class and the control class. Researchers took a seventh grade population of 265 students. For the sample, in the experimental class and control class the number of students was the same, namely 30 people. The experimental class VII-1 sample and the control class VII-2 sample of students were selected using a purposive sampling technique. Data analysis in this study used the t-test formula to find out whether the use of TikTok had an effect on students' vocabulary mastery. After analyzing the data, the research results showed the average pre-test and post-test scores in the experimental class and the average pre-test and post-test scores in the control class. Meanwhile, in the experimental class the average pre-test score was 60.5 and post-test was 80.3. And in the control class the average pre-test score was 60.16 and post-test was 70.66. For standard deviation in the experimental class was 1,424.16 and the standard deviation in the control class was 867.5. After calculating the mean and standard deviation of the two classes, the researcher calculated using the t-test formula, the result is that the t-test must be the highest of the t-table with a significance level of 5% ($5.761 > 1.697$). Based on the findings of this research, the researcher concluded that the alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected. So, it can be concluded that the use of TikTok has an effect on students' vocabulary mastery, especially in seventh grade.

Keywords: Vocabulary; Vocabulary Mastery; TikTok

INTRODUCTION

Language is a means that is used by humans to speak by orally or written. This is in accordance with Hornby's statement (2000:752) saying that language as a communication system in speaking and writing is used by people from certain or conventional symbols. Language serves further essential social and emotional capabilities for human. Language is not just one type, but various languages based on the situation of humans who use the language that is often used in their environment. Without language, humans will find difficult to communicate to express feelings, thoughts, interact, convey messages and express themselves in every single day life, therefore language is very important (Aji & Setiyadi, 2020).

Among the many languages, English is a cosmopolitan language that unites all humans in correlation. English has been agreed upon as the cosmopolitan language, even English is applied as the main language or the language official. As a cosmopolitan language, English has a wide range of applications in human life such as information technology, education, business and it also has evolved into the language of communication for all nations (Humaira, 2021). English can be a passport to a better career, higher salary, more advanced knowledge, and to communicate with the whole international world. In Indonesia, English is a foreign language that is very necessary, especially in the world of education (Saffira & Rahmawan, 2022).

Teaching is an alliance activity between the giver and the recipient of the insight that is held in the classroom using teaching materials and directions given by the teacher to students. In the learning interactions that take place in the classroom, the teacher or the giver and communicator (Ho, Thien, An, & Vy, 2020). When teaching English, available four skills that recipient must master in order to communicate fluently in an international language, namely speaking, listening, writing, and reading. The four skills are split into two sections, namely skills receptive and skills productive, where skills receptive listening, reading, whereas skills productive speaking, writing. Talking about skills, each skill has benefits and steps to improve those skills. In this research, writing skills are one component that must be mastered. Writing can improve memory because it re-records what the mind remembers by pouring it into writing materials. Writing can indirectly help students improve vocabulary learning. Students will not have difficulty in writing if they have lots of vocabulary (Chotimah & Astiyandha, 2022).

Mastery of vocabulary. is an important component to master these four skills. According to Sari and Aminatun 2021 saying that vocabulary is a fundamental element of language proficiency and forms a substantial foundation for effective learning is essentially asserting that a strong vocabulary is a key component of language skills and is crucial for successful language acquisition. to listening, reading speaking, and writing (Reyes-Chua & Lidawan, 2019). By mastery of vocabulary, students can form sentences that are patterned properly and correctly. Students must practice to mastery the advanced vocabulary. In learning vocabulary, there are several common problems facing by the students (Hukom, 2021). First, the student have difficulty differentiating the word classes. Second, students have difficulties to translate the meaning, and third, students

experience inability to interpret written and spoken word alike and other problems. More practice vocabulary, easier to understand the language, especially for students. Lack of mastery of vocabulary is a fundamental problem for every student. In the current technological era, online and offline learning is enforced and has become a common learning pattern. The online learning refers to internet technology (Sari & Aminatun, 2021). In implementing online learning, teachers and parents must collaborate in order to produce effective learning according to the national curriculum.

The essence of the curriculum is the reference of an institution to form images and rules. According to the Exposure of the Minister of Education and Culture of the Republic of Indonesia regarding the concept and implementation of the curriculum (2014: 18) explains that the Curriculum as a vehicle for conveying knowledge (knowledge transmission) from teacher to student. The teacher carries out learning by continuing what that is known to students in accordance with the syllabus has been determined (Firdaus, 2019). The assessment is based on the absorption of knowledge material by students against the knowledge material plan contained in the syllabus. Currently, the curriculum that is used in Indonesia especially in junior high is K-13 curriculum. K-13 curriculum is a curriculum that emphasizes the modern pedagogic dimension in learning. 2013 curriculum's implementation is the realitation on learning and formation curriculum in competency and character of participants educate. This needs the teacher's liveness in creating and develop various schedule in accordance with programmed plan. Therefore, learning is fun, effective, and meaning must be designed by the teacher to meet the demands of the 2013 curriculum. In the seventh grade, the students have materials that is vocabulary as the English materials. Vocabulary material listed in the chapter six as the title 'This is a Beautiful Day'. This research specifically chooses adjectives as the parts of vocabulary. When doing teaching practice, the researcher found out that during learning process that is faced by several student obstacles in learning especially English. Students' difficulties in mastering vocabulary are influenced by various factors, which are: First, students didn't understand meanings of words especially adjectives. Second, students are not correct in writing adjectives (Prasetyo, Martono, & Suparno, 2018). Third, students are bored with monotonous learning media. Learning English can be done anywhere, both at home and at school, especially in adding daily vocabulary. When teaching and learning be process, learning media can broaden students' knowledge so that students' learning processes can be achieved properly (HASANI & RASOULI, 2015).

All of the difficulties above are a challenge for every English teacher. According to the researcher experience teaching in the seventh grade at SMP Negeri 9 Pematang Siantar, most teachers only used books as a learning reference which makes the learning process monotonous and boring, even though teachers were required to create creative and effective learning, especially in the era of modern education and developing technology (Munthe, 2020). The active learning process has the right communication. There are five elements in communicating in the learning process according to (Anggraini et al, 2021), namely the teacher as a communicator, students as

communicants, resources, learning media, and learning objectives. Of all the explanations above, for students' vocabulary mastery researchers used learning media (WILDANI, 2021).

Learning media are tools that are used by teachers to students in conveying material thus it's more effectively and efficiently. The uses learning media are expected to be able to more quickly accept student learning material and attract students' interest in learning (Musfiqon, 2012). Same statement with (Sinaga and Oktaviani, 2020), learning media can attract students' attention and motivation in learning. The uses of learning media is needed to behavior teaching and learning. By using learning media, students will feel interested and happy when learning English vocabulary, because it makes the writing clear and increases the quantity of teaching and learning. Media currently used by many people is a technology tool for communication. With the device of technology and the existence of internet access is able to provide various information and can be accessed anywhere (Harahap, Sari, Ramadhani, Safriyani, & Harahap, 2020). The role of technology is really important. Of the many internet features that we can access, social media is one that attracts a lot of public attention. Currently using social media as a learning media can be a good strategy because social media is very liked by students. One of the social media that make the researcher interested is TikTok (Sun & Yin, 2022).

TikTok is an application that is widely used by millennials. Released in 2016, this app invites users to enjoy short videos and can create their own videos. According to Bulele, Y.N. (2020), the existence of TikTok media in Indonesia are widely used by the community to create and some business. The popularity of TikTok makes many users, mostly young people, use this platform to get information and knowledge that's packaged in a solid and clear manner through content of TikTok. Content creators don't carelessly make videos to convey education. The conten creator must be in accordance with the steps of material delivery. First, opening. Is begin of the video that the presenter greet audience and show little about learning materials. Second is contents. The presenter delivers the vocabulary material. It can present with showing the pictures or anything. And the last is closing. In this part, the presenter closing the video with a question to make a viewer interesting to thinking. Questions avabile answered in the columns comentar, so the answers of the questions can discussed in the colums comentar or next videos (Yeşilbağ, Korkmaz, & Çakir, 2020).

Based on previous research, entitled "Students Experience in Vocabulary Memorizing of Adjective by Using TikTok Duet Video" by (Sinta and Zulfitri 2022), this research students were able to memorize adjectives by using TikTok as a learning media. Students are asked to join two videos (duet) in one TikTok post. It was aimed at class X-1 IPS at Cerdas Murni Private High School. It is used qualitative method with observation and interview to collect the data. Based on the result, the implementation of TikTok can increase the students' vocabulary memorizing. That means that means there is a clear difference between learning using media and without. Another research that can be support this research is from Alghameeti (2022) entitled "Is TikTok an Effective Technology Tool in English Vocabulary Expansion?". In this research the secondary students in Saudi Arabia learning vocabulary by using TikTok as a technology tool. The findings of this research are students

secondary class can improve and expanding their vocabulary with TikTok videos and the students have a positive attitude towards using TikTok (Sipayung, 2021).

Based on explanation above, using learning media especially TikTok has positive effect on students' vocabulary mastery (Rahmadani, Pammu, & Nasmilah, 2021). The differences are this research examines in seventh grade students of SMP Negeri 9 Pematang Siantar as a subject, population and sample. Retrieved from all explanation above, with the use of TikTok as a learning media tool, it is hoped can help students master vocabulary. Therefore, in this research, the researcher will conduct research entitled: 'The Effect of Using TikTok on Students' Vocabulary Mastery in Seventh Grade at SMP Negeri 9 Pematang Siantar'.

METHOD

This research utilized quantitative research methods, which required the researchers to elucidate the manner in which specific factors impact or affect other factors, as stated by Creswell (2012:13). The research falls into the category of quasi-experimental research, where the variables being studied do not permit complete control. The researcher employed the Non-equivalent Control Group Design for this study. Essentially, the steps in this design resemble those of the Pretest-Posttest Control Group Design (Yuni, 2022). However, in the Non-equivalent Control Group Design, the experimental group and the control group are not selected randomly. Quasi-experimental designs offer some advantages over pre-experimental studies as they provide a way to compare different groups. Nonetheless, they fall short in one crucial aspect of experimentation: randomization (AllPsych, 2018).

While both quasi-experimental and randomized experimental designs involve manipulating an independent variable, one distinction lies in the fact that in quasi-experimental designs, subjects are not randomly allocated to treatment groups. It is essential for researchers to be cognizant of the potential impacts on both internal and external validity and to consider these factors when interpreting results from quasi-experimental designs because they lack complete control. Quasi-experimental designs hold significance because, while true experiments are the preferred choice, they allow scientists to make reliable inferences when complete control over variables is not feasible. Initially, both groups underwent a pretest (Y1). The key distinction is that one group received a specific treatment (X), while the other group did not receive this treatment but instead served as the control group. Both groups actually received some form of treatment, but these treatments were different. After the treatment phase was completed, both groups underwent a posttest (Y2). In this research, the experimental group received the Group Investigation (X), which is a type of cooperative learning model. In contrast, the control group received traditional mathematics instruction (Wazeer, 2023).

This research setting carried out at SMP Negeri 9 Pematangsiantar at grade VII which was located at Jl. Medan KM 4,5. Sumber jaya, Kecamatan Siantar Martoba, Sumatera Utara. 21137. this research carried out in the academic year 2023/2024. The students at grade VII-2 and VII-3 was the subject of this research.

A population is the set of complete individuals within a specific group. This group represents the focus of the researcher's attention and the class which the researcher aims to apply the findings of a study, as described by Fraenkel and Wallen 2009:106. It could be said that a population was a group of people who want to be study as a result of the research they have done. This research, population included all the students in grade VII in SMP Negeri 9 Pematangsiantar.

The sample used in the research was a subset of the overall population. As stated by Ary in 2002, the sample was a specific group chosen from the population for the purpose of research observation. The researcher chooses class VII-1 and VII-2 as the samples of this research. The samples are 60 students, there were 30 students VII-1 as an experimental class, and 30 students in class VII-2 as a control class. This research used purposive sampling. The reason why the researcher used the purposive sampling method was due to the harmonious composition of the two classes, where the number of students was very similar. Then, during the teaching practice and return observation, the researcher was directed to explore these classes. The researcher was interested in making the two classes as samples (Mortazavi, Nasution, Abdolazadeh, Behroozi, & Davarpanah, 2021).

Research frequently focuses on examining the connections among various factors. In this context, a "variable" can be thought of as a concept, an operationalized representation of that concept, or a specific characteristic that the researcher is interested in (Cohen et al., 2018). An "independent variable" is aptly named because it's a factor that remains unaffected by other variables; it operates independently of them. Typically, this is a factor that the researcher can manipulate or control. Conversely, a "dependent variable" is appropriately named because its numerical value is influenced, to some extent, by one or more independent variables.

Research instrument was a measuring instrument used to obtain quantitative information that contains characteristic and objective variables. An instrument served as a means to gauge, observe, or record numerical information (Creswell, 2015). Mills (2016:139) also stated that an instrument refers to a device or method employed to gather data, and within a research plan, the instruments section outlines the specific tools to be utilized in the study and elucidates how they will assess the variables mentioned in the hypothesis. The instruments in this research are essay (filling in the blanks with adjectives according to the choices listed) and matching words (match adjective to the antonym of the words). It is estimated that the tests that will be used for data collection are 20 tests. In this research, the researcher just focused on writing vocabulary. The researcher asks the students to write the correct words especially for adjectives. For example: the word "beautiful". If students write it correctly, will get correct points, and if students written incorrectly, for example beautiful becomes "beautifull or beautyful" will not get points (false). One correct points have 5 scores (Ross, Hazari, Sonnert, & Sadler, 2020). The final assessment was the number of correct students multiplied by five and the result was the score achieved by the students.

In the quasi-experimental research conducted, two groups were used to sample. The experimental class as the first class, received instruction through the TikTok application, while the

second group, the control group, did not receive treatment. Data collection involved the administration of both a pre-test and a post-test to the students.

RESULT AND DISCUSSION

Data Analysis

In this research the data analysis that used by researcher was quasi-experimental method as mentioned in the previous chapter. This data analysis explains the result of the experiment class and control class including the pre-test and post-test, mean score, standard deviation, mean variable, standard deviation variable, and the ttest. This research was conducted in VII 1 (Experimental Class) and VII 2 (Control Class) at SMP Negeri 9 Pematang Siantar.

Data Analysis on Experimental Class

In the experimental class the researcher gave treatment to the students by applied TikTok video. The researcher gave pre-test, treatment and post-test to the experimental class. The test given consists of 20 questions and students receive 5 points for each question if they answer correctly.

Table 1. Table of Data Analysis on Experiental Class

No.	Initial's Name	Experimental Class			
		Pre-Test (D1)	Post-Test (D2)	Da	Da ²
1	AS	65	85	20	400
2	ARP	55	70	15	225
3	AS	55	90	35	1225
4	BSS	55	75	20	400
5	BMCB	60	80	20	400
6	BRA	60	85	25	625
7	CPA	65	85	20	400
8	CR	60	80	20	400
9	DA	65	85	20	400
10	DSL	50	80	30	900
11	EF	55	75	20	400
12	FW	60	85	25	625
13	GS	60	80	20	400
14	IA	65	80	15	225
15	KLA	50	75	25	625
16	KM	60	75	15	225
17	KCY	70	85	15	225
18	MP	50	75	25	625
19	MJS	55	70	15	225

20	MDHAS	60	75	15	225
21	NCS	75	90	15	225
22	NLS	65	80	15	225
23	PAL	70	80	10	100
24	RAS	65	75	10	100
25	RS	60	85	25	625
26	RMH	65	75	10	100
27	SJS	50	75	25	625
28	SAT	65	80	15	225
29	TPS	55	95	40	1600
30	YHL	70	85	15	225
	Σ	1815	2410	595	13225

After got the mean pre-test and post-test in experimental class and mean pre-test and post-test in control class, the researcher has summarized the mean results of both in one graph above. The figure of the graph showed the progress of students' vocabulary mastery. In the figure, we can see an improvement in students' scores. The difference lies in the results achieved after treatment. The experimental class was given treatment, namely by learning using the TikTok video while the control class used conventional media. In the figure, mean the experimental class in pre-test was 60,5 and post-test was 80,3. And the mean control class in pre-test was 60,16 and post-test was 70,66. Experimental class got improved 19,8 points and in control class got improved 10,5 points. This shows that the improvement in the experimental class was higher than the control class (García & Weiss, 2019).

Testing Hypothesis

Testing hypothesis used the independent T-Test. This test aimed to compare two unpaired data. This independent test used to see how the influence of TikTok video as learning media in experimental class compared to textbook as conventional media in control class. The post-test scores in the experimental class and the post-test scores in the control class compared. The researcher offered a null hypothesis (H_0) and an alternative hypothesis (H_a). However, to find the result of hypothesis testing, the researcher found variable mean and standard deviation for both the experimental class and control class as follow:

Mean Variable of Experimental Class

$$Ma = \frac{\Sigma da}{Na} = \frac{595}{30} = 19,8$$

Standard Deviation Variable of Experimental Class

$$\begin{aligned} da^2 &= \Sigma da^2 - \left(\frac{(\Sigma da)^2}{Na} \right) \\ &= 13.225 - \left(\frac{(595)^2}{30} \right) \\ &= 13.225 - \left(\frac{354.025}{30} \right) \end{aligned}$$

$$= 13.225 - 11.800,8$$

$$= 1.424,16$$

From the calculation above, the results of experimental class were :

1. Na (the total number of students) = 30
2. Ma (mean of variable) = 19,8
3. da^2 (standard deviation score) = 1.424,16

Mean Variable of Control Class

$$Mb = \frac{\Sigma db}{Nb} = \frac{315}{30} = 10,5$$

Standard Deviation Variable of Experimental Class

$$db^2 = \Sigma db^2 - \left(\frac{(\Sigma db)^2}{Nb}\right)$$

$$= 4.175 - \left(\frac{(305)^2}{30}\right)$$

$$= 4.175 - \left(\frac{99.225}{30}\right)$$

$$= 4.175 - 3.307,5$$

$$= 867,5$$

From the calculation above, the results of experimental class were:

1. Nb (the total number of students) = 30
2. Mb (mean of variable) = 10,5
3. db^2 (standard deviation score) = 867,5

To find out whether there is difference between the experimental class after treatment post-test and the control class post-test, it is searched using the following formula

$$t = \frac{Ma - Mb}{\sqrt{\left[\frac{da^2 + db^2}{[Na + Nb] - 2}\right] \left[\frac{1}{Na} + \frac{1}{Nb}\right]}}$$

Where:

Ma: Mean of experimental class

Mb: Mean of control class

da: The standard deviation of experimental class

db: The standard deviation of control class

Na Total students of experimental class

Nb: Total students of control class

From the above formula calculate t using the following formula:

$$t = \frac{Ma - Mb}{\sqrt{\left[\frac{da^2 + db^2}{[Na + Nb] - 2}\right] \left[\frac{1}{Na} + \frac{1}{Nb}\right]}}$$

$$t = \frac{19,8 - 10,5}{\sqrt{\left[\frac{1.424,16 + 867,5}{[30 + 30] - 2}\right] \left[\frac{1}{30} + \frac{1}{30}\right]}}$$

$$t = \frac{19,8 - 10,5}{\sqrt{\left[\frac{2.291,6}{58}\right] \left[\frac{2}{30}\right]}}$$

$$t = \frac{9,3}{\sqrt{[39,51] \left[\frac{2}{30} \right]}}$$

$$t = \frac{9,3}{\sqrt{2,634}}$$

$$t = \frac{9,3}{1,62}$$

$$t = 5,761$$

Test Criteria :

Accept H_0 if $-t_1 - \frac{1}{2} \alpha \leq t \leq t_1 - \frac{1}{2} \alpha$ where $t_1 - \frac{1}{2} \alpha$ obtained from the distribution list with $dk = (n_1 + n_2 - 2)$ and $t = 0,05$ for the other t prices H_0 is rejected. Based on the critical value of the t distribution, it turns out that $dk = 30 + 30 - 2 = 58$ then $t_{tabel} = 1,697$.

From the calculation results, it turns out that $t_{test} > t_{tabel}$ at level $t = 0,05$ that was $(5,761 > 1,697)$ therefore H_1 was accepted and H_0 was rejected. Same meaning with, after the experimental was carried out there was a significant difference between the post-test of the experimental class and the post-test of the control class or in other words that there was a significant effect of using TikTok on students' vocabulary mastery in class SMP Negeri 9 Pematang Siantar.

Research Findings

The research findings indicate that students can effectively utilize vocabulary, particularly adjectives, when incorporating TikTok into their learning process. To evaluate the impact of implementing TikTok as an educational tool for vocabulary acquisition, the author administered both a pre-test and post-test to assess any differences in the experimental class following the treatment (Iheduru-Anderson, 2020). The researcher's observations suggest that TikTok positively influences vocabulary acquisition, with students taught through the TikTok application outperforming their peers educated through conventional methods (Anarjanovna, 2021). This is evident in the higher post-test scores achieved by the experimental class compared to the control class. Upon analyzing the data, it becomes clear that TikTok plays a role in enhancing students' mastery of vocabulary.

The result found by researcher include the following :

Experimental Class

1. Mean pre-test in experimental class was 60,5 and post-test was 80,3.
2. The experimental class's lowest pre-test score was 50 and the highest was 75.
3. The experimental class's lowest post-test score was 70 and the highest was 95
4. The total mean variable from experimental class (M_a) was 19,8
5. The total standard deviation from experimental class (da^2) was 1.424,16

Control Class

1. Mean pre-test in control class was 60,16 and post-test was 70,66.
2. The control class's lowest pre-test score was 50 and the highest was 75.
3. The control class's lowest post-test score was 60 and the highest was 85
4. The total mean variable from control class (M_b) was 10,5

5. The total standard deviation from control class (db^2) was 867,5

And the result of testing hypothesis shows that t-test (5,761) is higher than t-table (1,697) at 5% of level significance. Alternative Hypothesis (H_a) is accepted and Null Hypothesis (H_o) is rejected.

Discussion

This research aimed to determine how TikTok video learning media affect to student's vocabulary mastery in grade seventh at SMP Negeri 9 Pematang Siantar. In this research, the researcher used two classes. One class (VII-1) as an experimental class and the other class (VII-2) as a control class. In experimental class and control class, the researcher gave same pre-test and post-test to both of class. But, in experimental class, the researcher gave treatment with using TikTok video as a learning media after the pre-test given. The researcher gave a pre-test and post-test to see if there was an effect of using TikTok learning media in the experimental class. And in the control class, the researcher gave no treatment, just learning by conventional media or textbook after the pre-test given (Alsalem, 2019). In this research, the researcher found that students who learned using TikTok video got better grades than students who learned using textbooks as conventional media. The advantage when applying TikTok video was students can easier to understand the material because they can not only saw the learning material but also heard every sentence related to the videos. And the other advantages, when utilizing TikTok as an educational tool, it has been observed that students tend to engage in learning voluntarily when they access videos shared by researchers (Koval, 2019). Additionally, researchers can easily gauge the level of student involvement in the classroom by monitoring the comments on these videos. It's important to note that TikTok employs a distinctive feature known as the "For You Page" (FYP), which allows random videos to appear on the homepage of individuals who are likely to be interested in the content (Ackermann, Hepach, & Mani, 2020). As a result, viewers of these educational videos are not limited to those within the experimental class. The videos can watch by all.

CONCLUSION

Based on the findings presented in the previous chapter, the researcher's conclusion is that utilizing TikTok as a teaching tool is effective in helping students improve their vocabulary. The results obtained from data processing and analysis strongly indicate that TikTok has a significant impact on students' vocabulary. This conclusion is supported by the research results that have been analyzed. After using the TikTok application for teaching vocabulary in the experimental class, it is evident that this platform is effective for teaching English through social media and positively influences students' scores, especially in vocabulary mastery. When it comes to learning vocabulary, the TikTok application aids students in memorizing words more easily. In summary, the TikTok application can be deemed an effective learning tool for vocabulary acquisition. It also has the potential to reduce students' struggles in memorizing vocabulary. However, it's important to note that there are certain aspects to consider when using TikTok as a

teaching tool. Students should be monitored when using the application because, despite its advantages, there are also weaknesses associated with its use.

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