

Improving Vocabulary Mastery of The Tenth Grade Students by Using Tiktok Application of SMA Imelda Medan

Improving Vocabulary Mastery of The Tenth Grade Students by Using Tiktok Application of SMA Imelda Medan

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ABSTRACT

The research aim was to determine whether the tiktok application could significantly improve student's English Vocabulary by conducting Classroom Action Research (CAR) and was conducted in two cycles. The subject of this research was the tenth grade of SMA Imelda Medan which consisted of 24 students. Data was gathered using qualitative and quantitative data obtained through the analysis of interviews and observations. The student's vocabulary scores were then acquired quantitatively from pre-test, post-test, and four-step surveys. The result of this research showed that the mean score of Pre-test 52.4 with 2 students (8.33%) who meet the minimum completion criteria. Post-test I had mean score of 68.3, with 8 students (33.33%) passed and Post-test II 84.3, with 20 students (83.3%) passed. It showed that there is effect of using Tiktok Application for improving vocabulary mastery of students.

Keywords :Tiktok Application, Tenth grade, improving, mastery

ABSTRAK

Tujuan penelitian ini adalah untuk mengetahui apakah aplikasi Tiktok dapat meningkatkan Kosakata Bahasa Inggris siswa secara signifikan, penelitian ini menggunakan metode Penelitian Tindakan Kelas (CAR) dan dilakukan dalam dua siklus. Subjek penelitian ini adalah kelas sepuluh SMA Imelda Medan yang terdiri dari 24 siswa. Data dikumpulkan dengan menggunakan data kualitatif dan kuantitatif yang diperoleh melalui analisis wawancara dan observasi. Nilai siswa diperoleh secara kuantitatif dari survei pre-test, post-test, dan empat langkah. Hasil penelitian ini menunjukkan bahwa nilai rata-rata Pre-test 52,4 dengan 2 siswa (8,33%) yang memenuhi kriteria kelulusan minimum. Post-test I memiliki nilai rata-rata 68,3, dengan 8 siswa (33,33%) lulus dan Post-test II 84,3, dengan 20 siswa (83,3%) lulus. Hal ini menunjukkan bahwa ada efek penggunaan Aplikasi Tiktok untuk meningkatkan penguasaan kosakata siswa.

Kata kunci : Aplikasi tiktok, kelas 10, peningkatan, penguasaan

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1. INTRODUCTION

This first chapter emphasizes the researcher's reasons for conducting this study. It discussed in some sub-chapters, including the background of the study, the problem of the study, the objective of the study, the scope of the study, the significance of the study. Therefore, vocabulary was one of the important aspects that must be learned and mastered by students in learning English. Alqahtani (2015, p.22) mentioned that the most important tool in learning a second language was by knowing a lot of vocabularies, because it difficult to be succeed in learning a foreign language. It means that without having proportional English vocabulary, we cannot control the four language skills and we get difficult in using English to communicate, both orally and in written form (Kristiyana, Susilohadi and Pudjobroto, 2014, p.170). Tiktok was a social

media as audio-visual media, which is media that can be seen and can be heard. Tiktok was an application that provides special and unique effects to create an interesting short video. Miftahul (2020) said that Tiktok social media application, there are many kinds of video content that were presented there, not only seeing and mimicking, they can also create their own videos easily. They can pour various creative videos according to their ideas and imagination. Not only about unique videos, dancing, lip sync, etc. Furthermore, students can learn with watching the video, posting some videos, and also interacting with other users through the comments.

2. LITERATURE REVIEW

The theoretical framework was a picture or plan that contains an explanation of all the things that are used as research material. Theories are needed to explain some of the terms that apply to avoid misunderstandings between the writer and the reader. The following describes the concepts used for the feasibility study.

A. Vocabulary

Vocabulary assists the speaker in communicating their opinions, ideas, and feelings. As Cameron (2001) stated at the primary level, vocabulary was a critical component of learning a foreign language in order for students to accumulate useful words. According to Barnhart (2008), vocabulary is a collection of various words that people use to describe the operation and communicate. Vocabulary is an essential component of language that allows participants of interact in communication.

1) Vocabulary Mastery

When students are learning a language, the most important to learn first is vocabulary. Beyond grammar, mastery of vocabulary is important for anyone learning the language used in listening, speaking, writing, and reading. Mastering vocabulary does not always imply memorizing its spoken and written forms. Thornbury (2002:15) also emphasizes that, at the most fundamental level, someone is said to already know a word if he or she is familiar with its form and meanings. Furthermore, in order to master vocabulary, one must have a certain level of word knowledge. According to Wargen et al. (2007:9), degrees of knowledge about a word can be represented on a continuum:

- a) No knowledge
- b) General sense such as knowing mendacious has a negative connotation
- c) Narrow, context-bound knowledge, such as knowing that a “radiant bride” is beautiful and happy, but unable to describe an individual in a different context as “radiant”
- d) Having knowledge of a word but not being able to recall it readily enough to use it in appropriate situations.
- e) Rich, decontextualized knowledge of a word’s meaning, its relationship to other words.

2) The Importance of Vocabulary

David Wilkins (in Thornbury 2002:13) emphasizes the importance of vocabulary in assigning meaning in a language, arguing that without grammar, very little can be conveyed, and without vocabulary, nothing can be conveyed. Although vocabulary plays a larger role in conveying meaning in a language than grammar, grammar cannot be ignored entirely. Furthermore, emphasizing the importance of vocabulary in communication, Brown (2001:377) claims that survival level communication can occur quite intelligibly when people simply string words together-without using any grammatical rules at all. The point is that vocabulary has a significant impact on people’s communication.

3) Kind of Vocabulary

Pikulski and Templeton (2004:1) categorize vocabulary in the followings:

- a) Expensive vocabulary
- b) Receptive vocabulary
- c) Meaning or oral vocabulary
- d) Literate vocabulary. Figure 2.1 shows the relationship of the eight different terms.



Figure 1. The relationship of vocabulary categories with skills
(Pikulski & Templeton,2004:2)

4) Problems in Learning Vocabulary

Roger (1995:43) states that the ease or difficulty of vocabulary items depends on a number of factors. They are:

- a) Similarity to L1
- b) Similarity to English words already known
- c) Connotation
- d) Spelling and Pronunciation
- e) Multi-words items
- f) Collaction

B. Application

Cashman & Vermaat (2009), Application is a set of intructions in computers designed for us can complete certain tasks. According to Hengky W.Pramana (2012), Application is a unit of software made to serve the needs there will be some activities such as the system business, gaming community service, advertising, or all the processes that almost done by humans. Based on the experts' opinion, application was computer software utilizing computer capabilities direct to perform a task that desired by the user.

C. Tiktok

Tiktok was a music-powered short video social platform. Creators of music for dance, freestyle, or performance are encouraged to imagine and express themselves freely. Tiktok, designed for a new generation of creators, allows users to quickly and easily create unique short videos to share with friends and around the world. Tiktok is the new cultural benchmark for young creators (source : www.google.com).

1) Function Tiktok as Teaching Media

Tiktok application can be used as an effective learning medium. First, tiktok application meets the learning needs of students. Second, tiktok application attract students' interest because of their novelty, and have many features that can be implemented into learning. And the last, tiktok application was equivalent to the development of maturity and experience as well as the characteristics of students who are millennial generation, who are attached and close to the digital world, especially gadget.

2) The Advantage of Tiktok Application

Here were some of the advantage of the tiktok application based on the article by Shark Tank (2022), as follows :

- a) User friendly : the key stregh of this application is its user-friendly application.
- b) Creative content : it makes it more attractive to everyday users.
- c) Has received a lot of attention from its fans
- d) It has a very large user base
- e) It has very strong function of businesses which can make lot revenue of it.
- f) Fun teamwork

- g) Social media management, etc.
- 3) The Weaknesses of Tiktok Application

Some of the weaknesses of the tiktok application based on the article by Shark Tank (2022), as follows :

 - a) Sophisticated capabilities
 - b) Unsuitable content
 - c) Addictive
 - d) Termination of account, etc.

A. METHOD

Research design was an important element in conducting research. According to Sekaran (2017:109), research design was a plan for the collection, measurement, and analysis of data based on the research questions of the study. The researcher chose one class SMA Imelda Medan (24 students) for research then carry out a pre-cycle test, solution or action cycle I and cycle II test. In here, the researcher use a Classroom Action Research (CAR) designed by Kemmis and Mc Taggart model that consist of for steps namely, planning, acting, observing, and reflecting. Improvement the problem in this research is brought about by the series of cycle. Based on the explanation above, the researcher uses cycles in the research. In all cycle there are 8 meetings, which there are four stages in each cycle, namely planning, acting, observing and reflecting.

A. Planning

After identifying obstacles or learning challenges. Planning is therefore necessary to overcome these difficulties. The planning stage is where the design for the what, why, when, where, by whom, and how will be carried out is created, according to Winarto (2016, p.10). The researcher was ready to set up the equipment and materials required for the research in this plan. The researcher first was preparing the material that done. The first is to prepare the material to be carried out and make sure the tiktok application is installed on each students' cellphone. Second, prepare research instruments for analysis, such as test papers and cellphones. Third, prepare the material for cycle I and cycle II. The last step is to prepare a test to measure students' mastery of vocabulary.

B. Action/Implementation

To increase students' vocabulary, the researcher would use the tiktok application to teach the material in this step. English vocabulary videos would be shown and heard by the students.

C. Observing

Observation was observing of the results or impact of actions imposed on students. The observation stage is a direct observation of the implementation of the actions taken the action step. Observations would conduct by researchers and focus on the learning process and improving vocabulary mastery before and after carrying out the implementation steps.

D. Reflecting

Cycle I included a step called reflection in which the researcher looked at, thought about, and evaluated the effects or outcomes of the action. The reflection's findings provided the foundation for the following cycle's improvement.

Technique of Data Collection

Techniques used in this study's data collection, including qualitative (experience-based) and quantitative data (number-based). The observation of the physical activity in this classroom and the interview that will be given to the teacher make up the qualitative data. Pre-test and post-test are used for the justification is as follows:

1. Observation

The purpose of the observation was to see what transpired in the classroom during the learning process and how the student's mastery of vocabulary increased both before and after learning. It might be about how well the teacher performed during Classroom Action Research (CAR), how the class interacted during an activity, or how the students responded to the tiktok application's use of vocabulary. The purpose of the observation was to see what transpired in the classroom during the

learning process and how the students' mastery of vocabulary increased both before and after learning.

2. Interview

The researcher requests information from the teacher regarding the students' struggles with English vocabulary, their participation in class activities, and the tiktok application the teacher uses to teach English vocabulary.

3. Questionnaire

It was carried out both before and after putting Classroom Action Research (CAR) into practice.

4. Test

For data collection, research results, and student activities in teaching and learning, tests were used. In this study, two tests were used, and they are as follows :

a) Pre-test was done before implementing the Classroom Action Research (CAR)

b) Post-test was implemented after implementing the Classroom Action Research (CAR)

5. Documentation

As part of the researcher's continuous investigation, documentation was required to acquired supporting data in form of photographs or other visual representations.

Technique of Data Analysis

For each cycle, there are 20 questions on the vocabulary test. A score system will be used to evaluate the test. It was decided that the scoring for the vocabulary test would range from 0-100 by taking the right answer into account. The incorrect response was given 0, while the right response was given 4, and using the following formula :

$$S = \frac{R}{N} \times 100 \quad (1)$$

Explanation :

S = The score of students

R = the score of correct vocabulary

N = The sum of maximum score

The formula below can be used to calculate the mean of students' test scores :

$$\bar{X} = \frac{\sum X}{\sum N} \quad (2)$$

Explanation :

$\bar{X}$ = the mean score

$\sum X$ = total score

$\sum N$ = total of students

In order to group the students who get a KKM score of >75, the following was used:

$$persentase (\%) = \frac{f}{N} \times 100 \quad (3)$$

Explanation :

Persentase (%) = percentage of students who get point >75

F = students who get the point >75

N = students who do the test

To calculate the percentage of students' pronunciation that improved between the pre-test and post-test results in cycle I and cycle II by using the following formula :

$$P = \frac{y1-y}{y} \times 100\% \quad (4)$$

Explanation :

P = percentage of students improvement
 Y = pre-test
 Y1 = post-test I

$$P = \frac{y2-y}{y} \times 100\% \quad (5)$$

Explanation :

P = percentage of students improvement
 Y = pre-test result
 Y2 = post-test II

3. RESULT AND DISCUSSION

A. Finding

Improving vocabulary mastery of the tenth grade students by using tiktok application of SMA Imelda Medan obtained a comparison of students' vocabulary in the cycle I and cycle II. Based on data analysis, it was found that learning vocabulary using tiktok application provided a significant increase in students' English vocabulary.

In the learning process, students' are interested when they know to do learning by using tiktok application in English lesson. The students are happy and do not feel bored in class when learning while using the tiktok application. The comparing between pre-test, post-test in cycle I and post-test in cycle II, namely in the pre-test about student' vocabulary before being given the tiktok application as a media for learning English, their vocabulary was quite low, their mean score on the pre-test was 52.4, after being given treatment using the tiktok application, there was a significant increase in their English vocabulary as shown in post-test 1 in cycle I, the average score in post-test in cycle I was 68.3. In cycle 2 the action research was better than in cycle I, the average score of post-test II was 84.3. The increase in cycle I to cycle II is 16 points, the percentage of students' vocabulary from the pre-test score in cycle I was 33.3% or 8 students and the pre-test to post-test scores in cycle II were 83.3% or 20 students.

Table 1. Percentage of Completeness Results on Pre-test, Post-test I, and Post-test II

Research	Percentage of Completeness Result		
	Catagory	Frequency	%
Pre-test	success	2	8.33%
	unsuccessful	22	91.66%
Cycle I	success	8	33.3%
	unsuccessful	16	66.7%
Cycle II	success	20	83.3%
	unsuccessful	4	16.7%

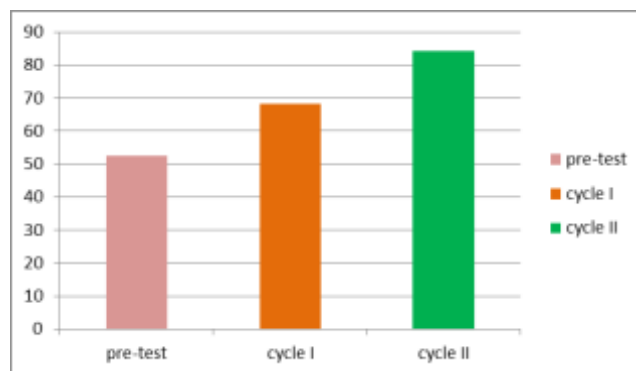


Figure 2. The students' improvement in vocabulary score in pre-test, post-test of cycle I and cycle II

The tiktok application is an English learning media that can increase students' vocabulary 30.34%, increasing the pre-test to cycle I and pre-test to cycle II to 60.87%. The increase was 30.53 points. Based on the findings above, students get an increase in vocabulary through the tiktok application in learning English.

Pre-cycle (Pre-test)

The pre-test was used as a preliminary study to determine the students' true vocabulary competency and problems. Students were assigned to answer multiple choice questions and essays in the pre-test.

Table 2. Percentage Of Pre-test

Percentage of Pre-test			
Category	Value Range	Frequency	%
Excellent	90-100	0	-
Very good	80-89	0	-
Good	75-79	2	8.33
Fair	<75	22	91.66
Total		24	100
Mean		52.4	

Data from the pre-test revealed that the mean score of the pre-test was 52.4. Only two students, or 8,33% of the total, scored above the Minimum Mastery Criterion, while the remaining 22 students scored below that vocabulary of practically all students SMA Swasta Imelda Medan in the tenth grade was still quite low.

Cycle I (Post-test I)

During the phase, the researcher observed the students' learning process and vocabulary before and after carrying out the stages of developing and conducting the test. After using the tiktok application, students' vocabulary increased and they learned how to memorize new words, according to the post-test results. There is an increase in students' vocabulary after using tiktok application. The pre-test mean score was 52.4 increased to 68.3 in post-test in cycle I or 2 students (8.33%) who passed above the Minimum Mastery Criterion to 8 students (33.3%). That means that there was 30.09% of mean score improvement. The data can be seen below.

Table 3. Students' score in post-test in cycle I

No	Students	Post –test I Score
1	AAS	70
2	AR	60
3	AAP	85
4	ARF	70

5	BS	60
6	DUH	60
7	EN	65
8	FN	60
9	FH	65
10	FMO	85
11	HGS	80
12	IM	65
13	IBS	60
14	KNR	85
15	KNM	80
16	MD	55
17	NDL	80
18	PL	55
19	RS	60
20	TP	85
21	WA	60
22	WCT	55
23	Z	65
24	KD	75

Table 4. Percentage of Post-test I

Percentage of Post-test I			
<i>Catagory</i>	<i>Value Range</i>	<i>Frequency</i>	<i>%</i>
Excellent	90-100	0	-
Very good	80-89	7	29.17
Good	75-79	1	4.17
Fair	<75	16	66.67
Total		24	100
Mean		68.3	

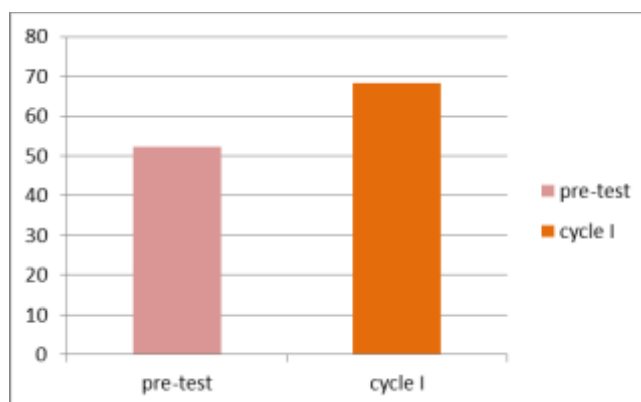


Figure 3. The students' Improvement Vocabulary Score in Pre-test and Post-test in Cycle I
Cycle II (Post-test II)

When did the post-test, there was a significant difference in the students' vocabulary from cycle I to cycle II. It could be noticed from the post-test in Cycle I mean score of 68,3 increased to 84.3 in Cycle II

post-test or from 8 students (30.09%) passing the score above the Minimum Mastery Criterion to 20 students (83.3%). That means there were 60.57%. The second cycle's detailed results are shown below:

Table 5. Students' score in post-test in cycle II

No	Students	Post –test II Score
1	AAS	75
2	AR	90
3	AAP	90
4	ARF	90
5	BS	80
6	DUH	90
7	EN	70
8	FN	90
9	FH	75
10	FMO	90
11	HGS	90
12	IM	70
13	IBS	90
14	KNR	90
15	KNM	90
16	MD	70
17	NDL	90
18	PL	70
19	RS	90
20	TP	90
21	WA	90
22	WCT	85
23	Z	80
24	KD	90

Table 6. Percentage of Post-test II

Percentage of Post-test II			
<i>Catagory</i>	<i>Value Range</i>	<i>Frequency</i>	<i>%</i>
Excellent	90-100	15	62.5
Very good	80-89	3	12.5
Good	75-79	2	8.3
Fair	<75	4	16.7
Total		24	100
Mean			

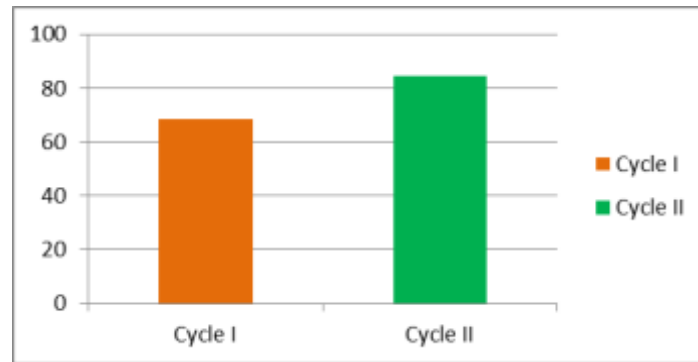


Figure 4. The students' improvement in vocabulary score in post-test of cycle I and cycle II

Data Analysis of observation Sheet

The observation sheet is used to measure the level of student activity during the teaching and learning process where the tiktok application is applied in the classroom. In the teaching and learning process using the tiktok application they felt happy to memorize and learn English, can be seen from their enthusiasm. During the teaching and learning process students experienced an increase in their vocabulary understanding from the scores they achieved.

B. Discussion

This study was done to find out whether the tiktok application had an impact on student's vocabulary growth. The tiktok application helps students learn English more effectively by expanding their vocabulary. The researcher encountered several difficulties while carrying out this study. The first was the need for a lot of time to collect data from each student test that had been administered.

The tiktok application, as previously discussed, had several advantages for students, including the ability to increase vocabulary while also keeping them engaged and out of boredom during the learning process. Additionally, students would learn English vocabulary and its definitions. The students are motivated and interested in using the tiktok application to learn, particularly about vocabulary.

The study's findings, which are supported by the improvement in student performance, show that the tiktok application can help students learn more words. The pre-median test's score was 52.4. The average post-test score for cycle I after using the tiktok application was 68.3, and for cycle II, the researcher continued with an average post-test score of 84.3. Additionally, the tiktok application receives positive feedback from students who are learning English vocabulary, which raises the value of students.

4. CONCLUSION

After performing CAR at the tenth grade IPS of SMA Swasta Imelda Medan, it was determined that the tiktok application may assist students grow their vocabulary, write vocabulary correctly, and keep their vocabulary. The following facts demonstrate this. Finally, we looked at the learning process and how we may improve the results of the pre-test, post-test cycle I, and post-test cycle II. Students are interested in the learning process when they know how to accomplish learning using the tiktok application in English, as seen by their motivation in acquiring vocabulary through the tiktok application, and they do not feel bored while learning. The mean pre-test score for the students was 52.5, the average post-test score in cycle I was 68.3, and the average post-test score in cycle II was 84.3. This demonstrates that English vocabulary mastery has increased as a result of using the tiktok application.

The researcher makes recommendations for students and readers of this thesis. The researcher suggested that this research can help students and readers who want to teach students in tenth grade SMA to better their vocabulary teaching and learning. Finally, the researcher expects that the findings of this study can be utilized as an extra reference if subsequent research with a different discussion in boosting vocabulary through the tiktok application is conducted.

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