

JUNIOR HIGH SCHOOL STUDENTS PERCEPTION TOWARD ENGLISH VIDEOS ON TIKTOK TO IMPROVE THEIR VOCABULARY MASTERY

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Abstract: The aim of this study is to find out students perception on the use of TikTok in improving students vocabulary mastery. For the research design, the researcher used descriptive qualitative method. The researcher choose eight grade from one of junior high school in Malang. The procedure of this research involved one step, interview. The finding showed that Tiktok was considered very helpful by the participants because they used TikTok as a means to watch videos about vocabulary or educational videos. The participants said that they got some information or knowledge about vocabulary by watching videos on the Tikok. They also knew a lot about various content which consist of many random video including educational video. The participants said that by using Tiktok they could get some information or knowledge about vocabulary. The video are provide English vocabulary raise their motivation and their interest to know some new vocabulary.

Keyword: *Perception, Tiktok Videos, Vocabulary Mastery.*

INTRODUCTION

The rapid growth of technology brought many changes in various aspect, one of them is in realm education. It gave rise to different kinds of social networking access that provide convenience in communication each other. With the development of this, social media also has many beneficial which used by a lot of people. Aprilian *et al* (2019:221) The rapid technological developments of today globalization give many benefits in progress in many aspects, one of them is ease of communication. Many social media are effective learning media to facilitate the learning and teaching process. As pointed out by Gupta and Bashir, there were four main purposes for the use of social media applications, which are entertainment, socialization, informativeness and education (Yang, 2020).

As international language, English became a language that everyone should be able to speak English. In Indonesia, students are required to master English language and it can be

seen that English has become subject in senior and junior high school in Indonesia. It is supported with Mahmudah, (2017) stated that in our country, Indonesia, English is the first foreign language and it is used as the subject in school. It is taught from the lowest grade like elementary school until the highest level like senior high school and university. Learning English is not easy, students need a mobile application that can make it easier for them to learn English. There are several platforms that provide video features that can be used by the students, with a variety of platforms which provide video features, make young learners like to use it. One of them is TikTok.

TikTok became the most favourite application around the world nowadays. As a famous social media application today, TikTok is a video application which was launched in Tiongkok, China 7 years ago. As an application that provides video features, TikTok is used by almost many people as a medium to increase students' interest, moreover in the pandemic era. With many features on it, TikTok also can be designed as interesting and interactive learning medium for students. Besides, several kinds of features, and it provides various content, such as entertainment, motivation, comedy, horror, and education. But, in this case the author will focus on the English education content which helps the students in their vocabulary mastery.

Learning vocabulary is the basic thing to do when someone finally decides to learn English. Vocabulary can be accessed from many platforms one of them is TikTok. Nowadays, the existence of TikTok can help students improve their vocabulary mastery. Many content creators of TikTok make English material as their content, in order to make it easier for their viewers to study English whenever and wherever specially for students due to many difficulties faced by them to understand English Language because of their limitation in vocabulary.

There are some studies which are relevant to the research that the researcher conducts. A thorough study of the literature on using the Tik Tok application in learning may

be used to assist this research. Students can increase their vocabulary by utilizing TikTok as a teaching tool (Yang, 2020). Another study shown that utilizing Tiktok videos for teaching English can have a considerable impact on students' vocabulary knowledge (Sinta, 2022). Fahdin, (2021) said that short videos on TikTok containing English material that help them to expand their English vocabulary. Students show positive feedback from the use of TikTok as their language learning media that the English content videos easy to understand and easy to memorize various vocabularies they found on those videos, such as vocabularies about verbs, nouns, etc. Additionally, a different research has previously looked at the learners' view of Tiktok as a tool for English learning (Yang, 2020). The findings indicate that students have a good attitude on the implementation of Tiktok as educational design in EFL instruction so they can use as a media for education outside of the classroom. As a result, there have been studies done on how students perceive TikTok as a tool for learning English vocabulary specifically. How ever this research were discusses on how student's perspective on TikTok for learning English vocabulary in general. Therefore, the researchers made the decision to look at how students perception of using TikTok to learning English vocabulary.

METHOD

This research was conduct a qualitative research with a qualitative descriptive design. The research only focuses on the students' perception toward English videos on TikTok in their vocabulary mastery. Qualitative method is a systematic subjective approach which used to describe a life experiences and give them meaning. Creswell (2012), argues that qualitative research is a way to discover and understand the meaning that individuals or groups attribute to a human social problem. The research process includes emerging questions and procedures; collect data related to participants; analyze data emotionally, moving from specific topics to general themes; and interpret the meaning of the data. The final written report has a flexible writing structure.

The subject of this research was the eight grades of junior high school in Malang. There were 3 classes of eight grade which consist from class 8 A, B and C and the researcher chose class 8 C as a participants. The reasons why the researcher chooses eight class is because the eight class has been exist on TikTok app, so it is appropriate for the researcher to analyze about the students perception toward English videos on TikTok to improve their vocabulary mastery. And the reason why C class chosen as the participants of this research is because of this class have a fewer students than other. 8 C consist of 21 students, but the researcher only took 10 students in this researcher. Those students are including 5 females and 5 males. The 10 selected students, were selected by using teachers recommendation which stated that the 10 students had the same tendency and ability in English subject. Therefore, the subjects of the study would help the researcher in finding the results regarding to the research problem of this study. In addition, the place where the research took was in one of junior high school which located in Malang city.

In order to get the result, the researcher used interviews as a data. Interview used to know more about students' perception toward English videos on TikTok to improve their vocabulary. The videos are used in this case were the videos from @sluggish_journey and @eranitri. Those videos is used to specify the educational content on Tiktok. instruments used in this study were instruments adapted from a research are conduct by **Shevany Anumanthan and Harwati Hashim** with his research which was carried out in 2022. Therefore, the researcher matched some of the questions from the interview in the form of short questions to be adjusted to the current research topic. In this case, there were a few statements of interview questions that had been changed which tend to be unclear without losing the meaning or essence of the interview itself.

In this study, the researcher collected the data from interview. Then the interview were distributed to the target sample, than collecting, and analyzing. Based on the result, the

researcher made the conclusion of the research. Hte role are show further and clearer elaboration on the procedures of this study. The first step, the researcher prepared the interview. The interview question was consist of 7 question. The second step was the interview distributed to the students one by one, this interview was conducted direct interview. The next step is the respondent answer all the question based on their experience. After that, the researcher analyzed the result from the interview, than transcript the responses one by one. The fifth step, the researcher finding the data and showed the result descriptively, and describe the students perception toward English videos on TikTok to improve their vocabulary mastery. So the final step was the researcher made the conclusions the students' perception toward English videos on TikTok to improve their vocabulary mastery.

Technique of data analyzing is an effort that's done by the researcher to analyze the data accurately. After collecting the data of interviews from the subjects of the study, the researcher then analyzed the data by organizing, coding, reducing, interpreting, and representing the data. All of these were analyzed descriptively in detail using qualitative research design. In addition, the researcher analyzed the data in order to make it easier to understand. According to Cobb & Forbes (2002) generally, there were 5 essential stages in analyzing qualitative data. The 1st stage is to transcribe the interview and the field observation. The 2nd stage is to recognize the analysis elements such as sentences, paragraphs, or significant components. The 3rd stage is to reduce the data in the form of code or categorization. The 4th stage is to classify the codes based on categories, themes, or schemes. The 5th stage is to present interpretative relationships so as to form a descriptive or expository structure.

FINDINGS

a. The Answer of the First Question

In the first question, the researcher discussed about whether or not the participants TikTok application users and how many hour they usually spend their time to scroll TikTok in a day.

Based from the first question, almost of the participants said that they was a TikTok application user. four students stated that they spend 1-4 hours in a days to scroll Tiktok, two students other stated that they spend 3-5 hours to scroll TikTok, one students stated that they spend 12 hours to scroll TikTok, two students stated that they spend only 20-30 minutes in a day while they have a free time, and one students stated that they aren't TikTok users. It can be conclude that they all are TikTok apps users and they spending their day by scrolling TikTok and it was considered very helpful by the participants because they used TikTok as a means to watch videos. Not only that, they even could surf freely to explore many videos like a videos about vocabulary or other educational videos there. Therefore, they did not just depend on the learning process in the classroom. All done solely to improve their vocabulary mastery.

b. The Answer of the Second Question

In the second questions, the researcher discusses how intend the students watch educational videos on TikTok. Seven students stated that they intense to watch educational videos are posted on TikTok, and three students sttaed that they sometimes to watch educational videos posted on TikTok.

Based from the second question most of the participants intense to watch educational videos, but most of them more intense to watch a random videos such as entertainment, sport, K-pop, games food, and ets. Besides, there are student which intense to watch educational videos due to their assignment.

c. The Answer of the Third Question

In the third question, the researcher discussed about the lesson are deliver through TikTok. Does the videos understandable or not.

Based from the statements in the third question, it can be conclude that most of the students satetd they understand the lesson are deliver through TikTok. Some of the participant stated that the lesson are deliver through short videos on TikTok is easily to understand than book. She also said that a lesson are deliver through videos is more interest than reading from book. Other participant also stated that learning videos on TikTok use a friendly language so that make easily to understand the meaning. Some of the participants also added that the explanation through video is very interesting.

d. The Answer of the Fourth Question

In the fourth question, the researcher discussed about the content on the TikTok.

From the responses in fourth question, it can be seen that there are five participants are stated that the content videos on TikTok was clear enough. With two participants are stated that the videos was very clear. Two participants also stated that the content videos on TikTok was clear. And one other stated that the content videos on TikTok is really clear. However, most of the participants stated that the content videos on TikTok is clear for them to understand and the content videos was very interesting. In addition, most of the participants stated that the content about vocabularies is clearer and easier to understand. On the content that deliver by several creator, they provide quite short, concise, and clear explanation, so making it them easier to learn and understand.

e. The Answer of the Fifth Question

In the fifth question, the researcher discussed about students improvement after seeing several videos on TikTok which related to the vocabulary.

The responses from this question can be seen that most of the participants felt their vocabulary mastery much better. Some of them also stated that another vocabulary they also feel their pronunciation also improve. One of the participants stated that their speaking also improve. Its because the short videos on Tiktok is very interesting and discussed many thing especially in learning English vocabulary. Besides, by watching videos on Tiktok they can learn many new vocabularies, because some vocabulary doesn't found in the class during the English lesson itself.

f. The Answer of the Sixth Question

In the sixth question, the researcher discusses about the influence of English videos help them in improving their vocabulary mastery.

In short, there were some of the participants who stated that There are most of teachers who are fluent in English create a content about English. Therefore, students can learn about a subject and communicate in English at the same time. At the same time, some students also stated that there are also many interesting, fun, educational videos on TikTok to search for learning material. By watching all the videos from the content on Tiktok English, its give the participants a little help me improving my vocabulary. Most of the participants said that the videos helped them to raise their level of vocabulary to construct much more better in any upcoming exam. It is because their video is short and simple yet understandable. The content are provide English vocabulary videos. By discusses a vocabularies content on those videos, it can help me to construct the sentence easily. It's give me a new vocabulary and learning strategies about English became enjoy and fun. The videos increase their vocabulary mastery, so that make them construct the sentence easily.

g. The Answer of the Seven Question

The last question, the researcher discusses about students perception on the use of TikTok English videos to improve their vocabulary mastery.

Based from the last question, majority of the participants showed a positive response through the use of English videos on TikTok to improve their vocabulary mastery. They stated that In this digital era, using TikTok application to learn is a good way because the educational content on Tiktok are very interesting and revolutionary. So It's help to improve their skill in English especially in vocabulary mastery. On the other hands, the participants also stated that the educational content on Tiktok, usually provided in the form of short videos, its delivered directly and focused on the important points. it's quite helpful and interesting, because the explanations are packaged not monotonously so that make the audience feels interested and tries to understands.

All in all, it can be concluded that Tiktok was considered very helpful by the participants because they used TikTok as a means to watch videos about vocabulary or educational videos. The participants said that they got some information or knowledge about vocabulary by watching videos on the Tikok. They also knew a lot about various content which consist of many random video including educational video. The participants said that by using Tiktok they could get some information or knowledge about vocabulary. The video are provide English vocabulary raise their motivation and their interest to know some new vocabulary.

DISCUSSION

After collecting and analyzing the data, the researcher provided an in-depth discussion in order to answer the main research problem of this study that was about junior highs students' perception toward English videos on Tiktok to improve their vocabulary mastery. The finding showed that TikTok helped in improving students vocabulary mastery.

While interviewed, all the participants claims that they have their own TikTok accounts and often use TikTok because they spend their time browsing and watching TikTok videos during the day. When they saw such educational videos, they realized that TikTok is really a useful tool for learning. They said that using TikTok makes lessons more fun than traditional

teaching methods and provides a fun learning environment for students. This result is similar to Kamil et al. To. (2000) and Verhallen and Bus (2010), who found that while the use of videos provides different non-verbal support than books, watching videos alone does not adequately support vocabulary learning or provide word meaning guidance, and this is still it is necessary.

In addition, The diverse content on TikTok has helped students improve their vocabulary as they face a variety of new and unfamiliar words in different contexts. So that make the students become more engaged in their learning especially in learning English, because of TikTok offers a variety of videos with interesting and diverse content of different genres, from comedy, religious to educational videos. According to Bauman et al. (2003) and Graves (2000) found that one of the indirect methods of teaching vocabulary is multiple exposure to words in different contexts.

However, the participants said that Tiktok video help them in improving their vocabulary. which is consistent with Al-Maroofo et al., (2021) said that Students are free to access things they want, including facilitating improvements in the English vocabulary learning process. So that, majority of students believe that short videos of English material on TikTok benefit them in certain ways, such as the students can use TikTok anytime and anywhere to learn English vocabulary also Tiktok video allows them to choose the topic of vocabulary which students want to improve.

Additionally, the participants in this study wanted to see Tiktok as a platform to serve many educational content creators. As in interviews, some students said that Tiktok provided an authentic learning medium and demonstrated different techniques for studying different subjects. It's related with Ktoridou, Yiangou, and Zarpeta (2002), using video to improve students' vocabulary recognition and comprehension provides authentic content and context

in which learners can significantly improve their language skills. It has been found to be useful in providing learners.

CONCLUSION

According to the finding and discussion in the previous chapter, it can be concluded that English videos on Tiktok helped them not only in improving their vocabulary but also in their pronunciation, speaking skill, and etc. Moreover, videos on Tiktok application is fascinating for students. Watching English video on Tiktok apps also can increase students' vocabulary mastery. Yet learning English vocabulary through videos is more enjoy and relax than learning only from book, dictionary, magazine, and etc. So, through the finding of this research the use of English videos in improving student's vocabulary mastery can be used as a learning media. It can make variations of teaching media that can be used by teachers as educators. In addition, the further research related to this topic is necessary conducted, due to this research only focuses on Students' perception toward English videos on Tiktok to improve their vocabulary mastery.

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