



Highs School Students Perspective on Using Tiktok for Learning English Vocabulary

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ARTICLE INFO	ABSTRACT
<p><i>Article history:</i></p> <p>Received</p> <p>Revised</p> <p>Accepted</p>	<p>This study aims to answer the questions mentioned in the problems of the study, listed as follows: To formulate students' perspectives of using TikTok as a means for learning English vocabulary, and to discover a significant difference on the perception of students both who use and who do not use TikTok when learning English vocabulary. The researcher used a mixed methods research design in order to to know the students' perspectives in year X at SMA Swasta Imelda Medan by sharing questionnaires and conducting interviews. The findings showed that the vast majority of students concurred with the statement that they interested to learn further English vocabulary via the TikTok application because the media is very user-friendly. They were able to imitate how words were pronounced in an accurate and satisfactory manner. The researcher concluded that using TikTok significantly impacts the students after considering the results and the discussion.. As a result, the method of increasing vocabulary in the tenth grade at SMA Swasta Imelda Medan could involve using the TikTok application.</p>
<p><i>Keywords:</i></p> <p><i>Students' Perspective</i></p> <p><i>English Vocabulary</i></p> <p><i>TikTok</i></p>	

INTRODUCTION

As we progress in our mastery of the English language, we must develop proficiency in various essential areas, including grammar, pronunciation, and vocabulary. One of the features of language that is regarded as being among the most significant is vocabulary. Putri (2019) stated that students could not comprehend or produce speech if they did not have sufficient vocabulary. In a nutshell, children need to acquire sufficient vocabulary in order for them to comprehend the meaning of the words that others use and to articulate their thoughts.

Various factors can impact the student's ability to master English vocabulary. Brown (1995) considers vocabulary items to be a tedious list of terms that the students must define and learn by heart. According to Slameto (2007: 121) stated can be defined as a voluntary preference and awareness for a specific thing or activity in particular. When students are aware of themselves, they are more likely to enjoy and take an interest in learning English vocabulary. If they are content and engaged in learning English vocabulary, they will study with enthusiasm and perform admirably in the subject matter.

.Yunus (2019) stated that there are many potentials in helping students write by using social media platforms. According to Poore (2016), the adaptability, ease of use, and frequently impressive power of social media make it a helpful tool for educators. Additionally, social media is considered to be advantageous for enhancing students' interest in reading English, as well as their listening and speaking abilities. Numerous researchers have also looked at the outcomes of using particular social media programs as teaching and learning tools for English.

The majority of students in Indonesia need help studying English, particularly when it comes to developing their vocabulary. The findings of Khalid (2021) show that 52 percent of the students had difficulties with their vocabulary, indicating that they needed to improve their vocabulary. In the meantime, access to various applications for social media is available. Statista, a German organization specializing in market and consumer data, provided most of the information used in this study. As of 2022, Indonesia has 92 million people using the TikTok app.

Based on the explanation above, the author aims to conduct a research on the students' perspectives on using TikTok for English learning vocabulary. This study aims to answer the questions mentioned in the problems of the study, listed as follows: To formulate students' perspectives of using TikTok as a means for learning English vocabulary, and to discover a significant difference on the perception of students both who use and who do not use TikTok when learning English vocabulary.

METHOD

The Research Design of this study is a mixed-method research design in order to carry out the necessary steps of data collection and analysis in order to arrive at the results of this study. According to Burke et al. (2007: 112), mixed-method research involves the collection, analysis, and combination of qualitative and quantitative data in a single or multiphase inquiry program.

The researcher first used the quantitative data, and then after that, the researcher used qualitative data to support the quantitative data. The researcher chose this method because it allowed for both quantitative and qualitative research design used to know the students' perspectives in year X at SMA Swasta Imelda Medan by sharing questionnaires and conducting interviews. This research occurred at SMA Swasta Imelda Medan, located on Jl. Bilal No 24 Pulo Brayon. The researcher shared questionnaire to 25 students, and asked 10 students for the interview.

FINDINGS

Utilizing a questionnaire as the primary tool for data collection allowed for the elicitation of responses from students regarding their thoughts on making use of TikTok for the acquisition of English vocabulary. The information that was provided included responses and as representatives we chose 25 students from the X year.

Then the result of the questionnaire is tabulated in Table 4.1.

Table 4. 1 Result of the Questionnaire

No	Statement	Scale					Total
		SA 5	A 4	U 3	D 2	SD 1	
1	Learning English using TikTok is fun.	21	4	-	-	-	25
2	Tiktok creates relaxed and stress-free English learning.	12	10	2	1	-	25
3	Learning English using TikTok reduces worries when participating in English classes.	17	8	-	-	-	25
4	Using TikTok makes me excited to get new English vocabulary.	18	6	1	-	-	25
5	I was able to learn vocabulary better when it was presented in multiple ways (pictures, sound, definition, examples, etc).	19	5	-	1	-	25
6	I was able to have a wider range of vocabulary learning activities using TikTok.	19	6	-	-	-	25
7	Using TikTok helped me access additional info outside of using my textbooks.	22	3	-	-	-	25

8	TikTok provided an opportunity for me to improve my listening skills in English.	13	11	1	-	-	25
9	TikTok gave me the opportunity to improve my speaking skills in English.	15	9	-	1	-	25
10	TikTok helps me to improve my knowledge of how to pronounce words in English.	12	13	-	-	-	25
11	Using TikTok helped me access new words together with the context or sentences where the new words appear in order to make it easier to remember them.	13	11	1	-	-	25
12	I watch many learning video materials to enhance my vocabulary.	16	8	-	1	-	25
13	I didn't experience much interference (quota/signal) while learning English using TikTok.	22	3	-	-	-	25
14	In general, I feel satisfied with the experience of learning English vocabulary by using TikTok.	15	9	-	1	-	25

Note:

SA = Strongly Agree

A = Agree

U = Uncertain

D = Disagree

SD = Strongly Disagree

After that the researcher interviewed ten students and divided them into two categories to know the different perspectives of students who used and did not use TikTok in learning English vocabulary.

According to a student named FIZ, using TikTok videos to learn English positively impacts her because it makes English material easier to understand. The video's delivery style is quite precise, making it simple to understand.

“Karena aku kan pakai TikTok miss, jadi kadang adalah video bahasa Inggris yang lewat FYP, dan itu kayak berguna gitu soalnya gampang dipahami. Cara penyampaiannya simple aja, tapi cepat dipahami”

‘As a TikTok video user, learning English is beneficial because it will help me understand the material better. The delivery style in the TikTok video I saw is simple for me to grasp.’

Furthermore, DBP believes that using TikTok videos for English learning has a positive impact because it makes it easier for him to re-understand the existing material. Simply by watching and re-watching TikTok videos that correspond to the material.

“Materi bahasa Inggris-nya jadi lebih mudah dipahami. Misalkan, aku adalah kurang paham sama penjelasan guru di kelas. Nah nanti aku search lagi manata ada yang juga ngejelasin lewat video”

‘This TikTok video has helped me understand English material better. For example, I need help understanding the teacher’s explanation in class. I can understand through the TikTok video and watch it again to be sure.’

Meanwhile according to RH, it is challenging to practice the pronunciation of a new word when only using a dictionary for learning.

“Susah kalau mengandalkan dari kamus aja. Pakai TikTok jadi lebih cepat nyari contoh pengucapan, tinggal search pasti ada contoh langsungnya. Harapannya kedepan lebih sering belajar pronouciation dari video yang ada di TikTok.”

‘Using TikTok allows me to access examples of new word pronunciations quickly. I plan to use TikTok more frequently to learn new pronunciations.’

DISCUSSION

After analysing the data and obtaining the findings, there were some points considered important to be discussed. The students answered all of the questions in the questionnaire and the interview questions positively. It was evident that they had a positive attitude toward learning English through TikTok video activities based on the above explanation. All participants mostly agreed that using TikTok for learning English vocabulary was very helpful. These increased students' awareness of the importance of learning English and, as a result, encouraged them to learn English more frequently. As a result, it can be concluded that students demonstrated a positive attitude toward cognitive aspects during the teaching and learning process.

This research also supports the findings of previous studies. According to Hanifah et al (2021) research, participants from higher education had positive attitudes toward incorporating TikTok as video aids into EFL classroom teaching. Potentially, teachers may utilize social media to support students in learning English vocabulary. Teachers can create a group on social media to post materials, tasks, and feedback that students can access outside the classroom. As engagement tools, teachers may use various English videos from TikTok, Youtube, and Instagram as authentic resources relevant to their lives, making students more engaged in the lesson.

CONCLUSION

Students have a favorable attitude toward the possibility of utilizing TikTok as a means of improving their English language skills. From the results of the questionnaires and the interviews the vast majority of the students possessed insightful perspectives about these two components. According to what was revealed in the interview, most students agreed that applying TikTok could make learning English more enjoyable. They also believe that using the TikTok app will assist them in developing their English abilities. In a similar vein, they agree that there may be many benefits they get after learning English through TikTok, such as the fact that TikTok can assist in learning English vocabulary.

The researcher concluded that students give positive perceptions because using TikTok significantly impacts the students after considering the results and the discussion. The students realized that the activities found on the TikTok app can be used to learn about vocabulary. Nevertheless, it cannot be denied that this study does have some weaknesses. The sample size for this research project was manageable, consisting of only a few students. Therefore, future research could be carried out using a significantly larger sample scale.

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