

## EXPLORING THE USE OF TIKTOK EDUCATIONAL VIDEO TO INCREASE STUDENTS' VOCABULARY AT SMKN 02 BATU

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### ABSTRACT

Vocabulary is essential for English learners to understand the material. To increase students' interest in learning new words, medias can be used. This study aims to evaluate the practicability of TikTok as an EFL educational platform based on students' perceptions and assist educators in this regard. This study employs a qualitative method using a questionnaire and interviews to determine the number of TikTok users and to gather information from interviewees to provide a comprehensive description and elucidate the perceptions of students. Purposive sampling was used to select 27 students majoring in Agricultural Product Processing Agribusiness from SMKN 02 BATU, of which 5 were chosen for interviews. The interview session identified five themes related to students' perception of TikTok educational videos and their impact on vocabulary development: 1) content type, 2) benefits, 3) advantages, 4) weaknesses, and 5) impacts. The results revealed that students mostly learn new vocabulary effectively through TikTok since it provides a practical way to understand the meaning through real-life examples from TikTok. The study found that using media to teach English to vocational students is more effective than using textbooks, despite some students finding it distracting. This suggests that implementing TikTok educational videos in the future could be more effective than previous methods.

**Keywords:** Video education, media social TikTok, improving vocabulary

### Introduction

Every individual has a collection of words called vocabulary that might be different in every individual. (Oxford, 1990) claims that because there are tens of thousands of possible meanings for words, Vocabulary is the component of language learning that is both the most voluminous and the most challenging to manage. This is true whether the language in question is a foreign language or one's native tongue. Vocabulary embraces individual words with specific meanings, as well as lexical phrases and multi-word expressions. Speakers of a language aren't able to converse with each other and transmit meaning without vocabulary (Shavkatjonova & Khalilova, 2023). The significance of vocabulary in English language instruction is twofold. Firstly, a lack of vocabulary impedes students' ability to express their ideas and comprehend those of others. Secondly, a solid vocabulary is essential for effective communication.

Vocabulary plays a pivotal role in the process of learning English, as it forms the foundational knowledge base for acquiring language. As described by (Nation & Nation,

2001), the connection between vocabulary cognition and language use is reciprocal and interdependent. Having a robust vocabulary facilitates proficient language usage, while engaging in active language use fosters the development and growth of vocabulary knowledge. Consequently, vocabulary acquisition is of paramount importance for those learning English as a second language (ESL) or as a foreign language (EFL). It is also crucial for all language abilities, including speaking, listening, reading, and writing (Nation & Nation, 2001). Vocabulary acquisition is instrumental in unlocking all other language skills in ESL/EFL learning. It fosters confidence, enables clear communication, and facilitates fluency and deeper engagement with the language.

A well-developed vocabulary, both in scope and depth, is a strong predictor of academic success (Dakhi & Fitria, 2019). Research consistently indicates a positive correlation between vocabulary knowledge and academic achievement across various disciplines and educational levels. The strength of vocabulary lies in its ability to facilitate comprehension, communication, and higher-order thinking skills. A rich vocabulary enables students to understand complex academic texts, express themselves effectively, and analyze information critically. This equips them for success in academic discourse, problem-solving, and creative exploration. Therefore, prioritizing vocabulary development through active learning is not just an enriching exercise, but a strategic investment in academic achievement (Mayer, 2002).

The current situation shows that vocabulary learning might be done in various ways. For instance, by using technology. Smart technology has brought us to the social media era which leads us to do anything from social media. TikTok is an example of a well-known technology today, based on data from statista, in January 2024, TikTok users from Indonesia has reached 126 million users. TikTok is utilized for educational as well as commercial and recreational objectives. The instructors provide valuable insights based on their experience and have a good influence on the viewers of their films (Rahmawati, Syafei, & Prasetyanto, 2023).

Moreover, TikTok's expansive audience and aesthetically captivating content have been recognized as a suitable platform for disseminating factual information and transforming education (Maulida, Noviyanti, & Wahyuningsih, 2022). This channel affords learners chances to encounter language and prevalent vocabulary and phrases, ultimately improving vocabulary mastery and comprehension.

As is well known, the use of video in academic settings has numerous advantages, including the potential to engage students in learning through video presentations by their teachers. The deployment of videos can also facilitate the delivery of learning materials to students by teachers. (Richard, E Mayor, 2002) TikTok is used to disseminate content for educational purposes as well as for commercial and recreational objectives. Instructors provide valuable insights based on their experience and exert a positive influence on the viewers of their films. The definition of each new word that students learn may be more easily visualized if all words were represented using images or videos. As (Rahmawati et al., 2023) highlight, the utilization of educational videos enhances not only individuals' abilities but also their creativity, motivation, and vocabulary. The use of video as a medium for language learning realistically presents language, combining visual and audio elements. This can assist young learners in comprehending vocabulary meanings and generating enthusiasm for vocabulary acquisition. Therefore, it is necessary to abandon the idea that pupils may improve

their vocabulary without context by memorizing lists of unrelated word meanings (Anderson & Nagy, 1993).

The utilization of media plays a crucial role in learning since it promotes effective dissemination of educational content to students (Syah, Nurjanah, & Mayu, 2020). By employing captivating media, students can grasp learning concepts better. Nevertheless, incorporating educational videos on TikTok can significantly aid learners in visualizing the acquired knowledge. According to (Syah et al., 2020), educational video media is intentionally designed for learning; it serves as a medium to convey educational content indirectly through videos. As in video tutorials, where the video serves not only as advice but also as a means of learning procedure text.

TikTok can be a valuable tool for individuals, educators, and tutors to promote exciting and engaging English language learning in Indonesia. Especially with its diverse educational content, TikTok not only presents fundamental English concepts such as grammar, tenses, vocabulary, and slang, but also provides numerous tutorial videos that can be utilized for educational purposes, including teaching procedure text. However, this approach can be advantageous in teaching vocational school students who require more hands-on experience.

This study aims to assist educators in evaluating the practicability of TikTok as an EFL educational platform, based on students' perceptions. Additionally, the findings of this research are anticipated to establish a background for future English language learning investigations. Previous studies may have used small sample sizes or focused on specific groups, such as language learners or individuals from certain cultural backgrounds, which hinders making broad conclusions about the effectiveness of using educational videos to teach vocabulary. Further explanation is needed regarding the challenges involved in implementing educational videos for teaching and learning English.

## Research Methode

This study utilized a qualitative case study design and relied on questionnaire and interviews as the main data collection method. The questionnaire uses for the collection empirical data of students that have been used TikTok for their learning media and accumulate the content they usually use as learning topics. The purpose of this approach was to comprehensively describe and elucidate the perceptions of student regarding the utilization of TikTok for medium in English language learning. The study included 6 students from X-grade Vocational High School 02 Batu, with a focus on those majoring in Agricultural Product Processing Agribusiness.

## Research Design

This study involved the use of observation sheets and interviews. The observation sheets gathered information on participants, including the number of individuals involved. Additionally, Google Forms was used to administer an online research questionnaire. The questionnaire utilized a Guttman scale with binary choices, "Yes" and "No," to assess students' user of TikTok for English language instruction. All questionnaire statements were framed positively, focusing on the mostly shown content of TikTok for learning English. Respondents' support or lack for each statement indicated a positive or negative perception, respectively.

Supporting reasons will be provided by each respondent. After collecting the results, the researcher conducted interviews with participants, selected based on the questionnaire results.

### **Instruments**

Data was collected in this research study using a variety of instruments. Observation sheets were used to evaluate whether participants were employing TikTok for English language learning. Research questionnaires were utilized to investigate students' views on using TikTok for language acquisition. Additionally, interviews were conducted to examine students' attitudes toward integrating TikTok into English instruction.

### **Population and Sample**

This research examines students' perceptions and learning motivation regarding the use of educational videos on TikTok for English learning. The study was conducted in the 10th grade majoring in Agricultural Product Processing and Agribusiness at SMKN 02 BATU. Purposive sampling techniques are employed to advance knowledge about the experiences of specific individuals or groups or to further the development of ideas and conceptions (Devers & Frankel, 2000).

### **Data Analysis**

After the completion of data collection, the gathered information will be analyzed to derive the research findings. The collected data will be categorized based on the questionnaire outcomes, with a focus on participants who actively use social media and educational videos as learning resources. Consequently, these participants will be invited to participate in interviews to further explore their experiences and perspectives. To conduct interview data analysis, begin with transcribing the interviews and becoming familiar with the content. This entails reading through the transcripts several times to grasp the information and pinpoint significant patterns or themes. In order to identify preliminary concepts or ideas, the interview data is analyzed without predetermined categories in the following stage known as "open coding." This exploratory data analysis method allows for the discovery of new insights and patterns without the imposition of any preconceived notions by marking certain segments.

## **Result and Discussion**

### **Research Findings**

#### **Students user TikTok as a learning tool**

Table 1 presents the findings of a survey on the use of TikTok as a learning medium by students of English. The results indicate that the majority of students employ TikTok as a learning tool, particularly for enhancing their vocabulary through educational videos on the platform.

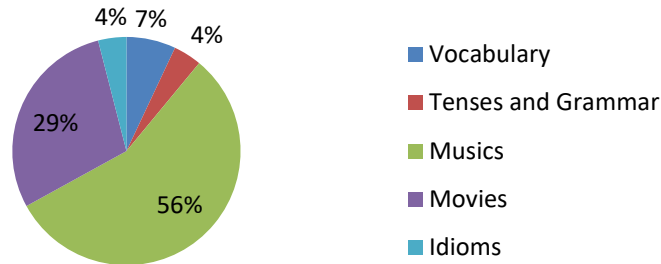
**Table 1**

| <b>TikTok as learning media user by students in learning English</b> |                           |
|--|---------------------------|
| <b>Variable</b>  | <b>Dependent Variable</b> |
| TikTok User  | 20                        |
| Non-TikTok User  | 7                         |

A review of the data in the table above indicates that 20 students have utilized TikTok as a learning tool. This indicates that more than 50% of students have used the TikTok

application for independent learning. The questionnaire results show that students use music, movies, vocabulary, idioms, tenses, and grammar as references for learning English vocabulary, as shown in the diagram below.

**Types of content learned by students**



**Figure 1**  
Types of content commonly learned by students

**The students' perception of TikTok educational videos used on increasing vocabulary**

The researcher identified two main areas of focus for the analysis and discussion: students' perceptions of educational videos and the context in which they perceived benefits in terms of vocabulary acquisition. The table below presents a summary of the major themes and sub-themes identified in the study.

**Table 2**  
Theme and Sub-theme of research question

| No. | Themes          | Sub-Theme   |
|-----|-----------------|---|
| 1.  | Kind of content | Vocabulary, Tenses and Grammar, Musics, Movies, Idioms              |
| 2.  | Benefits        | Increase students' vocabulary, pronunciation, grammar, and speaking |
| 3.  | Advantages      | Easy to understand, easy to find                                    |
| 4.  | Weakness        | Too many distractions, hard to apply                                |
| 5.  | Impacts         | Individual impact, class impact                                     |

There are 5 participants in this interview, 2 male and 3 female respondents. Each respondent was given a pseudonym. S1, S2, S3, S4, S5 are the student numbers.

Respondents reported finding various types of content helpful for learning English on TikTok, including vocabulary, tenses, grammar, music, movies, and idioms. "I often find learning videos about new vocabulary in English, and I also learn how to pronounce it, and often I learn it from music content, songs, how to use idioms or slang". (s1) Participants in the benefits category reported that TikTok's educational videos helped them learn English outside of class. The findings indicate that all participants learned new vocabulary, pronunciation, and speaking skills. For instance, participant s3 stated, "TikTok's educational videos not only

provide new vocabulary but also improve my speaking skills through content that is more relatable to everyday life".(s3) The students noted that TikTok is a user-friendly platform for finding and comprehending learning references. As one student stated, "I find TikTok somewhat helpful because it provides easily accessible and understandable learning references compared to learning from books." (s4) The fourth category of issues relates to the limitations of the use of TikTok as a learning tool. It is possible that students may feel comfortable using TikTok as a learning tool. However, there are also shortcomings that can interfere with learning. "Sometimes, other videos may appear on the TikTok homepage, which can disturb learning, also the lack of Wifi capacity in the school, which ultimately makes not all students able to connect to the Internet". (s5) The final category analyzes the impact that students feel after using TikTok media in their learning. This category considers both the self-reported impact on individual students and the impact on the classroom as a whole. For instance, a student reported. "After using TikTok educational videos, I have noticed an increase in my personal interest in learning. Similarly, my friends have also experienced a similar increase in interest, despite facing obstacles such as device and internet connectivity issues". (s1)

### **Discussion**

The study found that TikTok has the potential to be a useful tool for English language acquisition. Learners reported that by using the platform, they were able to communicate more clearly and increase their vocabulary. The TikTok application contains a wide variety of interesting content, ensuring that users do not become bored. Additionally, users can easily find content that meets their needs at any time and in any location (Maya & Susi, 2023). The use of educational content providers on TikTok is more engaging than traditional approaches such as textbooks. This is because the content is relatable and easily understood. One student reported feeling more personally interested in learning English after watching TikTok's instructional videos, indicating that the site can promote a supportive learning environment (Purbaningrum & Andrini, 2023).

However, the results of the study also indicate certain limitations. TikTok videos are brief and visually appealing, which can impede learning when educational content is interrupted by non-educational content. Furthermore, The utilization of TikTok for the purpose of studying English is impeded by a number of factors, including the potential for internet network issues and the necessity of paying internet quota fees. (Cahyono & Perdhani, 2023) students may encounter difficulties using TikTok for educational purposes due to unreliable internet connections and the wifi use in school.

On a positive note, TikTok seems to be a promising addition to the English learning process, especially in terms of vocabulary building, as students will learn not only the meaning in English but also how the word is pronounced and used in sentences. However, it is crucial to acknowledge the constraints of this instrument in order to guarantee a comprehensive learning experience.

### **Conclusion**

The use of educational videos on the TikTok app to enhance students' vocabulary has yielded encouraging outcomes. The incorporation of TikTok educational videos not only introduces students to novel vocabulary but also imparts knowledge about the words' usage

in everyday life and their pronunciation. The educational content of the stickers is readily accessible and comprehensible, thereby fostering students' intrinsic motivation to learn independently. Nevertheless, the utilization of video-educational stickers in the classroom necessitates further discussion due to the potential distraction caused by non-educational content that is marked by students. This research can be further developed in future studies with a more focused approach or utilized to contribute to the advancement of general knowledge.

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