

Expanding EFL Student's Vocabulary Through Tiktok Application In 4th Semester English Education Study Program, Universitas Subang

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Abstact

TikTok is a video sharing social network that is currently popular and widely used by many people. Tiktok has a unique feature of short videos in various genres. The videos produced from this platform have been widely used in various contexts including classroom teaching. It is possible that TikTok can have a role in attracting students' attention and introducing them to new English vocabulary through several selected videos from the app. Most students can barely pay attention to their teacher during offline or online classes. This may prevent them from actively participating in class activities. TikTok videos are shorter in duration with interesting and informative content, which of course can be used as teaching materials. The results showed that students showed increased levels of attention, interest and understanding of the subject matter taught in class through TikTok videos.

Keywords: *TikTok. Vocabulary.*

Abstrak

TikTok merupakan jejaring sosial yang berbagi video yang saat ini sedang populer dan banyak digunakan oleh banyak orang. Tiktok memiliki fitur unik berupa video pendek dalam berbagai genre. Video yang dihasilkan dari platform ini telah digunakan secara luas dalam berbagai konteks termasuk pengajaran di kelas. ini memungkinkan bahwa TikTok dapat memiliki peran dalam menarik perhatian siswa dan memperkenalkan mereka pada kosakata baru bahasa Inggris melalui beberapa video pilihan dari aplikasi. Sebagian besar siswa hampir tidak dapat memperhatikan guru mereka selama kelas offline atau online. hal ini bisa menghalangi mereka untuk berpartisipasi secara aktif dalam kegiatan kelas. video TikTok berdurasi lebih pendek dengan konten yang menarik dan informatif, yang tentunya dapat dijadikan sebagai bahan ajar. Hasil penelitian menunjukkan bahwa siswa menunjukkan peningkatan tingkat perhatian, minat dan pemahaman tentang materi pelajaran yang diajarkan di kelas melalui video TikTok.

Kata Kunci: *TikTok, Kosa kata.*

INTRODUCTION

TikTok is a platform for creating and sharing short films that was first introduced in 2016 in China under the Chinese name Douyin. Since its launch, it has become one of the fastest-growing social networks in the world. In more than 150 countries around the world as of January 2020, TikTok had more than 400 million daily active users (Sensor, 2020). TikTok provides features that enable users to communicate with their audience through its comments and private chats section, as well as the ability to produce videos from a range of 3 to 90 seconds with intriguing special effects and editing capabilities (Demmy and Fathul, 2018).

TikTok's popularity has been rapidly rising for a variety of reasons, especially among younger people. TikTok has a young user base, with 69% of users between the ages of 16 and 24. (Sloane and Rittenhouse, 2019). The majority of its users are members of Generation Z, who are described as being highly educated, naturally tech-savvy, preferring graphics, enjoying content creation, and continuously glued to their mobile screens (Fromm and Read, 2018; Prioparas et al., 2017; Smith, 2019). Additionally, TikTok videos are shorter in length, which enables them to better attract learners' attention and better pique their interest. Learners will be much more motivated to engage in task-relevant activities and lesson task-irrelevant activities when learning is presented as a brief movie (Szpunar et. al, 2013).

In addition, TikTok is renowned for its vibrant, interesting, and diverse content, which offers its audience a number of advantages. On TikTok, there are many different categories of shared knowledge that range from creative abilities and firsthand knowledge to explicit knowledge like science, technology, and culture (CBNData, 2017). Su (2018) determined that users display a positive attitude on TikTok as they are able to learn many skills that are beneficial in their daily lives. TikTok also acts as a good facilitator for the delivery of teaching materials to students. Educational video media that are included in the videos are contents that have been designed for learning, hence the content has been adapted to the learning objectives to facilitate students in their learning (Erniasih, 2018). The platform has been used by many teachers to create their own video to clarify rules or ideas, to illustrate difficult topics, or simply to communicate specific assignment instructions. These videos are shareable and downloadable. Because they have unrestricted access to the information and ideas presented in the films, students will gain a lot from this approach.

Vocabulary is the foundation of acquiring a second language. Without learning vocabulary, communication in the second language becomes difficult (Rohmatillah, 2014). Vocabulary is defined as a language element that links the four language skills in learning a foreign language, which include listening, speaking, reading and writing (Huyen and Nga, 2003). Thornbury (2006) stated that in order to master vocabulary, students are required to have comprehensive knowledge about vocabularies. These skills include comprehension of the words' meanings, their spoken and written forms, their grammatical behavior, their word origins, their collocations, their register in both spoken and written language, their connotations or associations, and their frequency. Cahyono and Widiati (2008) stated that the purpose of vocabulary teaching is to enable learners to understand the concept

of unfamiliar words, to acquire greater numbers of words, as well as to apply and utilize those words successfully for communicative purposes. Therefore, effective teaching and learning strategies are needed to encourage students' good vocabulary growth.

In this pilot study, the researcher expanded the vocabulary of ESL students using carefully chosen and filtered TikTok videos. The learning requirements, interests, traits, experience, and developmental maturity of the pupils are taken into account when selecting the best films for vocabulary learning. The study's primary goal is to increase the vocabulary of English as a Second Language (ESL) students because vocabulary instruction is a crucial component of English language instruction. Alqahtani (2015) argued that having low vocabulary knowledge creates severe problems for learners, which ultimately impedes their learning of the English language. As a result, many of these pupils struggle to communicate verbally and in writing, as well as to understand others. This was especially clear in class when pupils struggled to speak and write in English. They were unable to connect their ideas to form coherent concepts, which led to the repetitious and redundant use of English vocabulary in both their writing and presentation.

TikTok is a useful instrument for teaching foreigners Russian language and speaking, it can be concluded. Even with all of the great outcomes, TikTok usage hasn't quite met expectations. Findings showed that each short video's content quality is unique and fragmented, making it impossible for it to fully replace the primary teaching strategy. Similar research on TikTok was recently carried out in Indonesia by Syaifuddin et al. (2021), and the findings showed that using TikTok to write descriptive prose helped students learn in a productive atmosphere. As they grew more engaged in their studies, students were observed actively participating in their sessions. The main goal of this research is to find out how TikTok videos can further the vocabulary development of ESL students. The research set out to respond to the following queries: (1) How do TikTok videos aid in the expansion of vocabulary development for ESL students? (2) How do ESL students see the use of TikTok videos for vocabulary learning?

METHODS

The study intends to offer early findings on how using TikTok videos might improve ESL students' vocabulary learning, specifically on the ways in which it can be useful, and to look at how the students experience using TikTok in the classroom. Before choosing suitable TikTok videos for the students' vocabulary learning, a number of factors were taken into account, including: i) the relevance and connection of the video content towards the current study topic; ii) the students' familiarity with the vocabulary; and iii) the contextualization of the selected videos for better comprehension. The videos were used to present the day's topic to the students during the first round of vocabulary learning. In order to engage and excite the interest of the students, the videos were also used as an attention-getter. The researcher then spent much time during lessons thoroughly explaining and going over the language and material in the films.

During the reinforcement phase, students received monitored practice in applying the new vocabulary they had learned from TikTok to everyday situations and creating simple phrases to check their comprehension. Finally, as part of the learning process, students were required to apply and practice the new words or phrases with their classmates by giving short presentations and writing essays.

With a total of 13 respondents, this study used a google form to fill the questionnaire. Students in the 4th semester of the English education study program at the Universitas Subang's Fakultas Keguruan dan Ilmu Pendidikan are the focus of this study. The participants in this study were chosen because they shared the same backgrounds and cultures, and came to a generation that was in TikTok. They were willing to contribute to the study and were easily available to the researcher.

FINDINGS AND DISCUSSION

To answer the study questions, the questionnaire data was divided into three categories based on content, characteristics, and authenticity. The preliminary study found that TikTok helps EFL students expand their vocabulary by introducing them to specific terms and phrases through its diverse topics and themes; it provides more options for learners to access the language through its multiple features; and it helps familiarize learners with different sets of vocabulary through its real-life content.

Tabel 1

Findings on the Effectiveness of TikTok Videos on Students' Vocabulary Learning

No.	Response	Category	Theme
1.	Kampung English Em is an account managed by an English course in Kampung English, Kediri. This account has 421.1 thousand followers and 3.9 million total likes. Even though EM English Village is a paid course, they can still share their knowledge with Tiktok users free of charge. Their content contains what English is from a slang word in Indonesian, idioms, vocabulary, #OTHERwaystosay, #Englishituaneh, time sequences, #American vs British differences, expressions, and many more.	Videos	English

Tabel 2

Students' Perceptions on Using TikTok Videos for Vocabulary Learning

No.	Responses
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1.	<p>Eka: You're telling me the curb is k-e-r-b and not c-u-r-b??? Or are they just different things</p> <p>Cika: that's great video words you never learn at school and are simple words to use daily and don't know. Thanks.</p> <p>Riki: You're THE BEST!! I love and learn a lot when I watch your videos!</p>
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TikTok's Many Topics and Themes Introduced Learners to Specific Terms and Phrases.

The findings revealed that TikTok aided in the expansion of ESL students' vocabulary by introducing learners to particular terms and phrases via the platform's different subjects and themes. Students became more involved in their studies since TikTok supplied a constant supply of videos with intriguing, diverse material ranging from amusing to religious to educational. Baumann et al., (2003) and Graves (2000) discovered that offering many exposures to terms in different circumstances is one of the indirect techniques of teaching vocabulary. According to the findings, students determined that not only did they learn new words or phrases from the films, but they also were more informed of the numerous global and societal concerns that exist across the world. These new terms will help them expand their vocabulary and improve their speaking and writing abilities.

TikTok Provided More Methods for Learners to Access the Language Through Its Many Features.

The data also showed that pupils were able to broaden their vocabulary since TikTok gave several possibilities for them to access the language via its various features. In terms of TikTok features, students reported that they learnt several new words by using the captions and subtitles supplied in the videos. According to Al Seghayer (2001), when images are included in vocabulary training, pupils' rate of attention in learning increases and they learn better. Traore and Kyei- Blankson (2011) also noted that the simultaneous use of audio and visual presentations boosted students' learning since they were able to listen to the vocabulary terms while being visually engaged by the visuals and photos presented. The 'Save' and 'share' functions were particularly well received by the students. The vast majority of students appreciated sharing their favorite TikTok videos on other social media platforms. Some of them resort to bookmarking their favorite videos in order to watch them again and again. The repeated viewing of those movies has greatly aided them in their vocabulary study, particularly in strengthening their pronunciation abilities. According to Silverman and Hines (2009), regular viewings of video are important for vocabulary development. The fact that the films are short, straightforward, and effective was also appreciated by all eight pupils. Because most TikTok videos are short in length, they may readily view them because the site does not demand extensive usage of Internet data.

TikTok Encouraged a Positive Learning Environment for Students

TikTok also fostered and provided a favorable learning atmosphere for EFL students, according to the findings. Overall, the students demonstrated a good attitude, greater enthusiasm, and acceptance when it came to using TikTok videos to boost their vocabulary acquisition. Despite the fact that these students are frequent viewers, half of them claimed to viewing TikTok primarily for

recreational purposes. As a result, when students were exposed to such instructive movies, they discovered that TikTok is a valuable tool for learning. They stated that employing TikTok provided a more engaging learning environment for pupils by making classes more interesting than standard teaching approaches. TikTok should only be used as an adjunct to the teaching and learning process. This conclusion is consistent with the findings of Kamil et al. (2000) and Verhallen and Bus (2010), who said that while viewing videos provides more comprehensive nonverbal assistance than books, watching videos alone does not help word acquisition and that teaching on word meanings is still necessary.

CONCLUSION

The early study's findings showed that using TikTok helped ESL students' vocabulary acquisition progress in a beneficial way. Students picked up a lot of new vocabulary because to the variety of content on TikTok, as well as the app's practical capabilities like its "save" function and useful features like enough audio, visuals, and subtitles. They also acquired new words thanks to the videos' authenticity. TikTok is now popular, therefore using the platform to implement the approach in the classroom might be a solid option, given that the videos chosen from TikTok are appropriate for the students' level, interests, and best match their learning requirements and styles. In order to provide their students a better and more realistic learning experience, this research also advises instructors who wish to utilize TikTok as a teaching tool to make their own videos with specific material and subjects that align with their curricula. Teachers' own movies might also aid in improving awareness of students' requirements and learning preferences. The numerous forms of genres and how these genres will affect students' motivation in learning should be studied in more detail in the future through research and analysis.

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