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Boosting the English Vocabularies of Young Learners through Tik-Tok Application in Digital Era

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Abstract

Tik-Tok Application is one of application that are great demand by people in this digital Era, no exception for the children in Elementary school. This study examined about how the students' vocabulary score before and after taught by using the Tik-Tok application and whether there was any significant difference of students' score before and after taught by using Tik-tok application. The researcher used the method of pre-experimental design using one group pretest-posttest with quantitative approach. The instrument used to obtain the data was test. The hypothesis itself was tested by using T-test technique. From the data obtained, the average total score of students' vocabulary mastery before taught by using the Tik-Tok application was 55.00 and the average score of students' vocabulary mastery after taught by using the Tik-Tok application was 86.87. Statistical calculations using T-test have shown the results of t_{count} (14,586) and the result of t_{table} for standard 0.050% is 2.03951. It is known that t_{count} is higher than t_{table} ($14.586 > 2.03951$). The alternative hypothesis is accepted, and the null hypothesis is rejected. Based on the result of this research, the students' score of vocabularies were increase from 55,00 to 86,87. Then the second result is, there were significant differences scores, between before and after receiving treatment by using the Tik-Tok application. So, Tik-tok application is effective for the teacher who want to increase the students' English vocabularies mastery.

Keywords: *boosting, Tik-Tok, vocabularies*

Introduction

Learning English for young learners need some interesting strategies to make them seem happy when learning. Moreover for the students in this digital era. They are too close with some social medias. Only a few teachers nowadays who implement the social media in their teaching and learning process. The reason for that is many teachers in elementary school still too difficult to operate the social media. So, the social media is not familiar to them. In fact, that is an effective way when they can implement what the students like with the teaching and learning in the class.

For many social medias, the young learners still prefer to use Tik-Tok Application. It is similar with Bohang (2018). He said that throughout 2018 to 2019, Tik-Tok Application become the most social media which downloaded by the people in the world, especially in the age range of under 20 years old. Although it was launched in September 2016, Tik-Tok Application become the fastest growing platform in the world. The young learners prefer to the interesting features, like music, short duration, funny pictures, etc.

Because of that background, many researches was conducted related to the using of Tik-Tok Application. The first research was conducted by Nugroho and Setiyadi (2018) entitled "Aplikasi Tik-Tok sebagai Media Pembelajaran Keterampilan Bersastra". The result of this research is Tik-Tok application can be the appropriate alternative for the teacher as the interesting and fun learning medium. The second previous research was conducted by Syaifuddin, dkk (2021) entitled "Students' Perception toward the Use of Tik-Tok Video in Learning Writing Descriptive Text at MAN 1 Gresik". This research has a purpose to explain the students' perceptions of the use of the Tik-Tok Application in writing teh descriptive text. The reseults showed that the interpretation of students regarding the use of Tik-Tok application in descriptive text of learning writing was positive.

Based on the two previous researches there are a similarity and differences with this current research. The similarity is all the researchers use the same social media, that is Tik-Tok application. Whether the differences are on the research method used and the research sample. Here, the researchers use quantitative approach pre-experimental method. This research also focused on the use of Tik-Tok application to improve the English vocabularies for the young learners level.

Method

The research design used in this research is a pre-experimental research design with a quantitative approach. Creswell (2008:6) states that quantitative research is a type of educational research in which the researcher decides what to research, asks the specific, narrow question, collects quantifiable data from participants, analyze these numbers using statistics, and conducts the inquiry in an unbiased, objective manner.

This research used a pre-experimental research design in the form of a one-group pre-test and post-test design, by comparing student learning outcomes before getting treatment with after getting treatment. This research used pre-test and post-test to see the result of the treatment.

The one group pre-test and post-test design usually involve three steps: (1) administering a pretest measuring the dependent variable, (2) applying the experimental treatment X to the subjects, and (3) administering a post-test, again measuring the dependent variable. Differences attributed to the application of the experimental treatment are then evaluated by comparing the pretest and post-test scores (Ary et al, 2010: 323).

There are two hypotheses in this paper, namely, the alternative hypothesis and the null hypothesis. The following is the hypothesis formulation of this research:

1. Null hypothesis (Ho)

There is no significant difference score of students' in vocabulary before and after being taught by using the Tik-Tok application at SD Muhammadiyah 1 Tejoasri.

2. Alternative Hypothesis (Ha)

There is a significant difference score of students' in vocabulary before and after being taught by using the Tik-Tok application at SD Muhammadiyah 1 Tejoasri.

Results

There are three problems statement that have to be answered in this study, the first is about the results of students' scores before being taught using the TikTok application, the second is about the results of students' scores after being taught using the TikTok application, and the last is about the significant difference scores before and after being taught by using the Tik-Tok application.

The results of students' scores before being taught using the TikTok application

The number of items in the pretest is 20 questions given to 32 students. The pretest was conducted before teaching vocabulary using the Tik-Tok application. This test is given to determine students' vocabulary mastery before they get treatment. Data on student scores on the pretest can be seen in Table 1. The mean score of students pretest was 55.00.

Table 1. The Students' score of pretest

No.	Subject	Score Pre-Test
1	Dns	60
2	Sr	60
3	N	75
4	Kna	70
5	Kvn	55
6	Slf	60
7	Arn	60
8	Bn	65
9	Aml	70
10	Adi	85
11	Nvt	75
12	Ymn	55
13	Eel	65
14	Ihsl	55
15	Sf	65
16	Ctr	50

No.	Subject	Score Pre-Test
17	Ela	65
18	Dio	45
19	Rsky	45
20	Atl	70
21	Rf	60
22	Fhm	65
23	Alf	65
24	Dfl	50
25	Lsty	60
26	Rv	55
27	Ksh	50
28	Ary	50
29	Andr	45
30	Wf	55
31	Ltf	65
32	Nblh	70
TOTAL		Σ1760

The results of students' scores after being taught using the TikTok application

The number of items in the pretest is 20 questions given to 32 students. The post-test was conducted after teaching vocabulary using the Tik-Tok application. This test is given to determine students' vocabulary mastery after they receive treatment. Data on student scores in the post-test can be seen in Table 2. The mean score of students posttest was 86.87.

Table 2. The Students' score of posttest

No.	Subject	Score Post-Test
1	Dns	95
2	Sr	90
3	N	95
4	Kna	95
5	Kvn	95
6	Slf	90
7	Arn	90
8	Bn	100
9	Aml	95
10	Adi	90
11	Nvt	100
12	Ymn	100
13	Eel	90
14	Ihsl	75
15	Sf	80

No.	Subject	Score Post-Test
16	Ctr	75
17	Ela	95
18	Dio	60
19	Rsky	70
20	Atl	95
21	Rf	85
22	Fhm	85
23	Alf	90
24	Dfl	80
25	Lsty	85
26	Rv	65
27	Ksh	80
28	Ary	90
29	Andr	70
30	Wf	75
31	Ltf	100
32	Nblh	100
TOTAL		Σ2780

The significant difference scores before and after being taught by using the Tik-Tok application

The researcher needs to calculate the data using *paired sample t-test* through SPSS 22.0 to find out the significant difference in scores before and after being taught using the Tik-Tok application. The researcher analyzed the data to test the effectiveness of using the Tik-Tok application on vocabulary mastery by using *paired sample t-test* through SPSS 22.0. Table 3 and Table 4 show the output of the *paired sample t-test* analysis as below.

Table 3. Paired Samples Statistics

Paired Samples Statistics		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	55.00	32	15.606	2.759
	Post-test	86.88	32	10.980	1.941

The presentation of the data in table 4.4 is the appearance of students' vocabulary values before and after being taught using the Tik-Tok application. The number of students (N) in both the pretest and posttest was 32 students. The average pretest was 55.00 and the posttest average was 86.87

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Table 4. Paired Samples of T-Test

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pre-test - Post-test	-31.875	12.362	2.185	-36.332	-27.418	-14.586	31	.000

From the data presented in table 4.5, the *t-count* result is 14.586 with degrees of freedom (*df*) = 31 and a significance value (Sig. 2-tailed) 0.000. Then obtained *df* 31 with a value of *t-table* at a significance level of 5% (0.05) and the result is 2.03951. Based on statistical analysis by *t-test*, it shows that *t-table* = 2.03951 and *t-count* is 14.586, meaning that *t-count* is higher than *t-table* (14.586>2.03951).

Discussion

The research was aimed to know how the students' score before and after getting the teaching of English vocabulary using social media (Tik-Tok Application). The second purpose was to know the significant difference of students' score before and after getting the teaching of English vocabulary using social media (Tik-Tok Application). Based on the data was showed in the results part, here is the discussion for that.

The students' score from the pretest activity is 55,00. Here, there are only seven students were get the score > 70. It means that more than 50% of the students are still getting the problem with their learning in English vocabularies. Some of them said that English vocabularies are so difficult to memorize. The teacher only asks them to memorize all the English vocabularies in everyday gradually, then they are asked to mention all the previous vocabularies in front of the class without any reading. It seems so bored for them as the young learners. So that's why, the students always get difficulties in every they are asked to memorize the English vocabularies. While in the post test activity, the students score was increased, that is 86,87. This activity was done after the students get the treatments. The treatments is using the social media application that is Tik Tok. From the interview to the students, they said that they are not bored anymore when they learn about English vocabularies. Moreover, they are very curious to do it. It can be happened because in Tik- Tok application there is some features to make the viewers are interested. The features are like Musics, some body movements, also some funny pictures. The students in SD Muhammadiyah Tejosari seems so spirit when they learn an English vocabularies using Tik Tok Application. Based on that data, it can be concluded that the students' score of English vocabularies is getting an increase after implementing Tik-Tok Application in the class.

The second, The data were analyzed statistically, it can be seen that the *t_{count}* value is 14.586, while the *t_{table}* with a significant level of 5% is 2.03951. It can be concluded that *t_{count}* is greater than *t_{table}* (14.586>2.03951). This means that the alternative hypothesis (*H_a*) which states that there is a significant difference in the vocabulary mastery of students who are

taught before using the Tik-Tok application and after using the Tik-Tok application is accepted. However, the null hypothesis (H_0) which states that there is no significant difference in vocabulary mastery of students taught before using the Tik-Tok application and after using the Tik-Tok application is rejected. This means that there is a significant difference in students' vocabulary mastery before and after being taught using the Tik-Tok application in the second grade of SD Muhammadiyah 1 Tejoasri. Therefore, the Tik-Tok application is effective and recommended for use in vocabulary learning, especially in grades 4th, 5th, 6th at SD Muhammadiyah 1 Tejoasri.

Conclusion

The researchers draw several conclusions as a result of paper on the effectiveness of using the Tik-Tok application in teaching vocabulary to students in grades 4th, 5th, and 6th at SD Muhammadiyah 1 Tejoasri. The students' vocabulary mastery before being taught using the Tik-Tok application at SD Muhammadiyah 1 Tejoasri was not good because the average was 55.00. Meanwhile, the student's vocabulary mastery after being taught to use Tik-Tok application was very good, because the average was 86.87. The second, the students' vocabulary mastery is significant before and after being taught using the Tik-Tok application. This can be seen from the results of the test scores which show that the class after being treated with the Tik-Tok application media gets a higher score. Therefore, based on testing, the process of using the Tik-Tok application is effective for vocabulary mastery and it is recommended to be an alternative media used in teaching vocabulary, especially for students in grades 4th, 5th, 6th at SD Muhammadiyah 1 Tejoasri. In suggestion, please describe your recommendation for further studies regarding your research implication.

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