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## Improving Student's Vocabulary Skill Through Englishvit Program On Tik-Tok At Mts Al – Hidayah Bekasi

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### Abstrak

Penelitian ini bertujuan untuk meningkatkan penguasaan kosakata siswa dan aktivitas pembelajarannya dengan menggunakan aplikasi TikTok untuk meningkatkan penguasaan kosakata siswa di MTS Al Hidayah Bekasi. Penelitian ini menggunakan metode penelitian tindakan kelas. Berdasarkan penelitian yang dilakukan melalui metode Penelitian Tindakan Kelas (PTK), peneliti menyimpulkan bahwa penggunaan Aplikasi Tik-Tok merupakan media pembelajaran yang sangat berpengaruh dalam membantu meningkatkan penguasaan dan keterampilan kosakata Bahasa Inggris siswa kelas 8 MTS Al Hidayah Bekasi.

Kata Kunci: *Meningkatkan, Kosakata, Bahasa Inggris, Tik-Tok*

### Abstract

The purpose of this study is to improve students' vocabulary mastery and their learning activities by using the TikTok application to improve students' vocabulary mastery at MTS Al Hidayah Bekasi. This research uses action research method. Based on research conducted through the Class Action Research (CAR) method, the researcher concluded that the use of the Tik-Tok Application is a very influential learning medium in helping to improve the mastery and skills of English vocabulary in grade 8 MTS Al Hidayah Bekasi.

Keyword: *Improve, Vocabulary, English, Tik-Tok*

## INTRODUCTION

Language is a very important communication tool in human life. It is very useful for the process of communication and interaction. Human interaction, which is increasingly widespread, and penetrates territorial barriers, has encouraged humans to use universal language in the process. One of them is to use English which is known as an international language. According to Richard & Rogers (1986:5), English is the main language used by humans to communicate in various international meetings, both related to business, economic, political and cultural affairs.

Through Permendikbudristek Number 12 of 2024 concerning Curriculum in Early Childhood Education, Primary Education Level, and Secondary Education Level; The Indonesian government gave clear directions regarding the addition of English as a compulsory subject held at every level of education in Indonesia.

On the based according to Nurul Istiqoh, in the process of learning language, there are at least four aspects of skill assessment. Ashiah, (2017) First, listening skills. Second, skills in writing. Third, speaking skills. And fourth, skills in reading.

There are various ways that are considered effective to be able to increase vocabulary mastery. For example, by taking advantage of the convenience offered by today's technological advances. Including downloading social media applications that can facilitate the learning process into technology devices. Social media can be used as a tool or resource to help a person learn and understand material related to their lessons and help them become better at speaking English (Mauriza et al, 2022).

Using social media to learn English language is one method of utilizing technology to learn the language and expand the vocabulary of the English language.

On TikTok, we can find different types of videos, including those featuring lip sync, challenges, song lyrics, cooking, health, and of course, videos with English content. TikTok is the second most popular social media platform for students to learn English language, It is used by English teachers for distance learning. This shows that TikTok can be used to learn English language, help users develop their English language skills, expand their knowledge of English vocabulary, and improve vocabulary skills. (Putri, 2021)

Similar to other educational materials, TikTok offers advantages and disadvantages for students who want to improve their English language skills, especially in improving vocabulary skills. Every student views TikTok as a medium to learn English in a different way. Therefore, the goal of this study is to determine how students use TikTok to learn and improve their vocabulary skills. In this case, the researcher is interested in conducting a study entitled

"Improving Students' Vocabulary Skills through the English Visiting Program on TikTok at MTS Al-Hidayah Bekasi".

Based on the formulation of the problem, the researcher determined that the purpose of this study is to improve students' vocabulary mastery and their learning activities by using the TikTok application to improve students' vocabulary mastery at MTS Al Hidayah Bekasi.

## METHOD

The author conducted research in class VIII MTS Al-Hidayah Pondok Melati, Bekasi City, West Java. The subject of this study is grade VIII students of MTS Al Hidayah Pondok Melati, Bekasi City, West Java for the 2024-2025 academic year. In that class, there were around 32 students in class VIII.

This research uses action research method. According to Spencer Clark in his book, Action Research action research is often used by practitioners and professionals in Education to examine and improve pedagogical and learning practices (Spencer Clark et al., 2020).

In this study, the researcher also determined at least 2 (two) main variables. The 2 (two) variables are as follows Independent Variables and Dependent variables. The independent variable of this study is the use of the Tiktok application in developing English vocabulary in students. The dependent variable in this study is vocabulary mastery.

The Classroom Action Research (CAR) model that will be used for this research follows the CAR model of the expert Suharsimi Arikunto.

The researcher in this study uses the following data collection techniques:

1. Test. The test technique is used in this study in order to obtain measurement data. In this study, the researcher used the pre-test or pre-test and post-test methods.
2. Observation. In this stage, the researcher made observations with collaborators, namely English teachers in Class VIII MTS Al-Hidayah Bekasi.

The data analysis technique used in this study is descriptive statistical analysis. Descriptive statistical analysis is carried out to find the average score of students who are in accordance with the minimum standards that have been determined.

Descriptive statistical analysis is also an analysis based on the numerical values of a certain group observed. Therefore, this analysis will be carried out by analyzing quantitative and qualitative data. Quantitative data will be obtained by taking steps to take the average score achieved in the pre-test in cycle 1 and cycle 2. Meanwhile, to obtain qualitative data, it is obtained through the observation method. (Arikunto, 2010). Test result data is analyzed by calculating pre-test and post-test scores. As for getting the average score of students in the pre-test and post-test, the following formula is used:

$$\bar{X} = \frac{\Sigma X}{N}$$

Note:

$\bar{X}$  = Average Score

$\Sigma$  = Overall total

X = Score gain

N = Number of samples

$$P = x 100 \frac{\Sigma X}{N}$$

P = Presentation

N = Total number of students

$\Sigma X$  = Total number of student scores

Generally, the validity of Class Action Research (CAR) data is the same as the validity of qualitative research, namely; the validity of the actions taken is based on one point of view of the research members. Thus, the ability of researchers to interpret research results is considered more important than internal validation.

To be able to find out and collect data, researchers conduct test after test to get student achievement scores, both through pre-test, post test 1 to post test 2. The researcher also set a minimum standard for obtaining a score of 70. So that this research can be categorized as a successful action if students get a score of 70 and the level of student activity in the learning process is 70%.

## RESULT AND DISCUSSION

### Result

#### 1. Observation Results

After making observations, researchers found several problems in the teaching and learning process. All of these issues are presented in the table below.

No.	Problems
1.	When the teacher entered the classroom, the students were still busy with their activities
2.	When the teacher was about to start the teaching and learning process, some students were still chatting with some other students
3.	When teachers ask questions about learning materials, students find it difficult to answer
4.	Some students have difficulty learning English vocabulary
5.	Some students work on English vocabulary learning assignments for a long time
6.	Some students get suboptimal scores in English vocabulary tests
7.	Very few students interact actively in the process of teaching and learning English vocabulary
8.	Some students feel disinterested in English Vocabulary lessons

After identifying the problem in the field, the researcher and collaborators analyzed the problem. They decided to solve some problems that were considered urgent to be

addressed. These problems are related to students' understanding and their motivation.

These issues are presented in the table below.

Category	Problems	Indicators
Students Motivation	Some students do not feel interested in the process of learning English vocabulary	➤ They played with their pencil, pen or ruler while they were reading a text.
		➤ They frequently stopped reading and chatting with their friends about another topic.
	Students do not actively participate in discussion sessions in learning English Vocabulary	They remained silent and wrote down the answers.
	Some students very quickly experience boredom and boredom during the teaching and learning process	They gave response to the teacher's instructions unenthusiastically.
Students comprehension	Some students did not succeed in answering correctly in the given test	They misunderstood some detail information so they often made mistakes in answering the comprehension questions.
	Some students have limited English vocabulary	➤ They often asked about the meaning to their friends. ➤ They used Google translate to translate the text.
	Some students encounter difficulties in the process of memorizing English vocabulary	They frequently forgot the meaning of the words which were found in the previous text or meeting.
Teaching technique	There was limited interaction among the students and between the students and the teacher.	➤ The students did not ask help about their difficulties to the teacher, ➤ The students rarely worked in groups.

## 2. Pre-Test Data Results

Based on the results of the pre-test, it provides an overview of the students' vocabulary mastery values as follows:

No.	Name	Scores
1.	Ardiansyah Boga Saputra	30
2.	Ahmad Rafa	50
3.	Agus Riyanto	90
4.	Agustian Syaputra	90
5.	Aliya Noor Shabha	100
6.	Aira	50
7.	Alya Zavina	50
8.	Aulia Putri	50
9.	Angga	10
10.	Dani	30
11.	Dinda Aulia H.	40
12.	Erwin	70
13.	Farel	50
14.	Galih	40
15.	Irfan Azka S.	30
16.	M. Nur Dhami	50
17.	Meisya	50
18.	Natasya Fidya Putri	70
19.	Qeyzhwa A.R.	70
20.	Rifqi	90

21.	Risky Hamdani	60
22.	Rizka Chairu Nissana	90
23.	Rizky Aditia	90
24.	Salsabila Maulida	80
25.	Sahal	90
26.	Shafna A'bidan	60
27.	Sandrino Tri Safa Rini	80
28.	Syafiatul J.	50
29.	Syafira	90
30.	Syafiq Zahran Raff	60
31.	Wiranata	70
32.	Zihri	30
Total		1.960
Average		61,25

No.	Score	Frequency	Percentages
1.	<70	18	59,38%
2.	>70	14	40,63%
Total		100%	

Based on the results of the pre-test above, it can be concluded that there are 14 students who managed to get a score above 70. Meanwhile, there were 18 students who actually got a score of less than 70. This means that the majority of students still get unsatisfactory results from the pre-test carried out. Therefore, the researcher tried to use the Tiktok application as a learning medium to improve students' vocabulary mastery.

### 3. Cycles 1 Results

#### 1) Planning

At the planning stage, researchers prepare several important things that can support the teaching and learning process.

##### a. First Meeting

The first meeting took place on Friday, September 13, 2024, the meeting lasted for 2x45 minutes. The researcher is with an English teacher who acts as a collaborator. The meeting was opened by saying an opening greeting, after which the researcher checked one by one the attendance and student news according to the list of names in the absence. After that, the researcher explained about the learning material at this second meeting. This meeting was used as an opportunity by researchers to present learning video material about Vocabulary from TikTok video content by sharing the link from the learning video. Then students are given the opportunity to watch and study the learning video for 5 minutes. Then students are given the task of translating the vocabulary contained in the video into Indonesian. Finally, students were given a test in the form of questions from TikTok englishvit learning content about vocabulary as many as 10 multiple-choice questions. This second

meeting was closed with games to be able to increase students' attraction to the learning process. After the students collected their work, the researcher invited the students to participate in the Ice Breaking session as part of an effort to unravel tension and rigidity in the learning process.

a) Second Meeting

The second meeting took place on Monday, September 16, 2024. At the second meeting, the researcher opened the learning process by giving an opening greeting and checking the student's attendance list. After that, the researcher explained about the learning material at this second meeting. This meeting was used as an opportunity by the researcher. At this meeting, students were invited to correct post-test 1 given from the TikTok learning content of English about Vocabulary in the previous meeting. After correcting together, the researcher gave another explanation for the inaccuracy of the wrong answer. After the students know the results of the post-test 1 that they have done, the researcher invites students to play games so that the learning atmosphere is happy and excited.

Below is the score data obtained by students when doing post-test 1.

Table Frequency of Student Scores in Post-test 1

No.	Name	Scores
1.	Ardiansyah Boga Saputra	40
2.	Ahmad Rafa	55
3.	Agus Riyanto	90
4.	Agustian Syaputra	90
5.	Aliya Noor Shabha	100
6.	Aira	50
7.	Alya Zavina	50
8.	Aulia Putri	55
9.	Angga	30
10.	Dani	40
11.	Dinda Aulia H.	50
12.	Erwin	70
13.	Farel	60
14.	Galih	60
15.	Irfan Azka S.	40
16.	M. Nur Dhami	60
17.	Meisya	60
18.	Natasya Fidya Putri	70
19.	Qeyzhwa A.R.	70
20.	Rifqi	90
21.	Risky Hamdani	60
22.	Rizka Chairu Nissana	100
23.	Rizky Aditia	90
24.	Salsabila Maulida	90
25.	Sahal	90
26.	Shafna A'bidan	60
27.	Sandrino Tri Safa Rini	80

28.	Syafiatul J.	60
29.	Syafira	90
30.	Syafiq Zahran Rafif	60
31.	Wiranata	70
32.	Zihri	40
Total		2.120
Average		66,25

No.	Score	Frequency	Percentages
1.	<70	18	59,38%
2.	>70	14	40,63%
Total			100%

Based on the results of post-test 1, the researcher presented data in the form of the highest score that a student was able to obtain was 100 and the lowest score was 30.

## 2) Observation

The results of the observations made on student learning activities are as follows:

No.	Name	Student Learning Indicators			
		Paying Attention to Explanations from Teachers	Ask or Answer to the Teacher	Active in Learning	Doing Assignments Given by the Teacher
	Ardiansyah Boga Saputra	✓			✓
	Ahmad Rafa	✓			✓
	Agus Riyanto				✓
	Agustian Syaputra	✓			✓
	Aliya Noor Shabha	✓		✓	✓
	Aira				✓
	Alya Zavina	✓			✓
	Aulia Putri		✓	✓	✓
	Angga		✓	✓	✓
	Dani	✓			✓
	Dinda Aulia H.	✓	✓	✓	✓
	Erwin	✓			✓
	Farel	✓		✓	✓
	Galih		✓		✓
	Irfan Azka S.	✓			✓
	M. Nur Dhami	✓	✓		✓
	Meisya		✓		✓
	Natasya Fidya Putri			✓	✓
	Qeyzhwa A.R.	✓	✓		✓
	Rifqi	✓		✓	✓
	Risky Hamdani	✓			✓
	Rizka Chairu Nissana				✓
	Rizky Aditia			✓	✓
	Salsabila Maulida	✓		✓	✓
	Sahal	✓	✓	✓	✓
	Shafna A'bidan				✓

	Sandrino Tri Safa Rini	✓	✓		✓
	Syafiatul J.		✓	✓	✓
	Syafira	✓		✓	✓
	Syafiq Zahran Raff	✓		✓	✓
	Wiranata	✓	✓		✓
	Zihri		✓	✓	✓
	Total	22	12	14	32

No.	Student Activities	Frequency	Percentage
1.	Paying Attention to Explanations from Teachers	22	68,75%
2.	Ask or Answer to the Teacher	12	37,5%
3.	Active in Learning	14	43,75%
4.	Doing Assignments Given by the Teacher	32	100%
Installment Presentase			62,50%

From the results of the data in cycle 1, in the first and second meetings there were 22 students (68.75%) who paid attention to the explanation from the teacher, 12 students (37.5%) who actively asked and answered questions from the teacher, and there were 14 students (43.75%) who were active in the learning process, and all students (100%) students who did the assignment given by the researcher. The overall percentage of the learning and teaching activity process in the first cycle was 62.50%.

### 3) Reflection

In this phase, the researcher tries to analyze students' achievements and progress in the process of learning and teaching English vocabulary mastery based on the ice score achieved. The researcher also discussed whether the results of the actions in this cycle can be continued in the next cycle or not. From the observation of the researcher, there was a progress in the achievement of the students in post-test 1 compared to the pre-test, but the average score that the students in cycle 1 had not reached the Minimum Standard criteria. So that the first cycle 1 action has not had a significant impact on the development of student achievement. Therefore, the researcher concluded, the action must be continued in cycle 2.

### 4. Cyles 2 Results

#### 1) Planning

Based on the results of the test conducted in cycle 1, there are still many shortcomings in the form of some students who have difficulty understanding the material. So the researcher prepared a new learning plan, namely providing the next post test and final evaluation.

#### 2) Action

##### a) First Meeting

In this meeting, the researcher started by checking student attendance based on attendance. Then ask for news and motivate the students to increase their enthusiasm in

learning. In this meeting, the researcher focused on providing an overview of the results of student achievement on the post-test in the previous meeting. The researcher also conveyed what are the shortcomings that need to be corrected, and what are the advantages of the students that can be used to increase motivation again in the process of learning English vocabulary. After that, the researcher gave students an assignment to watch English vocabulary learning content on englishvit's TikTok application which was different from the previous meeting. After that, the researcher gave practice questions as many as 10 multiple-choice questions and essays on vocabulary material based on the TikTok englishvit learning content watched at the next meeting. The questions given by the researcher will be corrected together at the next meeting.

b) Second Meeting

In this meeting, the researcher invited students to interact and reflect on what points students got after watching TikTok learning content on the englishvit account. The researcher also said that this meeting was the end of the researcher's experiment through TikTok learning media. The researcher also tries to convey that whatever results students get, it can be a motivation to be more enthusiastic in an effort to improve their mastery of English vocabulary. After that, the researcher invited students to jointly correct the assignment given by the researcher in the previous meeting. The researcher also tried to explain if there were inappropriate student answers and corrected them. Finally, the researcher will convey the final results of the student achievement score based on the assignments given by the researcher.

The results of the student achievement score in the 2nd post test given by the researcher are as follows:

Table Frequency of Student Scores in Post-test 2

No.	Name	Scores
1.	Ardiansyah Boga Saputra	60
2.	Ahmad Rafa	70
3.	Agus Riyanto	95
4.	Agustian Syaputra	90
5.	Aliya Noor Shabha	90
6.	Aira	70
7.	Alya Zavina	70
8.	Aulia Putri	80
9.	Angga	60
10.	Dani	70
11.	Dinda Aulia H.	70
12.	Erwin	80
13.	Farel	70
14.	Galih	60
15.	Irfan Azka S.	60

16.	M. Nur Dhani	80
17.	Meisya	80
18.	Natasya Fidya Putri	90
19.	Qeyzhwa A.R.	90
20.	Rifqi	100
21.	Risky Hamdani	70
22.	Rizka Chairu Nissana	100
23.	Rizky Aditia	100
24.	Salsabila Maulida	100
25.	Sahal	100
26.	Shafna A'bidan	80
27.	Sandrino Tri Safa Rini	90
28.	Syafiatul J.	70
29.	Syafira	90
30.	Syafiq Zahran Raff	80
31.	Wiranata	90
32.	Zihri	60
Total		2.565
Average		80,15

No.	Score	Frequency	Percentages
1.	<70	5	15,6%
2.	>70	27	84,4%
Total			100%

Based on the results of post-test 1, the researcher presented data in the form of the highest score that a student was able to obtain was 100 and the lowest score was 50.

### 3) Observation

The results of the observation of the 2nd cycle showed that the achievement indicators in student learning were higher than the 1st cycle.

No.	Name	Student Learning Indicators			
		Paying Attention to Explanations from Teachers	Ask or Answer to the Teacher	Active in Learning	Doing Assignments Given by the Teacher
	Ardiansyah Boga Saputra	✓	✓	✓	✓
	Ahmad Rafa	✓	✓	✓	✓
	Agus Riyanto	✓	✓		✓
	Agustian Syaputra	✓	✓	✓	✓
	Aliya Noor Shabha	✓	✓	✓	✓
	Aira		✓	✓	✓
	Alya Zavina	✓			✓
	Aulia Putri	✓	✓	✓	✓
	Angga	✓	✓	✓	✓
	Dani	✓	✓	✓	✓
	Dinda Aulia H.	✓	✓	✓	✓
	Erwin	✓			✓

	Farel	✓		✓	✓
	Galih	✓	✓	✓	✓
	Irfan Azka S.	✓			✓
	M. Nur Dhani	✓	✓		✓
	Meisya	✓	✓		✓
	Natasya Fidya Putri			✓	✓
	Qeyzhwa A.R.	✓	✓		✓
	Rifqi	✓	✓	✓	✓
	Risky Hamdani	✓	✓		✓
	Rizka Chairu Nissana	✓	✓	✓	✓
	Rizky Aditia	✓		✓	✓
	Salsabila Maulida	✓		✓	✓
	Sahal	✓	✓	✓	✓
	Shafna A'bidan	✓		✓	✓
	Sandrino Tri Safa Rini	✓	✓	✓	✓
	Syafiatul J.	✓	✓	✓	✓
	Syafira	✓		✓	✓
	Syafiq Zahran Raff	✓		✓	✓
	Wiranata	✓	✓	✓	✓
	Zihri		✓	✓	✓
Total		29	22	24	32

No.	Student Activities	Frequency	Percentage
1.	Paying Attention to Explanations from Teachers	29	90,62%
2.	Ask or Answer to the Teacher	22	68,75%
3.	Active in Learning	24	75%
4.	Doing Assignments Given by the Teacher	32	100%
Installment Presentase			83,59%

From the results of the data in cycle 2, in the first and second meetings there were 29 students (90.63%) who paid attention to explanations from the teacher, 22 students (68.75%) who actively asked and answered questions from the teacher, 24 students (75%) who were active in the learning process, and 32 (100%) students who did the assignments given by the teacher. The overall percentage of the learning and teaching activity process in the first cycle was 83.59%.

The teacher also noted that based on the actions in cycle 2, most students began to follow the learning well.

#### 4) Reflection

Based on the results of the observation of the learning process in cycle 2, the researcher concluded that some students were able to receive the material more clearly and most students also began to pay more serious attention to the teacher. In the 2nd cycle, students also get an increase in their scores in the learning process. So it can be concluded that cycle

2 has succeeded in improving the learning and mastery of English vocabulary through video learning media on the Tiktok application for students.

### Discussion

The researcher assumes that teaching using the Tik-Tok application can make it easier for students to enrich their English vocabulary, make it easier for students to practice using English vocabulary, make sentences and develop ideas. Based on the description of the practice in cycle 1 and cycle 2, it shows an increase after using the logging media in the Tik-Tok application.

#### 1) The Result of Post Implementations of The Action

The following is a recapitulation of data based on student scores in doing the pre-test to the 2nd post-test in the learning and teaching process.

No.	Name	Pre-test	Post-test 1	Post-test 2
1.	Ardiansyah Boga Saputra	30	40	60
2.	Ahmad Rafa	50	55	70
3.	Agus Riyanto	90	90	95
4.	Agustian Syaputra	90	90	90
5.	Aliya Noor Shabha	100	100	90
6.	Aira	50	50	70
7.	Alya Zavina	50	50	70
8.	Aulia Putri	50	55	80
9.	Angga	10	30	60
10.	Dani	30	40	70
11.	Dinda Aulia H.	40	50	70
12.	Erwin	70	70	80
13.	Farel	50	60	70
14.	Galih	40	60	60
15.	Irfan Azka S.	30	40	60
16.	M. Nur Dhani	50	60	80
17.	Meisya	50	60	80
18.	Natasya Fidya Putri	70	70	90
19.	Qeyzhwa A.R.	70	70	90
20.	Rifqi	90	90	100
21.	Risky Hamdani	60	60	70
22.	Rizka Chairu Nissana	90	100	100
23.	Rizky Aditia	90	90	100
24.	Salsabila Maulida	80	90	100
25.	Sahal	90	90	100
26.	Shafna A'bidan	60	60	80
27.	Sandrino Tri Safa Rini	80	80	90
28.	Syafiatul J.	50	60	70
29.	Syafira	90	90	90
30.	Syafiq Zahran Raff	60	60	80
31.	Wiranata	70	70	90
32.	Zihri	30	40	60
Total		1.960	2.120	2.565

Average	61,25	66,25	80,15
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Interval	Pre-test		Post-Test 1		Post-Test 2	
	F	P	F	P	F	P
<70	18	59,38%	17	53,12%	5	15,6%
>70	14	40,63%	15	46,87%	27	84,4%

There was a growth in students who scored above 70, starting from pre-test of 40.63%, Post-Test 1 of 46.87% to Post-Test 2 of 84.4% of students who managed to get a score above 70. This means that the research practice carried out by the researcher can stop in the 2nd cycle because 84.4% of students have achieved a score according to the minimum criteria, which is >70.

## 2) Observation Results of Student Learning Process

Based on the results of observations on the process of student learning activities, we can see from the table below:

No.	Student Activities	Cyle 1	Cyle 2	Increased
1.	Paying Attention to Explanations from Teachers	68,75%	90,62%	22,13%
2.	Ask or Answer to the Teacher	37,5%	68,7%	31,2%
3.	Active in Learning	43,75%	75%	32,25%
4.	Doing Assignments Given by the Teacher	100%	100%	-
Average		62,50%	83,58%	28,53%

Based on the table above, it can be concluded that there is an increase in student learning activities. Students who pay attention to the teacher when explaining increased from 68.75% to 90.62%. Students who were active in asking and answering teachers' questions increased from 37.5% to 68.7%. In addition, students who are active in the entire learning process also increased from 43.75% to 75%. Meanwhile, students who do assignments from teachers consistently stay at 100%.

## CONCLUSION

Based on research conducted through the Class Action Research (CAR) method, the researcher concluded that the use of the Tik-Tok Application is a very influential learning medium in helping to improve the mastery and skills of English vocabulary in grade 8 MTS Al Hidayah Bekasi. In cycle 1, maybe the students are still adapting to new learning methods in the English vocabulary learning process. But in the 2nd cycle, students begin to adapt and habituate. So that there is a lot of increase in achievement scores from each exam given by teachers. The increase is greatly influenced by the video learning media from the Tik-Tok application which contains English vocabulary learning.

In addition to providing an improvement in learning outcomes, learning media through videos from the Tik-Tok application is also a teaching method that is able to increase student

participation, activeness and motivation in the learning process of mastery and improvement of English vocabulary.

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