

## Modernisation in Teaching Adjective Vocabulary in Digital Era: Is Tiktok Effective to Use?

Sekar Ayu Sukmawati<sup>1\*</sup>, Faiza Hawa<sup>2</sup>, Siti Musarokah<sup>3</sup>

<sup>1,2,3</sup>Universitas PGRI Semarang, Indonesia

\* [sekarayusukmawati@gmail.com](mailto:sekarayusukmawati@gmail.com), [faizahawa@upgris.ac.id](mailto:faizahawa@upgris.ac.id), [sitimusarokah@upgris.ac.id](mailto:sitimusarokah@upgris.ac.id)

### Abstract

Today's technology is becoming more complex, which is advancing the field of education. Teachers can use a variety of online educational platforms as new learning media strategies for their students. Students' enthusiasm for learning can be increased by using educational media like the TikTok app. This paper aims to know how effective of using TikTok application in teaching adjective vocabulary is. the data of this research was taken from the test given to seventh-grade students of junior high school. This research was design as pre- experimental research. The finding showed that there is an increase in mastering adjective vocabulary of students who were taught using TikTok. It indicated that TikTok can be an alternative media for teaching and learning vocabulary due to its educative contents.

**Keywords:** adjective, vocabulary, TikTok

### Introduction

English is an international language in the world. To learn English students' can began from reading and listening. Reading helps you concentrate, remember things, show empathy, and communicate better. Students' who listen well can learn many words, phrases, and sentences that are useful as well as develop good pronunciation (Listyaningsih, 2017). Reading and listening is an essential part of learning English, which can assist us in learning new words or expanding our vocabulary. They are also elements examined in the IELTS exam, and it is very important in the importance acquisitions of words or sentences in everyday life.

Students in 7<sup>th</sup> grader learn how to be create text. One of the texts the students learn is descriptive text. Descriptive text is a text about describing a thing, someone, or place. One of the components to be able to write descriptive text is by mastering adjective vocabulary. Based on the observations made by the researcher in 7<sup>th</sup> grader, students are still confused about how to differentiate between verb, adjective, noun, and adverb. Therefore, the researcher focused on adjective vocabulary to prepare them to be able to write descriptive text. Nowadays students are engaged verywell in technology. Then, the researcher used technology as a medium for teaching adjective vocabulary. To learn English, students can began by learning with things they always use, one of which is the gadget. Technology makes our life easier and all conceivable sectors, including the realm of education, are affected by technology. Raja & Nagasubramani (2018) mentioned the use of technology can be an influence on how well students' learn English as a global language. It means that technology affect students' enthusiasm in learning English. One way to develop reading and listening skills is reading the most recent English-language news, articles, journals, papers, social media like Youtube, Instagram, TikTok, or anything else that can be used to learn English. Our daily lives are always intertwined<sup>3</sup> with social media, and by reading and listening something connected to English on social media, we may optimize our capacity to expand our vocabulary. According to Huffman & Hahn (2015), applications for mobile learning, or m-learning, are expanding quickly, and it is critical to include human cognitive concepts in those applications. In

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short, we can improve our reading and listening skills through social media and learn through English-based content. The students just log in their social media, find the account with English-based content and enjoy they can read and listen to anything related to English learning.

In Indonesia, many Junior High Schools have main problems in learning English; one of them they is that still have lack of vocabulary. According to Ichara Sinta (2022), improving reading and listening skill can began from learning adjectives vocabulary because adjective is usually used to communicate with other. Adjectives can be used by students when they want to describe someone, choose objects, tell situations, and so on. This is also used to prepare the students' 7<sup>th</sup> grader of Junior High School to be able to create descriptive text. Descriptive text is already written in lesson plan for 7<sup>th</sup> grader. Therefore, the reseacher gives solution to improve students' mastery in adjective vocabulary by applying the technology commonly used by students'. It is called TikTok. TikTok is social media containing with video sharing social networking platform. Students can use TikTok to develop their adjectives vocabulary, pronunciations, and so on. TikTok helps students in developing adjectives vocabulary. Some English accounts on TikTok show and share how to learn English with fun. Students can also learn English from the sites through those quick videos of native English speakers (Ferstephanie & Lady Pratiwi, 2022). There are two types activities students' always do whenever they log in their TikTok account. The First, they want to kill their time by viewing something that makes them happy. The Second, they look for knowledge or education-related information. Now almost all students have TikTok account and can spend their time by just scrolling their TikTok.

Content creators use TikTok to create videos with English explanations, to give students with knowledge outside of the classroom through quick and easy-to-understand explanations like grammar, idioms, new vocabulary, correct pronunciation, part of speech, and so on. Their contents can be useful for students' to increase their adjectives vocabulary. By combining TikTok and activity-based learning can potentially urge students' learn more about English, in this case, Descriptive Text.

According to the We Are Social research, as cited by Monavia Ayu Rizaty (2022), every month, 1.4 billion people use TikTok. TikTok has 99.1 million active users. Indonesia is in the second place behind the United States. Indonesian users of TikTok access the app for 23.1 hours on average each month.

Figure 1. The Active Users of TikTok in the World



From the data above, TikTok is widely used in Indonesia. The content on TikTok can make students easier to learn their adjectives vocabulary. TikTok can be used by teachers as a media to teaching English in order to make students have interest and different experience in learning English. Students can use TikTok as a time killer in their spare time, and it can also be used as fun and easy learning application in education. This motivates the resarcher to examine the use of TikTok as an enhancer of learning English adjectives vocabulary instead of using books. Thus, the researcher will investigate for its effective usefulness in enhancing students adjectives vocabulary in English.

Some researchers concerning about TikTok have been discussed by some researchers. Those studies are

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focussing on using Tiktok to improve students' vocabulary (Herlisya & Wiratno (2022); Having good speaking English through TikTok application, Zaitun et al., (2021); TikTok as media to enhancing the speaking skills of EFL student's, Alghameeti (2022); TikTok an effective technology tool in English vocabulary expansion?, Sofeny et al., (2022); Boosting the English vocabularies of young learners through TikTok application in digital era, Atikah Mazlan et al., (2021); Is TikTok as a media to enhance students' vocabulary : A review). in this research, the researchers broaden the focus of the research on how effective Tiktok is to improve adjective vocabulary. The researchers limited the focus only on adjective; and this is what makes this research different from previous ones.

## Literature Review

To (Herlisya & Wiratno, 2022), The Tik Tok application is an application to create and share various short videos in vertical format, which is played by simply scrolling the screen up or down. In the world of education, teachers and students both have an important role in learning. The way a teacher is expected to be able to create enjoyable teaching methods so as to make students feel enthusiastic and interested during the learning process. The use of the TikTok application can certainly be a new strategy in learning by teachers for their students.

To (Zaitun et al., 2021), TikTok as media to enhancing the speaking skills of EFL students. The purpose of this research is to find out whether improving students speaking skills involves utilizing the TikTok app to tell a story about someone, something, or anywhere you want to describe. The participants in the study were 36 students from class VIII H at SMP Negeri 164 in Jakarta. The approach employed is a descriptive qualitative method that integrates classroom action research tools. The Pre-Test was administered in one session, while the Post-Test was administered in two sessions. The findings showed that using the TikTok app as a speaking platform could give students more possibilities to freely express themselves while also increasing their comfort level while speaking in English.

To (Atikah Mazlan et al., 2021), TikTok as a medium to enhance pupils' vocabulary : A review. Along with the global trend, TikTok users have increased in number in Malaysia. TikTok does have a good side, especially to the younger generation, despite some adults' claims that it can have a harmful impact on its users. Due of the pandemic, Malaysian teachers began using TikTok into their offline courses in 2020. One illustration of the hybrid learning enrich virtual technique is TikTok. Because students' will enjoy making their videos, it can be used as a project-based learning activity. The aim of this essay is to determine TikTok's use as a tool for teaching English to students'. Researchers discovered that using the TikTok app does aid in getting students' interested in the teachings from prior research, particularly in terms of vocabulary development. The results of this research may thus motivate teachers to use TikTok and other social media platforms as a teaching strategy to aid students' in learning the English language. There has been a revolution in communications and technology, and all indications point to ongoing usage of information technology and technical innovation. The results of this research suggest that TikTok can pique students' interest and motivate them to learn English, which inspire teachers to use TikTok and other social media platforms as part of their teaching tactics to help students improve their English language skills. The research was carried out using a descriptive qualitative technique and classroom action research. This research's similarity with the previous studies above is using TikTok applicaton as the research's topic. The difference is, in previous research only studied vocabulary in general, while in this research the researcher instructed students' to learn adjective vocabulary. Adjectives vocabulary are words used to describe things, people, and situations. Students' can learn English using TikTok as an alternative learning media to make it more enjoyable and easy to understand, especially when learning adjectives vocabulary.

## **Teaching Media**

According to Adam & Syastra (2015), teaching materials include anything that facilitates learning objectives and the delivery of information to students physically and technologically applications. The facilities used be adapted to the learning context to facilitate the delivery and learning objectives effectively and efficiently. That means all tools, whether traditional or modern, that can assist teachers in conveying learning materials to students more easily teaching media.

The use of teaching media helps students learn English in a more interesting and enjoyable way, which boosts their interest in the subject and makes it simpler for them to understand what their teachers are saying. According to Bolla, (2014), the usage of media in the educational system will make teaching and learning more thorough and simple. According to this statment, educational media improves and increases the effectiveness of learning, enabling students to learn English more effectively and creatively.

## **TikTok in teaching media**

TikTok is a popular social media site, especially with people between the ages of 13 and 24 (Basch et al., 2022). TikTok has many interesting features, the features are users can add is music, filter, live, comment, share videos, and others. TikTok uses audio-visual media that makes this application attractive in terms of images and videos that users can enjoy. Teachers may certainly use the TikTok application to create different English learning experiences that will help to inspire their students' interest in learning the language. The introduction to vocabulary conveyed by creators can be in the form of grammar, verbs, adverbs, nouns, or adjectives. Adjectives are used to describe the nature or state of people, things, or animals, therefore users who are between the ages of 13 and 24 can begin learning English by knowing them first. Videos made by creators regarding English can be used as a support in practicing English quickly. Teachers may certainly use the TikTok application to create different English learning experiences that will help to inspire their students' interest in learning the language.

## **Teaching adjective vocabulary in Junior High School**

According to Ilinawati & Dharma (2019) vocabulary is essential element to construct sentence. Communication, conceptual growth, and academic performance all depend on adjectives. (Davies et al, 2023). Adjectives are a good to start while learning vocabulary, adjectives are also employed to give information about pronouns. In order to prevent confusion among junior high school students' learning English, the researcher decided to employ adjective vocabulary. Adjectives are functionally classified as follows (Farinde & Omolaiye, 2021) :

- Number (N) e.g one, six, third, fifth etc.
- Attributes (A) e.g. beautiful, ugly, elegant, poor, rich, experience, extravagant etc.
- Size/weight (s/w) e.g. including height and weight, such as big, giant, little, little, heavy, and light. etc.
- Age (A) e.g. factor that can include new, young, old, modern, ancient, archaic, obsolete, outdated, and other categories.
- Shape (S) e.g. fat, thin, lanky, stout, slim, round, circular, rectangular, oblong etc.

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- Colour (C) e.g. red, white, black, dark, yellow, dark-skinned, fair-skinned, light, fair blonds etc.
- Nationality/Origin (N/O) e.g. Nigerian, Italian, Japanese, Ghanaian, American etc.
- Nouns used as adjectives (N) e.g. leather, silk, sports, cotton, metal etc.

## Method

For this research, the researcher employed a pre-experimental research design. According Sugiyono, (2018) defines a pre-experimental design as one in which only one group or class is subjected to pre- and post-testing. The one group pretest and posttest design used in this study lacked a control or comparison group. It seeks to collect accurate data in line with the research goals. 35 students in 7<sup>th</sup> grader who participated in the research were recruited from SMP Negeri 1 Bangsri Jepara. Pre- and post-test was done in this research with just one group. In this study, there was only one experimental group and no control group. According to Los, n.d. (2003), Subjects are not randomly assigned to groups, and there are no other methods of controlling irrelevant variables in Pre-experimental designs. The researcher created this one group, no comparison pre- and posttest design, it will be used for one group only. The aims of the Pre-Test to determine the knowledge of student understanding of adjectives and what should be evaluated. TikTok is a treatment used to help students' mastering adjectives. Students' will take a post-treatment test from the researcher to measure how students' adjective mastery. The subject of this research was the 7<sup>th</sup> grader students of SMP Negeri 1 Bangsri in the academic year 2023/2024 and the number of samples are 35 students from VIIA as experiment class.

## Finding and Discussion

In the research findings, the researcher wanted to know if there was a significant difference before students use TikTok application as a medium and after students use TikTok application as a medium to boosting adjective vocabulary students.

### 1. Students' adjective vocabulary mastery before being taught with TikTok application

Students who were taught before using TikTok application was VIIA. The researcher gave a Pre-test by having students 20 multiple choice questions in 30 minutes. The validity and reliability test findings on the pre-test instrument were obtained using SPSS 25 software. According to the use of a r table and the formula ( $df=(N-2)$ ), which indicates that ( $35-2 = 33$ ) and the significance of 33 in a r table is 0.3338, the results of this validity test can be stated to be valid. if the findings of the r table are more than 0.3338, the results are considered valid. the results of the calculation of the correlation coefficient on the students on the pre-test instrument results showed that there were 10 students who showed not valid results. It can be seen that there are still students who are still lacking in understanding vocabulary adjectives in English. Therefore, treatment is needed to increase the vocabulary of the students by using an application that they usually use every day, TikTok.

### 2. Students' adjective vocabulary mastery after being taught with TikTok application

TikTok application was taught on students VIIA. The researcher gave a Post-test by having students 20 multiple choice questions. It was done by the students in 30 minutes. Utilizing SPSS 25 software, the validity and reliability test findings on the post- test instrument were obtained after research in class VIIA utilizing the post- test instrument. The conducted post- test has the same relevance as the pre- test, and the questions have the same meaning as the pre- test. According to the usage of r table and the calculation ( $df (N-2)$ ), which equals ( $35-2 = 33$ ), the

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results of this validity test can be stated to be valid. The significance of 33 in r table is 0.3338. If the findings are  $> 0.3338$ , the results indicates that students who were initially not valid in the pre- test, now can be valid based on the findings of calculating the correlation coefficient for students on the post-test instrument. As a result, after using the TikTok application as a treatment for students, there was an increase adjective vocabulary mastery.

3. How is the effectiveness of TikTok to boost students' adjective vocabulary mastery of 7<sup>th</sup> grader?

Table 1. Paired Samples Statistics

		Me an	N	Std. Deviasi on	Std. Error Mean
P a i r 1	PRE TEST	64. 42 86	35	18.659 94	3.15411
	POST TEST	79. 85 71	35	6.4723 1	1.09402

From the results of the test students, the researchers used paired sample test to find out the result. Based on the table students scores increased from 64 to 79 after using the the TikTok application, it can be indicated that using TikTok was effective. Use of TikTok application can be used continuously as a learning medium to increase students' adjective vocabulary in a more enjoyable way.

4. Is there a significant difference in students' of 7<sup>th</sup> graders before and after taught TikTok as a media in teaching adjective?

One of the most well-known and often used statistical tests is the paired samples t-test, which is logically and quantitatively equal to the one sample t-test carried out on paired differences (Derrick et al., 2017). The researcher did a paired samples test to determine how effective the use of the TikTok application was in improving students improve their adjective vocabulary mastery. The test aimed to determine the significance before and after taught with TikTok application as a learning medium for students in learning English. The results of the paired samples test, which the researcher conducted with the use of SPSS type 25 software, are shown in Tables 4.5 and 4.6. In the group statistics table, it can be concluded that the average in the pre-test class is 64.4286, while in the post-test class it is 79.8571. It can be concluded that before using the TikTok application as a treatment, VIIA students' scores in understanding adjective vocabulary were still quite low, after using the TikTok application treatment, the average student could increase by 79.8571, this can be proven and seen in the group statistics table above.

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Table 2. Paired Samples Test

Pair	Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
1 PRE TEST - POST TEST	-15.42857	16.90681	2.85777	-21.23626	-9.62088	-5.399	34	.000

## Conclusion

Based on the findings of the test, to find out the results of the test, the researchers have 20 multiple choice for respondents chosen by cluster sampling. After the respondents answered the questions, the researchers introduced a TikTok application for the students in the classroom. Students feel that the the videos in TikTok can make students think that learning vocabulary is easily with TikTok application. After treatment the researchers gave students post-test to know the significant adjective vocabulary mastery.

The students' adjective vocabulary mastery of those who were taught before and after with TikTok application as the potential medium learning English of class VIIA SMP Negeri 1 Bangsri for the 2023/2024 academic year is acceptable when the mean pre- test and post- test score are compared. A pre- test score with a mean of 64.4286 and a mean value of post- test is 79.857. The result shown that students' use of TikTok application can improve their adjective vocabulary mastery, and there is a significant differences before and after the pre- test and post- test.

The result of this research indicates that TikTok application are one of the tools that most effective strategies for improve students' adjective vocabulary mastery. Overall, the result of this research conducted by the researcher have significant impacts. Students can understand of adjective vocabulary and solve problems involving adjectives.

There is a significant differences in students' before and after taught with TikTok application through the pre- test and post- test. Where for the pre- test itself, there were still many students who got less than maximum score, and when they had been taught with TikTok application as potential learning medium they had a significant difference scores in the post- test. This media can improve students' adjective vocabulary mastery.

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