

**Educational TikTok Videos to Improve Students' Vocabulary: A
Quasi-Experimental Design at SMPN 18 Semarang**

THESIS

Submitted in Partial Fulfillment of the Requirements for Gaining the
Degree of Bachelor in English Language Education



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is purely my own work. I am responsible for the content of this thesis. The opinions
and findings of other authors in this thesis are quoted or cited based on ethical standards.

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RATIFICATION



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MOTTO

“Believe in yourself, and don’t let anyone bring you down. Negativity doesn’t exist, it’s all about positivity.”
-Mark Lee

ABSTRACT

Naely Silvia Najwa. 2103046126, 2025, Educational TikTok Videos to Improve Students' Vocabulary: A Quasi-Experimental Design at SMPN 18 Semarang, Thesis, English Education Department, Universitas Islam Negeri Walisongo Semarang. Advisor: Vina Darissurayya, M. App Ling.

This study explores the effectiveness of educational TikTok videos in enhancing junior high school students' English vocabulary at SMP Negeri 18 Semarang. Using a quasi-experimental design with a pre-test and post-test control group, 65 students were involved: 33 in the experimental group using TikTok and 32 in the control group using conventional methods. Vocabulary improvement was measured through form, use, and meaning. The Mann-Whitney U test revealed a significant difference ($p = 0.002$), supporting the alternative hypothesis that TikTok positively affects vocabulary acquisition. The effect size ($r = 0.4$) indicated a moderate but meaningful impact. Students using TikTok showed greater engagement, enthusiasm, and retention. However, factors like instructional design and motivation also played important roles. The findings suggest that TikTok, when used strategically, can be an effective supplementary tool for vocabulary learning. Future studies should investigate long-term retention and assess the impact of various types of TikTok content on learning outcomes.

Keywords: *TikTok, Vocabulary Improvement, Quasi-experimental design, English learning.*

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CHAPTER I

INTRODUCTION

A. Research Background

Vocabulary acquisition is fundamental to language learning, serving as a foundation for oral and written communication. A strong vocabulary allows students to express their thoughts clearly, understand text effectively, and engage in meaningful conversations. However, students frequently encounter difficulties due to their limited vocabulary in English. Students who have a limited vocabulary may find it difficult to follow grammar rules, pronounce words correctly, pay attention in class, and forget new words easily (Ivan et al., 2020). This presents a significant obstacle, particularly for junior high school students who are only beginning to develop their language abilities.

Vocabulary serves as the basic foundation for learning English, as it allows students to understand texts, listen effectively, and communicate fluently. A strong vocabulary foundation not only improves language skills, allowing students to express their thoughts and ideas more clearly, but also significantly increases their confidence in using English in a variety of contexts. In today's modern education system, English language proficiency is increasingly important as a

global lingua franca. Vocabulary mastery plays an important role in academic success. The importance of this is underscored by the fact that a rich vocabulary improves critical thinking and comprehension skills, allowing students to engage more deeply with a variety of material. Therefore, educators must explore innovative and engaging teaching methods and media to support students in expanding their vocabulary in an effective and accessible way. By combining technology and collaborative learning experiences, teachers can create a more interactive environment that not only makes vocabulary learning fun but also encourages students to take ownership of their language development. By combining interactive and student-centered approaches, teachers can create a more dynamic and responsive learning atmosphere that fosters vocabulary development and prepares students to thrive in an increasingly interconnected world.

Modern and interactive learning media play an important role in improving vocabulary mastery by making the learning process more interesting and effective. Traditional teaching methods, such as rote memorization and textbook-based learning, are often considered monotonous, leading to decreased student interest and retention. In contrast, visually engaging and interactive tools, such as videos, images, and digital applications, provide dynamic, contextual learning experiences that help students understand new words more

effectively. Research has shown that students remember vocabulary better when it is presented through engaging content rather than static material. Additionally, technology-based learning allows students to learn at their own pace, revisit content as needed, and experience language in real-world contexts. By incorporating interactive media into vocabulary instruction, educators can create a more stimulating and effective learning environment that supports long-term retention and language proficiency.

Social media platforms like TikTok have transformed into powerful educational tools, particularly in enhancing English language skills. Through engaging short videos and personalized content recommendations, TikTok offers students an interactive and enjoyable way to learn independently, catering to their specific interests and learning preferences. By engaging with content from language influencers and educational creators, students gain exposure to authentic language use, enabling them to acquire new vocabulary, understand idiomatic expressions, and improve pronunciation naturally. Additionally, TikTok's interactive features encourage active participation, as students can create their content, join language challenges, and engage with peers through comments and discussions. As educators continue to explore the platform's potential, they can strategically integrate TikTok into language instruction, guiding students in

utilizing it as a valuable supplementary tool to enhance their vocabulary development and overall language proficiency. A study found that over 95% of respondents had a positive perception of using TikTok to learn English (Wulandari & Mandasari, 2023). Additionally, other research indicates that TikTok significantly aids vocabulary acquisition, particularly by exposing students to everyday language and contemporary trends (Fauziah et al., 2023).

Despite the well-recognized importance of comprehension in English language learning, a significant gap remains between conventional teaching approaches in schools and the use of modern technology in students' everyday lives. Traditional teaching methods can often be repetitive and fail to actively involve students, which may result in decreased motivation and interest in learning. Many students struggle to focus and stay engaged when lessons depend exclusively on textbooks, memorization, and teacher-led instruction (Huang & Liu, 2024). Audio-visual media can enhance vocabulary acquisition and boost students' motivation in English language learning by making lessons more engaging and interactive (Marpaung & Pulungan, 2024). One of the most popular social media platforms, TikTok, serves as an effective learning medium, offering short, visually appealing, and context-rich videos that expose students to real-life language use. Many students actively use TikTok as part of their regular digital

consumption. However, its potential as an educational tool has not been fully exploited, especially in junior high school settings. Despite its widespread popularity, TikTok has not been systematically incorporated into formal learning strategies, leaving untapped opportunities to explore its effectiveness in improving students' language skills. Given its interactive nature and ability to present engaging and concise content, TikTok has the potential to bridge the gap between traditional teaching and digital learning preferences. Therefore, further research is needed to examine how TikTok can be effectively integrated into classroom activities to improve students' overall understanding and mastery of English vocabulary.

Based on this phenomenon, this research aims to determine the Integration of Educational Content on TikTok in improving junior high school students' English vocabulary. Titled "Educational TikTok Videos to Improve Students' Vocabulary: A Quasi-Experimental Design at SMPN 18 Semarang", this research seeks to analyze the effectiveness of TikTok as a modern and relevant learning medium in supporting vocabulary acquisition. By examining how engaging TikTok videos contribute to students' learning experiences, this research will provide insight into its potential as an alternative educational tool for vocabulary mastery in the digital era.

B. Research Question

This research aimed to investigate TikTok's impact on improving students' vocabulary. The researcher conducted a research question:

- How do educational TikTok videos improve students' English vocabulary in SMPN 18 Semarang?

C. Research Objective

Based on the problem formulation of the research question above, the research objective is:

- To analyze how educational TikTok videos improve students' English vocabulary in SMPN 18 Semarang.

D. Significance of the Study

The researcher expects that this study will provide valuable insights for teachers, students, and future researchers regarding students' perceptions of the use of TikTok on their vocabulary improvement. The research holds both theoretical and practical significance, as detailed below.

1. Theoretical Significance

This research is expected to contribute theoretical insights into English vocabulary learning, particularly through the lens of social media usage, which has become an integral part of students' lives. By examining how platforms like TikTok facilitate vocabulary acquisition, the study aims to uncover the

mechanisms that make social media a powerful tool in language education. Additionally, it seeks to serve as a framework, guidance, and reference for future research related to this topic, providing educators and researchers with a deeper understanding of how social media can enhance language learning experiences.

2. Practical Significance

a. Significance for Teachers

The findings from this research aim to provide practical insights and recommendations to teachers on effectively integrating social media into English language learning, thereby improving the overall learning experience. By analyzing the influence of platforms such as TikTok on vocabulary acquisition, this research seeks to provide concrete strategies that educators can implement to create a more interactive and engaging classroom environment. The results of this research will be a valuable resource for teachers who want to utilize modern digital tools to improve student's vocabulary learning while adapting them to their interests and daily habits.

b. Significance for Students

This study aims to encourage students to utilize TikTok content as a valuable tool for motivation and support in learning English. In today's digital era, social media platforms such as TikTok offer a wealth of engaging, interactive, and easily accessible content that can help students improve their language skills in a more fun and dynamic way. By combining short-form videos students can be exposed to diverse vocabulary, authentic pronunciation, and practical language usage. This study seeks to enhance students' vocabulary acquisition by integrating social media into their learning routines, making the process more immersive and relevant to their daily lives. Unlike traditional learning methods, TikTok provides informal yet effective exposure to English, allowing students to absorb new words and expressions naturally. Furthermore, this study emphasizes the development of a more independent and active approach to language learning, which encourages students to take the initiative, engage with educational content, and apply their knowledge in meaningful ways. By utilizing TikTok, students can develop greater

confidence in their language skills, enjoy a more interactive learning experience, and ultimately achieve greater proficiency in English.

c. Significance for the Researcher

This study is expected to provide valuable new insights for researchers and expand their understanding of English vocabulary teaching through information and communication technologies (ICT). As digital devices continue to transform education, exploring their role in language acquisition is essential to developing effective teaching strategies. Specifically, this study aims to examine how TikTok content enhances students' vocabulary by offering short, visually engaging, and interactive learning experiences. With features such as captions, hashtags, and user-generated content, TikTok exposes learners to real-life language usage, making vocabulary retention more natural and enjoyable. This study seeks to determine how social media can support language comprehension and long-term learning. The findings can provide valuable recommendations for educators who wish to integrate digital media into their teaching

practices, ultimately contributing to the advancement of modern language education.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research

The researcher identified several relevant studies related to the topic of discussion. Previous findings suggest that TikTok, as a social media platform, offers notable advantages. The following sections will discuss studies that have explored similar topics in detail.

1. The research by Usman (2024) focuses on the effectiveness of TikTok as a tool for enhancing vocabulary learning among EFL students, utilizing a quasi-experimental design with pre-test and post-test assessments. The study employs matching items in its tests, where students match English vocabulary with corresponding Indonesian terms. This method emphasizes word recognition and direct association but does not fully explore deeper understanding or contextual usage of vocabulary (Usman et al., 2024). The difference with this study is that this study applies Nation's theory to assess vocabulary mastery, incorporating three key elements: form, use, and meaning. This approach evaluates word recognition, grammatical structure, contextual usage, and semantic

understanding. The primary difference between the two studies lies in the method of vocabulary assessment, with this research providing a more comprehensive evaluation of students' vocabulary acquisition. However, both studies share the similarity of using TikTok as a medium for vocabulary improvement and employing a quantitative research design to measure its impact.

2. Another study investigates the effectiveness of TikTok, particularly Antonio Parlati's videos, in enhancing English vocabulary among students aged 15 to 17, using a quasi-experimental design with pre-tests, mid-tests, and post-tests to measure vocabulary acquisition and retention. The findings indicate that TikTok serves as an engaging and effective learning tool, with participants reporting increased enjoyment and improved understanding, reinforcing the platform's potential for interactive and dynamic education. The study highlights TikTok's ability to facilitate vocabulary learning through its varied and visually engaging content, although the ease of learning depended on word complexity, showing that not all vocabulary was equally accessible. Despite these advantages, the research is limited by its small sample size of 20 students, restricting the

generalizability of its findings. While TikTok proves beneficial for vocabulary enrichment, future research should incorporate larger sample sizes and comprehensive assessments to better evaluate its long-term effectiveness in language acquisition (Ramadani, 2024). This research presents a wider context, involving 65 students, which makes its findings more applicable to diverse learning environments. It focuses on TikTok's broader educational implications, allowing for greater generalizability and relevance to policymakers, educators, and curriculum developers. Furthermore, this research considers the global context of English learning and acknowledges the underutilization of social media in formal settings.

3. Another study examines TikTok as a novel educational tool for language learners, particularly in improving pronunciation skills among English language learners. Utilizing a descriptive qualitative approach, it analyzes engagement metrics from popular TikTok content creators, revealing that the platform's short video format, which ranges from 15 to 60 seconds, effectively aids in teaching pronunciation, grammar, vocabulary, and common mistakes. The findings suggest that TikTok's clear sound and visual aids resonate well with its audience who are drawn to

the platform for both entertainment and educational purposes. The previous study highlights the significant increase in TikTok users during the pandemic, as social restrictions led many to seek engaging content while at home. Positive user feedback further underscores TikTok's effectiveness, with many viewers expressing gratitude and enthusiasm for the learning experience. Overall, the study positions TikTok as a valuable resource that fosters creativity and engagement in language education, making it an appealing option for modern learners (Fitria, 2023). The study employs a qualitative approach to examine the effectiveness of improving pronunciation through user engagement and highlighting positive feedback. However, this research adopts a quasi-experimental design with pre- and post-tests to enhance students' English vocabulary. It provides quantitative evidence of improvement and offers a statistical perspective on vocabulary acquisition, along with practical implications for classroom use.

B. Literature Review

a. TikTok

TikTok is a fast-growing social media platform that enables users to create and share short-form

videos. Since its debut in 2016, it has gained massive global popularity, especially among younger audiences. This popularity has made TikTok a significant cultural influence and a primary hub for trends and creative expression. TikTok is a social media platform where users can create, share, and explore short videos, with durations ranging from 15 seconds to three minutes. TikTok is a widely used platform that enables users to watch and create short videos. Its deep integration into youth culture plays a crucial role in the platform's commercial success, helping it attract and retain a diverse global user base (Sarwatay et al., 2023). TikTok has gained significant popularity among digital natives, largely due to its algorithm-driven engagement strategies, which tailor content to individual preferences. Additionally, TikTok's simple, colorful, and intuitive interface makes it user-friendly, encouraging seamless content creation and consumption. These features combine to create an engaging experience that resonates particularly well with younger, tech-savvy users (Peña-Fernández et al., 2022).

TikTok's algorithm recommends content based on user interactions, making the platform highly personalized and engaging. It has become especially

popular among younger audiences for its creative and viral nature. Despite its undeniable popularity, it initially appears to provide features similar to those already available on established platforms like Instagram, YouTube, and Facebook (Bhandari & Bimo, 2022).

b. Learning Media

Learning media are tools and platforms used to facilitate student learning. Using media in learning helps enhance the learning experience by providing various ways to present information and keep students engaged. There are traditional and digital media. Traditional media have long been foundational in English language teaching, providing structured and reliable content for learners. Including traditional media such as textbooks, printed materials, and audio cassettes (Gema Febriansyah et al., 2024). Another type of learning media is digital media, such as online platforms and interactive websites. These types of media offer more dynamic and flexible ways to engage learners.

The main goal of using learning media is to make learning easier and more interesting for students. It allows teachers to explain lessons in different ways, helping students with different learning styles to better

understand the content. In learning a new language, especially vocabulary, digital media like videos are very helpful. They allow students to hear how words are pronounced, see how they are used, and remember them better. This is supported by the Dual Coding Theory (Clark & Paivio, 1987), which explains that people learn more effectively when they receive information through both words and images. Also, using multimedia in language learning is effective in helping students stay focused and understand the material better (Kanellopoulou et al., 2019). In this research, educational TikTok videos are used as a form of digital learning media. These videos combine sound, images, and short explanations, which help students learn new vocabulary.

c. Vocabulary

Vocabulary is the fundamental building block of a language, the smallest unit used to convey meaning, and a crucial element in language learning (Jinqui, 2005). Vocabulary formation in English is a complex process involving various mechanisms, including compounding, affixation, conversion, and reduction (Karlygash et al., 2023). Compounding combines two or more words to create a new term, such as "toothbrush" from "tooth" and "brush." Affixation

adds prefixes or suffixes to base words, like "happiness" from "happy" and "-ness." Conversion allows a word to change its grammatical category without adding an affix, such as using "run" as both a verb and a noun. Reduction refers to shortening longer words or phrases, like "television" to "TV." External factors, such as borrowing words from other languages and the influence of cultural changes, also play a significant role in shaping vocabulary (Saleem Al-Nuaimi & Abdulla Al-Mahjoob, 2023). A deeper understanding of morphological structures, along with the relationship between word recognition and recall, is essential for effective vocabulary development (González-Fernández & Schmitt, 2020). These combined factors enhance how we acquire and use language, making communication more precise and intuitive.

Vocabulary is the collection of words in a language that supports ESL (English as a Second Language) learners in improving their language skills and functions as a vital tool for social interaction and communication (Uddin & Khalfalla, 2022). Having a broader vocabulary is linked to benefits in language processing. This association means that individuals with extensive vocabulary tend to recognize words

more quickly and efficiently. Additionally, greater vocabulary knowledge influences how word frequency and how often a word is encountered affect language processing. People with a richer vocabulary often show faster and more nuanced responses to both common and less common words, demonstrating an enhanced ability to process and understand language (Mainz et al., 2017).

In this research, the researcher chooses to focus on vocabulary found in procedure texts. A procedure text is a type of text that gives step-by-step instructions on how to do or make something. In English language learning, procedure texts offer a meaningful context for teaching vocabulary, especially action verbs (such as cut, stir, fold), imperative sentences (such as “Add the sugar,” “Mix well”), and sequencing words (such as first, next, then, finally). These features help students understand the order of actions and improve how they express instructions in English. Learning vocabulary through procedural texts helps students remember words better because they learn them in context. In this study, procedure texts are used as the main material to teach vocabulary through educational TikTok videos. When these texts are shown in video form, students not only read the instructions but also

watch how each step is done. This combination of reading and watching helps students understand the vocabulary more clearly and see how it is used in real-life situations.

d. TikTok as Learning Media for Vocabulary Improvement

Thanks to technological advancements, social media has become a useful tool for learning, supporting the spread of education through its wide use. Various platforms such as Facebook, Instagram, Telegram, WhatsApp, TikTok, and others are now commonly used to enhance the learning experience. The previous study conducted by (Sivagnanam & Yunus, 2020) states that participants have given positive feedback on using social media to develop vocabulary. Everybody has a unique attribute. But out of all the social media platforms, TikTok is one that most people, adults and kids alike, are currently quite interested in using. TikTok, which is referred to as Douyin in China, debuted in September 2016. The following year marked the global launch of TikTok, which quickly became one of the most popular social media platforms, especially among young people. It encourages users to share videos ranging from three to sixty seconds in length. By July 2020, TikTok had

become the most downloaded application. Users can create videos of themselves engaging with music or spoken word segments, edit their content, and add a variety of effects (Adnan et al., 2021). Currently, TikTok serves not only as a platform for entertainment but also as a valuable tool for education, particularly in learning English. Many content creators now share educational videos that focus on teaching various aspects of the English language (Warini et al., 2020). However, using social media like TikTok can have dangerous consequences for users or creators, particularly among youth who have free access to TikTok without parental control or content filters (Mohamed et al., 2023). Therefore, we must be taking special care when using TikTok.

The TikTok app has several benefits as a learning tool, first, TikTok can support four language capabilities with its array of application characteristics. Millennials are well-suited to numerous intriguing qualities. For example, language study, research video assignments, public speaking, and so forth. Last but not least, a lot of people think poorly of the TikTok app, as a lot of people utilize it incorrectly. Conversely, TikTok offers advantages when used well (Afidah et al., 2021). In research

conducted by (Wulandari & Mandasari, 2023) was discovered that more than 95% of research participants had a very positive perception of TikTok. The development of hardware specifically designed for mobile devices, such as smartphones and tablets, has significantly improved support for educational activities both within and beyond traditional classroom settings. The effective integration of mobile devices and educational software can enhance learning experiences, whether individually or in group settings (Hao et al., 2019). Within the field of English as a Foreign Language (EFL), using Internet resources is one such approach that has attracted attention, as mentioned by (Alghameeti, 2022).

The social aspect of TikTok is another noteworthy facet explored by (Herlisya & Wiratno, 2022). TikTok has an impact on word usage (Roshdi & Rahmat, 2023). The application's capacity to facilitate connections and foster friendships can be particularly beneficial for introverted students, providing them with a platform to extend their social networks. This social engagement contributes positively to the overall learning experience, creating an inclusive environment that complements more traditional educational approaches. TikTok's constantly evolving content and

the desire to stay up-to-date with trending slang encourage students to expand their vocabulary. This exposure to new words and phrases enhances various language skills, including speaking, reading, writing, and listening comprehension. As students engage with TikTok's content, they naturally absorb and practice new vocabulary, which contributes to improved language proficiency and a deeper understanding of informal and contemporary language use (Fauziah et al., 2023).

Moreover, the utilization of TikTok in the learning process extends beyond mere social interaction. The application plays a role in improving students' understanding and facilitating interpretation. (Fata et al., 2023) states that the majority of students, regardless of grade level, are enthusiastic about using TikTok to learn English in order to promote the four English skills. TikTok usage aided students' vocabulary acquisition progress in a positive way (Amelia et al., 2022). (Salsabil & Wahyudi, 2023) claims that using TikTok videos encouraged students to learn English. The dynamic combination of visual and auditory elements in TikTok content enhances the comprehension of information, offering a multimedia

approach to learning that aligns with contemporary educational practices.

In this study, educational TikTok videos are utilized to enhance students' vocabulary acquisition. The implementation involves several structured steps. First, open the TikTok application on the smartphone. Once the app is launched, it currently directed to the "Home screen", also known as the "For You" page. From there, tap the search icon (loop symbol) located in the upper right corner to access the TikTok search bar. After that, type specific keywords or phrases into the search field to find relevant content. After submitting their search, browse through the video results. These videos provide real-life examples. By combining spoken language with visual cues, this method supports better vocabulary retention and comprehension.

Type “Procedure Text”

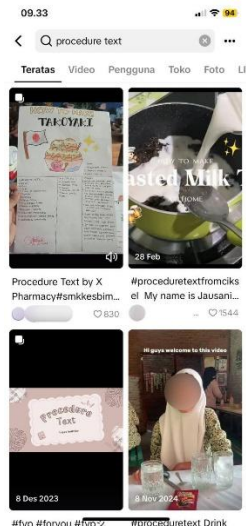


Figure 2. 1 TikTok’s Search Result on “Procedure Text”

Students can use the TikTok search bar to explore various educational topics, including vocabulary, any types of text, etc. The platform offers various educational content types, such as tutorials, song-based learning, mini-vlogs, and real-life context or role-play, that can be used for different learning preferences. This diversity allows students to engage with materials in a way that suits their learning styles, making the vocabulary learning process more personalized and effective.

C. Conceptual Framework

In today's digital era, social media platforms have become a significant part of students' daily lives, influencing how they communicate, learn, and engage with content. One of the most popular platforms among young learners is TikTok, known for its short, visually engaging videos that cater to a wide range of interests, including education. Many students naturally gravitate toward TikTok for entertainment, but its potential as a learning tool is increasingly being recognized. The rise of "EduTok" content, where educators and language enthusiasts share vocabulary lessons, pronunciation tips, and grammar explanations, has demonstrated how social media can contribute to language acquisition. Given that students are already spending considerable time on TikTok, integrating it into English vocabulary learning presents an opportunity to make the process more interactive and engaging. Unlike traditional methods, which often rely on rote memorization and passive learning, TikTok offers a dynamic, student-centered approach that encourages active participation and real-world application of new vocabulary.

Despite its potential as an educational tool, the integration of TikTok into formal learning settings remains limited. Traditional vocabulary teaching methods, which typically involve textbook-based exercises and teacher-led instruction, often fail to capture students' interest and engagement. Many students find conventional approaches monotonous, leading to low motivation, passive participation, and difficulty retaining new words. This lack of engagement can negatively impact their vocabulary development, making it harder for them to use new words effectively in communication. Furthermore, while some educators recognize TikTok's potential for language learning, concerns remain about its appropriateness in academic settings. Issues such as distractions, lack of structured content, and the credibility of educational videos pose challenges for teachers who wish to incorporate it into their lessons. Additionally, there is limited empirical research on the effectiveness of TikTok in vocabulary learning, making it difficult to determine whether it truly enhances language acquisition compared to traditional methods. This gap in research and implementation highlights the need for a more structured approach to integrating TikTok into English language learning, ensuring that students benefit from its engaging format while maintaining academic rigor.

Previous studies on the use of social media in education have been conducted by (Fitria, 2023; Ramadani, 2024; Usman et al., 2024) focusing on TikTok's effectiveness in teaching various aspects of English, such as pronunciation, vocabulary comprehension, and learning retention. Usman's research used simple word-matching methods, while this study applies Nation's theory, which assesses vocabulary mastery through three key aspects: form, use, and meaning, providing a more comprehensive evaluation. Ramadani's study, although employing a similar design, was limited to a specific content creator and a small sample size, reducing the generalizability of the findings. Meanwhile, Fitria's research emphasized qualitative insights without providing strong quantitative data.

Unlike previous studies, this research incorporates broadly educational TikTok videos that are relevant to the students' materials, and involves a more representative sample and statistical analysis for the data. Consequently, it aims to produce more valid, applicable, and relevant data for educators, curriculum developers, and educational policymakers.

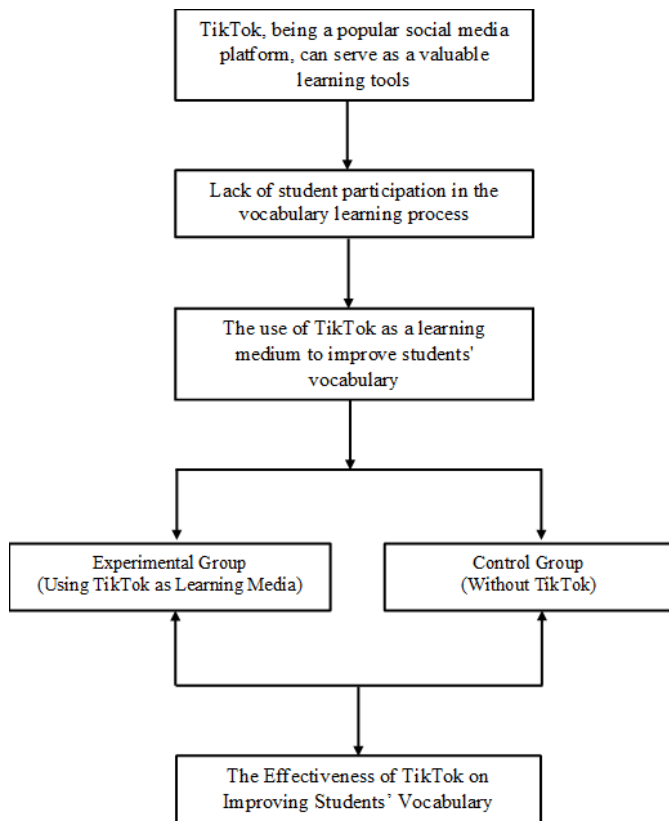


Figure 2. 2 Conceptual Framework

D. Research Hypotheses

H₀: There is no significant difference in English vocabulary improvement between the experimental and control group students at SMPN 18 Semarang.

H_a: There is a significant difference in English vocabulary improvement between the experimental and control group students at SMPN 18 Semarang.

CHAPTER III

METHODOLOGY

A. Research Design

Research design refers to the method chosen to gather data for a research study. This study investigates the use of TikTok as a tool to improve students' vocabulary. A quantitative approach was employed, which involves examining objective hypotheses by analyzing the relationships between variables. These variables are measurable, typically using specific instruments and the resulting numerical data can be analyzed using statistical methods (Creswell & Creswell, 2018).

This study employs a quantitative approach to explore and analyze students' vocabulary improvement through the use of TikTok. An experimental design is used to determine whether a specific treatment affects the outcome. This effect is assessed by providing the treatment to one group while withholding it from another and then comparing the outcomes of both groups to evaluate any differences (Creswell, 2009). In this research, the researcher used a Non-equivalent experimental design, as well as a pre-test and post-test control group design. This design, which is a common method for conducting quasi-experiments, selects the experimental Group A and the

control Group B without using random assignment. There are pre-tests and post-tests for both groups, and the treatment is only given to the experimental group. The design of the experiment could be described as follows (Creswell & Creswell, 2018):

Figure 3. 1 Research Design

Group A: $O_1 - X - O_2$

Group B: $O_1 - - - O_2$

Where:

X: Treatment using TikTok

O_1 : Pre-test

O_2 : Post-test

In quasi-experimental research, participants are not randomly assigned to experimental and control groups. Instead, the experimental group is matched with a comparison group that is made as similar as possible on all factors except for the treatment. While complete equivalence between the groups may not be achievable, efforts are made to minimize differences. Aside from the lack of random assignment, the basic pre-test and post-test design is similar to that of true experimental research (Muijs, 2004).

B. Research Setting

SMP Negeri 18 Semarang is one of the leading junior high schools in Semarang. Upholding its motto, "Excellent in Quality, Noble Character, and Environmental Insight," the school consistently integrates these values into its activities. Despite being located outside the city center, SMP Negeri 18 Semarang has embraced online learning and digital assessments, demonstrating students' familiarity with technology-based education. This makes the school an ideal setting to explore the effectiveness of educational TikTok videos in improving students' English vocabulary.

This study was conducted at SMPN 18 Semarang, located at Jl. Purwoyoso 1 No.19, Purwoyoso, Kec. Ngaliyan, Kota Semarang, Jawa Tengah 50184. Therefore, it was conducted from January 20, 2025, until February 13, 2025, by administering 3 meetings for each class, including pre- and post-tests.

C. Research Population and Sample

1. Population

This study's population consists of 260 eighth-grade students at SMPN 18 Semarang during the 2024/2025 academic year. Eighth graders were selected because they have a more developed

foundation in English than younger students, yet they still have room for vocabulary growth. At this stage, they can effectively engage with digital media while improving their English skills, making them an ideal population for this study.

2. Sample

The sample is part of the population being studied and was selected using a Non-Probability Sampling Technique, meaning not all members of the population had an equal chance of being chosen. The specific technique used is Purposive Sampling, where the researcher selected two classes in the eighth grade based on the teacher's recommendation and students' academic records to ensure similar levels of ability. A total of 65 students were chosen, with 33 students in the experimental group and 32 students in the control group. This technique was used to select classes that best represented the research criteria while ensuring practicality and ease of access.

D. Research Variables and Indicators

1. Variable

a. Independent Variable

The independent variable in this study is the use of educational TikTok videos as a learning medium

for teaching vocabulary. This variable represents the factor that the researcher controls to observe its effect on students' vocabulary improvement. In this study, the researcher selected two educational TikTok videos focusing on cooking-related vocabulary, specifically action verbs. These videos were chosen because they present the vocabulary in visually supportive ways. The first video, created by the content creator @english_veronika, features real-life demonstrations of cooking verbs, making it easier for students to understand the meaning of each word through context. The second video, made by @carolinakowanz, provides a compilation of short clips showing various cooking actions, offering repetition and visual reinforcement. These two videos were selected to ensure students received both contextual examples and visual summaries of the target vocabulary. However, the other activity was that students were also encouraged to watch other TikTok videos related to procedure text materials (Appendix 6 and Appendix 7). By exploring more videos, students could find new vocabulary, strengthen what they had already learned, and improve their vocabulary knowledge.

b. Dependent Variable

The dependent variable is the factor that is measured to assess the effect of the independent variable. It represents the outcome or result of the study. In this research, the dependent variable is students' vocabulary improvement, which was measured by administering a vocabulary test.

2. Indicators

Table 3. 1 Indicators of the Research

No.	Variable	Aspect	Indicators	Description
1.	Treatment	Experimental Group	1.1 Student participation in vocabulary lessons with the integration of TikTok as learning media.	Students are taught using TikTok as learning media.

		Control Group	2.1 Student participation in traditional vocabulary lessons.	Students are taught using conventional methods.
2.	Vocabulary Improvement	Form	1.1 Students are able to mention the word look like	Pre- and Post-Test: 1-5
		Use	2.1 Students are able to understand the types of words that must be used	Pre- and Post-Test: 6-10
		Meaning	3.1 Students are able to understand the meaning of the words	Pre- and Post-Test: 11-15

E. Data Collection Procedures

In this study, data on students' vocabulary development using TikTok as a learning medium were gathered using tests. The researcher utilized a worksheet of 15 multiple-choice questions. The test was used to measure students' vocabulary mastery and how many words they could learn before and after treatment given to the experimental and controlled groups. The researcher would use the three crucial components of English vocabulary according to (Nation, 2001) which are form, use, and meaning when gathering and creating tests.

This research examined the effectiveness of two different teaching methods in enhancing students' vocabulary: TikTok as learning media for the experimental group and traditional teaching techniques for the control group. The experimental group underwent three instructional meetings. During the first meeting, the focus was on conducting a pre-test, teaching verbs using TikTok videos, and composing simple sentences, and the last assignment was composing procedure text. To promote collaborative learning, the researcher uses group activities. The focus of the last meeting was on conducting a post-test.

The control group was taught using traditional methods, which included repetition, reading aloud, and

vocabulary worksheets. Both groups were assessed using a 15-item vocabulary pre-test before the intervention to evaluate their baseline vocabulary knowledge. Following the instructional period, a similar post-test was administered to measure vocabulary improvement in both groups. These assessments ensured consistency in evaluating the outcomes of the two distinct teaching methodologies.

F. Research Instrument

This study employed a quasi-experimental design involving both an experimental group and a control group to examine students' vocabulary improvement. A pre-test and post-test were administered, each containing different test items to minimize bias and ensure a more accurate assessment of students' progress. The primary goal was to evaluate students' ability to recognize, use, and comprehend vocabulary effectively. To support this objective, the researcher developed a structured test consisting of 15 items, systematically divided into three key aspects of vocabulary learning (Nation, 2001): form, use, and meaning, with five items assigned to each category.

The vocabulary form section was designed to evaluate students' ability to mention words accurately. This aspect

of the test focused on students' recognition of what the word looks like and their ability to recognize word forms correctly. The vocabulary use section aimed to measure students' understanding of how and when to use specific words. This part of the test required students to choose the appropriate words for specific contexts. Mastering this aspect allowed students to construct meaningful sentences while effectively applying the correct words. The vocabulary meaning section focused on assessing students' comprehension of word meanings and their ability to use them accurately in different contexts. This part of the test required students to interpret the meaning of words based on their usage in sentences, helping them develop a deeper understanding of vocabulary beyond mere recognition. By understanding word meanings, students could engage in clearer and more meaningful communication. The evaluation was based on students' accuracy in answering each question. The structured testing approach ensured that students were assessed comprehensively, providing insight into their vocabulary development throughout the study.

Table 3. 2 Lattice of Instrument

No.	Variable	Indicator	Instrument Type	Question Form
1.	Treatment	Using TikTok	Observation Note	Researcher Observation
		Without TikTok	Observation Note	Researcher Observation
2.	Vocabulary Improvement	Form	Test	Multiple Choice
		Use	Test	Multiple Choice
		Meaning	Test	Multiple Choice

Table 3. 3 Scoring Rubric for Vocabulary Improvement

Instrument	Number of Instrument Items	Category	Score	Total Score
Pre-Test	1 – 5	Form	x 4	20
	6 – 10	Use	x 6	30
	11 - 15	Meaning	x 10	50
	Total Score = (5x4) + (5x6) + (5x10)			100
Post-Test	1 – 5	Form	x 4	20
	6 – 10	Use	x 6	30
	11 - 15	Meaning	x 10	50

	Total Score = (5x4) + (5x6) + (5x10)	100
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Before conducting the actual test, the researcher will calculate the test instrument using a validity and reliability test in Microsoft Excel.

a. Validity Test

An instrument's accuracy is assessed through a validation process that begins with data collection and statistical analysis. Before administering the instrument, the researcher conducted a validity test to determine its reliability.

$$r_{xy} = \frac{n\sum X_i Y_i - (\sum X_i)(\sum Y_i)}{\sqrt{[n\sum X_i^2 - (\sum X_i)^2][n\sum Y_i^2 - (\sum Y_i)^2]}}$$

Where:

r_{xy} = correlation coefficient (*r count*)

n = number of trial respondents

X = score of each item

Y = score of all items of trial respondents

In this case, the required significance level is higher than 0.361. The following is the result of the validity test of the Pre- and Post-Test instrument:

Table 3. 4 Pre-Test Validity Test

No. Item	r count	r table	Category
1.	0,587	0,361	Valid
2.	0,499	0,361	Valid
3.	0,485	0,361	Valid
4.	0,416	0,361	Valid
5.	0,448	0,361	Valid
6.	0,378	0,361	Valid
7.	0,425	0,361	Valid
8.	0,406	0,361	Valid
9.	0,461	0,361	Valid
10.	0,702	0,361	Valid
11.	0,526	0,361	Valid
12.	0,616	0,361	Valid
13.	0,517	0,361	Valid
14.	0,431	0,361	Valid
15.	0,461	0,361	Valid

Table 3. 5 Post-Test Validity Test

No. Item	r count	r table	Category
1.	0,437	0,361	Valid
2.	0,575	0,361	Valid
3.	0,733	0,361	Valid
4.	0,490	0,361	Valid
5.	0,533	0,361	Valid
6.	0,533	0,361	Valid
7.	0,532	0,361	Valid
8.	0,419	0,361	Valid

9.	0,583	0,361	Valid
10.	0,691	0,361	Valid
11.	0,695	0,361	Valid
12.	0,406	0,361	Valid
13.	0,527	0,361	Valid
14.	0,507	0,361	Valid
15.	0,575	0,361	Valid

The results show that the value of each item is greater than 0.361, indicating that the instruments used in the study are valid.

b. Reliability Test

Reliable instruments indicated that the test used to collect data was accurate and dependable. In this study, the following formula was used to assess the test's reliability.

$$KR - 20 = \left(\frac{n}{n-1} \right) \left(\frac{S_t^2 - \sum pq}{S_t^2} \right)$$

Where:

KR-20 = The Kuder-Richardson reliability coefficient.

n = The number of test items.

St² = Total test scores (the variance of students' total scores on the test).

Σpq = The sum of the product of p and q for all items.

p = The proportion of students who answered an item correctly.

q = The proportion of students who answered an

item incorrectly ($q = 1-p$)

Reliability Criteria

Table 3. 6 Reliability Criteria

Index	Category
0,800 – 1,000	Very High
0,600 – 0,799	High
0,400 – 0,599	Medium
0,200 – 0,399	Low
> 0,200	Very Low

Table 3. 7 Result of Reliability Test

	Pre-Test	Post-Test	Variable Status
KR-20	0,776	0,815	Reliable

Since the results for KR-20 in pre-and post-test are 0.776 and 0.815, the reliability test meets the required criteria and is categorized as highly reliable.

G. Data Analysis Technique

To collect data, this study conducted a series of tests. The test results aimed to determine how well students in the experimental and control groups improved their English vocabulary. The researcher will use MS. Excel to

help manage the data and will use SPSS ver. 25 to analyze the data.

1. Data Description

The data description provides an overview of the collected data, making it easier for researchers and others to understand the research findings. In this study, the data consists of students' English vocabulary test scores before and after using TikTok-based learning materials. To summarize the central tendency and variability of the scores, descriptive statistics such as sample size (N), mean, median, and standard deviation (SD) were used for analysis.

a. Sample Size (N)

The sample size (N) represents the total number of students who participated in the study. It is calculated as:

$$N = \text{Total number of observations}$$

b. Mean

The mean is the average score of the participants, providing a measure of central tendency. Mean is used to describe the central tendency of the data, showing the average score of students. It helps researchers understand the general performance of

the experimental and control groups before and after the intervention. It is computed as:

$$\bar{X} = \frac{\sum X_i}{N}$$

Where:

$\bar{X}$ = Mean

X_i = represents each individual score

N = the total number of populations

c. Standard Deviation (SD)

The standard deviation measures the spread or variability of scores. The spread of variability refers to how much the test scores differ from each other and from the average score (mean). It helps determine whether students performed similarly or if there were large differences in their results. A low standard deviation indicates that most students had scores close to the average, meaning their performance was consistent. However, a high standard deviation suggests that scores were more spread out, showing that some students performed much better or worse than others. In this study, the standard deviation is important for understanding whether the vocabulary improvement in both the

experimental and control groups was uniform or varied among students. It is calculated as:

$$SD = \sqrt{\frac{\sum (X_i - \bar{X})^2}{N - 1}}$$

Where:

$\bar{X}$ = mean value

X_i = each individual score

N = the sample size

2. Normality Test

A normality test assesses the distribution of data on variables or groups of data, whether the data is normally distributed or not. If the data is normally distributed, it can be assumed that it is taken randomly from a normal population. A normality test is also a requirement to conduct a parametric test which is an independent sample t-test. The normality test of this research will use the Shapiro-Wilk formula because the population for each group is <50.

$$W = \frac{(\sum_{i=1}^n a_i X_{(i)})^2}{\sum_{i=1}^n (X_i - \bar{X})^2}$$

Where:

W = test statistic

X_i = ordered sample values (smallest to largest)

$\bar{x}$ = mean of the sample

a_i = constants derived from expected normal order statistics

n = sample size

3. Homogeneity Test

The homogeneity test is a statistical procedure to determine whether two or more groups of data samples have the same variance. This test can also be used to determine whether the data has been distributed homogeneously. The homogeneity test of this research will use the Levene formula and be calculated using IBM SPSS ver 25.

$$W = \frac{(N - k)}{(k - 1)} \cdot \frac{\sum_{i=1}^k n_i (Z_{i.} - Z_{..})^2}{\sum_{i=1}^k \sum_{j=1}^{n_i} (Z_{ij} - Z_{i.})^2}$$

Where:

W = test statistic

N = total number of observations

k = number of groups

n_i = sample size in group i

Z_{ij} = $|X_{ij} - X_i|$ (absolute deviation from the median)

$Z_{i.}$ = mean of Z_{ij} in group i

$Z_{..}$ = overall mean of Z_{ij}

4. Hypotheses Test

To determine whether there was a significant difference between the pre-test and post-test results following the treatment, a hypothesis test was conducted. The researcher will conduct an independent sample t-test and will use SPSS to analyze the hypothesis and evaluate the impact of TikTok on students' English vocabulary improvement.

$$t = \frac{(\bar{x}_1 - \bar{x}_2) - (\mu_1 - \mu_2)}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

Where:

$\bar{x}_1$ = Mean of the first sample

$\bar{x}_2$ = Mean of the second sample

μ_1 = Population means of group 1

μ_2 = Population means of group 2

n_1 = Sample size (i.e., number of observations) of the first sample

n_2 = Sample size (i.e., number of observations) of the second sample

s_1 = Standard deviation of the first sample

s_2 = Standard deviation of the second sample

Following the statistical formula, the significance level (alpha, α) was set at 5% (0.05). This study

applied an Independent Sample t-test in SPSS to compare the two groups. The hypothesis criteria were as follows:

1. If the Sig. (2-tailed) value is below 0.05, the null hypothesis (H_0) is not supported, and the alternative hypothesis (H_a) is accepted, suggesting a meaningful difference exists.
2. If the Sig. (2-tailed) value is above 0.05, the null hypothesis (H_0) is accepted while the alternative hypothesis (H_a) is rejected, indicating that no significant difference is present.

The t-test, being a parametric statistical method, should be used with caution, as it relies on specific assumptions. One important requirement is that the data must be normally distributed before the t-test can be applied. If this assumption is not met, a different statistical test that does not depend on normality should be considered. In such situations, the Mann-Whitney U test is an appropriate alternative, especially when analyzing data that does not follow a normal distribution. The hypotheses for this study are as follows:

1. H_0 : There is no significant difference in English vocabulary achievement between students in the

experimental group and those in the control group at SMPN 18 Semarang before and after the use of TikTok as a learning medium.

2. H_a : There is a significant difference in English vocabulary achievement between students in the experimental group and those in the control group at SMPN 18 Semarang before and after the use of TikTok as a learning medium.

By showing the difference in values between the two treatments. The formula for the Mann-Whitney U Test is as follows:

$$U = n_1n_2 + \frac{n_1(n_1 + 1)}{2} - R_1$$

Where:

U = Mann-Whitney U statistic

n_1 = Sample size of group 1

n_2 = Sample size of group 2

R_1 = Sum of ranks for group 1

R_2 = Sum of ranks for group 2

5. Formula of the Effect Size

Effect size measures the magnitude of a difference or relationship between variables. It helps understand whether a result is practically significant, beyond just

statistical significance. The following are the cohen's d effect size formula:

$$SD_{\text{pooled}} = \sqrt{((SD_1^2 + SD_2^2)/2)}$$

$$\text{Cohen's } d = (M_2 - M_1) / SD_{\text{pooled}}$$

Where:

SD_1 = Standard Deviation Population 1

SD_2 = Standard Deviation Population 2

M_1 = Mean of population 1

M_2 = Mean of population 2

Effect size criteria

Table 3. 8 Cohens' effect size criteria

Index	Description
0.2 – 0,5	Small
0.5 – 0,8	Medium
≥ 0.8	Large

The following is another effect size formula if the hypotheses test uses the Mann-Whitney U. The following is the Mann-Whitney r formula:

$$r = \frac{|Z|}{\sqrt{n}}$$

Where:

r = Mann Whitney

Z = Mann-Whitney U score

n = total sample

The effect size for the Mann-Whitney U test using the r criteria;

Table 3. 9 Mann Whitney effect size criteria

Index	Description
$\leq 0,3$	Small
$0,3 - 0,5$	Medium
$\geq 0,5$	Large

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the data analysis process and research findings. The following sections provide detailed analysis and discussions.

A. Findings

1. Data Description Result

Table 4. 1 Data Description

	Group	N	Mean	Min	Max	Std. Deviation
Pre	Ex	33	71,27	48	84	8.409
	Co	32	72,69	60	84	7.069
Post	Ex	33	85,03	66	100	6.541
	Co	32	79,50	70	100	7.238

Table 4.1 presents the vocabulary test results of students before and after the use of TikTok-based learning materials. This study explores the impact of educational TikTok videos on students' vocabulary improvement by comparing the pre-test and post-test results of the experimental and control groups. Initially, the experimental group, which later used TikTok as a

learning medium, had an average score of 71.27 with a standard deviation of 8.409, indicating a wide range of vocabulary skills among the students. In contrast, the control group, which did not use TikTok, had a slightly higher average score of 72.69 and a lower standard deviation of 7.069, suggesting more consistent vocabulary performance. After the implementation of TikTok-based learning, the experimental group showed a significant improvement, with the average score increasing to 85.03 and the standard deviation decreasing to 6.541. This indicates that students not only expanded their vocabulary but also achieved more consistent results. The control group also experienced improvement, with a post-test average of 79.50 and a standard deviation of 7.238. However, their progress was less significant compared to the experimental group.

These results suggest that educational TikTok videos can effectively support vocabulary learning. The greater improvement in the experimental group shows that TikTok-based learning may be more helpful than traditional methods. Additionally, the lower standard deviation after the intervention indicates that TikTok videos provide a structured and engaging learning

experience, helping students perform more consistently.

2. Data Analysis Result

a. Normality Test

Table 4. 2 Normality Test Result

Tests of Normality				
	Group	Shapiro-Wilk		
		Statistic	df	Sig.
Pre	Experimental	.886	33	.002
	Control	.921	32	.022
Post	Experimental	.907	33	.008
	Control	.924	32	.027
a. Lilliefors Significance Correction				

The Shapiro-Wilk test results in the table show that all groups have a significance value (Sig.) below 0.05, meaning the data is not normally distributed. The statistic column represents the Sig. value of the Shapiro-Wilk test, which measures how well the data fits a normal distribution. A value close to 1 indicates normality, while lower values suggest deviations from normality. The df (degrees of freedom) corresponds to the sample size for each group, which is the number of participants in each test.

For the pre-test, the experimental group has a Shapiro-Wilk statistic of 0.886 with 33 degrees of freedom ($df = 33$) and a significance value of 0.002, meaning the data is significantly non-normal. The control group has a statistic of 0.921, $df = 32$, and a significance value of 0.022, which also indicates non-normality but is closer to normal distribution compared to the experimental group. For the post-test, the experimental group has a statistic of 0.907, $df = 33$, and a significance value of 0.008, indicating that the data is still not normally distributed. The control group has a statistic of 0.924, $df = 32$, and a significance value of 0.027, which also confirms non-normality.

Based on the results of the normality test, all groups have p-values lower than 0.05, indicating that the data is not normally distributed. Because of this, the Mann-Whitney U test is the appropriate statistical method to compare the experimental and control groups. This test, as a non-parametric alternative to the independent t-test, will determine whether there is a significant difference in English vocabulary improvement between students who used TikTok as a learning tool and those who did not.

b. Homogeneity Test

Table 4. 3 Homogeneity Test Result

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Pre	Based on Mean	.048	1	63	.827
Post	Based on Mean	.037	1	63	.847

The table presents the results of Levene's Test for Homogeneity of Variances, which assesses whether the variances of the Pre-test and Post-test groups are equal.

Levene's statistic for the Pre-test is 0.048, while for the Post-test, it is 0.037. The relatively low Levene's statistics suggest that the variance differences between the groups are small. The degrees of freedom (df1) represent the number of groups minus one ($k - 1$), which equals 1 since there are two groups (experimental and control). The second degree of freedom (df2) is calculated as the total number of participants (N) minus the number of groups (k), following the formula $df2 = N - k$. With 65 participants and 2 groups, $df2 = 65 - 2 = 63$.

The significance values (Sig.) for the Pre-test and Post-test are 0.827 and 0.847, respectively. Since both values are greater than 0.05, it indicates that there is no statistically significant difference in variance between the experimental and control groups. While variance equality is a key assumption for parametric tests like the t-test, the Mann-Whitney U test remains appropriate for analysis regardless of variance differences, as it compares the ranks rather than the actual values.

c. Hypotheses Test

Table 4. 4 Mann-Whitney U Result

Test Statistics^a	
Mann-Whitney U	290.500
Z	-3.156
Asymp. Sig. (2-tailed)	.002
a. Grouping Variable: Group	

The table presents the results of the Mann-Whitney U test, which was conducted to determine whether there is a significant difference in English vocabulary improvement between the experimental and control groups after using TikTok as a learning tool. The Mann-Whitney U value is 290.500, and the Wilcoxon W value is 818.500. The Z-score of -

3.156 indicates the standardized test statistic, which helps assess the magnitude of the difference between the two groups. The most crucial value in the table is the Asymp. Sig. (2-tailed), which is 0.002. Since this significance value is less than 0.05, it suggests that the null hypothesis is rejected, and the alternative hypothesis is accepted. Because there is a statistically significant difference between the experimental and control groups in the post-test results. This means that the use of TikTok as a learning medium had a significant impact on students' English vocabulary improvement.

d. Effect Size Test

In this research, the Mann-Whitney U test was employed to compare the post-test scores between the experimental and control groups. While Cohen's d is a widely used measure of effect size, it is specifically designed for parametric tests such as the independent t-test, which assumes normal distribution and equal variances. However, since this study utilized the Mann-Whitney U test—a non-parametric alternative that does not rely on these assumptions—Cohen's d is not appropriate. Instead, r is the correct measure of effect size, as it

is specifically designed for rank-based tests like the Mann-Whitney U.

For non-parametric tests such as Mann-Whitney U, the r effect size is determined using the following formula:

$$r = \frac{|Z|}{\sqrt{n}}$$

From the hypothesis test results:

$$Z = -3.156$$

$$n = 65 \text{ (total sample: } N_1 + N_2 = 33 + 32 \text{)}$$

Using the formula:

$$r = \frac{|-3.156|}{\sqrt{65}} = \frac{3.156}{8.062} = 0.39$$

The effect size for the Mann-Whitney U test is categorized based on specific thresholds: a small effect is indicated when r is less than or equal to 0.3, a medium effect falls between 0.3 and 0.5, and a large effect is present when r is 0.5 or higher. In this study, the calculated effect size was $r = 0.39$ or 0.4, which places it within the medium effect category. This suggests that the intervention had a

moderate impact on students' vocabulary improvement.

As this study applied the Mann-Whitney U test for data analysis, the r effect size formula was used to determine the magnitude of the difference between the experimental and control groups. The calculated effect size of $r = 0.4$ falls within the medium effect category, indicating that the use of TikTok as a learning tool had a moderate but meaningful influence on students' vocabulary improvement.

B. Discussion

This study provides an in-depth analysis of the integration of educational TikTok videos for students' English vocabulary improvement. The findings demonstrate that while both the experimental and control groups showed vocabulary growth, the experimental group, which used TikTok as a learning tool, exhibited greater improvement. This supports the idea that social media platforms like TikTok can be effective in language education when applied with appropriate pedagogical strategies (Adnan et al., 2021; Bhandari & Bimo, 2022).

1. Vocabulary Improvement

The Mann-Whitney U test results confirmed a significant difference between the two groups, with a p-value of 0.002, indicating that TikTok had a statistically significant impact on vocabulary acquisition. This aligns with previous research on digital learning tools, supporting the idea that interactive and engaging content enhances language learning. This supports Dual Coding Theory, which posits that learners understand and retain information better when it is presented using both verbal and visual aspects (Clark & Paivio, 1987). The TikTok videos, combining audio, text, and images, allowed students to process vocabulary more effectively. The effect size calculation further reinforces the impact of TikTok on vocabulary learning. The Mann-Whitney U effect size (r) was calculated as 0.4, which falls within the medium effect category. This suggests that while TikTok had a meaningful impact on students' vocabulary improvement, the effect was moderate rather than overwhelmingly strong. This result highlights the platform's potential as a supplementary learning tool rather than a sole replacement for traditional instruction. This view is consistent with (Gema Febriansyah et al., 2024), who argued for

balancing modern tools with conventional ELT methods. The medium effect size indicates that while TikTok contributes significantly to vocabulary acquisition, other factors, such as instructional design, student motivation, and content type, may also play a role in learning outcomes.

2. Range of the Dataset

The range of a dataset, which represents the difference between the highest and lowest values, is crucial in determining whether the data follows a normal distribution. In this study, the Pre-test Experimental Group had the widest range of 36, indicating a high level of variability in students' initial vocabulary knowledge. As noted by (Jinqui, 2005; Mainz et al., 2017) that vocabulary knowledge influences how learners process words and affects their performance.

A large range suggests the presence of extreme values (outliers), which can disrupt normality by creating skewness or an uneven distribution. In contrast, the Pre-test Control Group had a much smaller range of 24, meaning the scores were more clustered, increasing the likelihood of a normal distribution. After the intervention, the Post-test Experimental Group still had a relatively large range

of 34, indicating that variability remained high. Meanwhile, the Post-test Control Group showed an increase in range from 24 to 30, suggesting a broader spread of scores. If this increase is due to some students scoring significantly higher or lower than others, it may introduce skewness, affecting normality. Overall, a large range with extreme values can make the data non-normal, while a smaller range indicates more consistency and a higher chance of normality. These findings suggest that while TikTok played a role in vocabulary improvement, the variability in students' progress should be considered in future studies. Similar findings by (Sivagnanam & Yunus, 2020) indicate that while TikTok enhances learning, its impact may differ depending on student engagement levels.

3. Students' Vocabulary Background

The pre-test findings indicate that students in both the experimental and control groups had comparable levels of vocabulary knowledge before the intervention. The experimental group had an average score of 71.27, while the control group scored slightly higher at 72.69. This minor difference suggests that both groups began with nearly equal abilities, which helps ensure that any changes observed in the post-

test are likely due to the learning method applied rather than pre-existing differences in students' vocabulary skills. The previous study stresses the importance of recognizing students' existing vocabulary foundations and enhancing them through contextually relevant tools (Uddin & Khalfalla, 2022).

The student's vocabulary background can also be understood through the teacher's explanation of the teaching methods used at SMPN 18 Semarang. The teacher shared that the students learn vocabulary through various activities, such as watching videos, using worksheets, completing worksheets, and viewing slide presentations. Interactive tools like Kahoot and Quizzizz are also commonly used to make learning more engaging. Additionally, icebreakers, such as English games and songs, help keep students interested in learning vocabulary. Even though digital learning tools are already used in the classroom, social media has not been part of the lessons. The teacher mentioned that Google Classroom is the main online platform for instruction, meaning that students have had little exposure to social media-based learning, such as using the potential of TikTok as an innovative

and engaging educational tool that can support students in enhancing their vocabulary skills.

In conclusion, the pre-test results and the teacher's insights show that students at SMP Negeri 18 Semarang already have a foundation in vocabulary, but they could benefit from more engaging learning methods. Since they have not yet experienced social media-based learning, introducing TikTok could be an effective way to improve their vocabulary in a way that matches their interests and digital habits. TikTok's various features can also resonate particularly well with students or tech-savvy users (Peña-Fernández et al., 2022; Sarwatay et al., 2023).

4. Comparison of Group Activities Scores

The Group Activities scores reveal a clear difference between the experimental and control groups. The experimental group, which learned using TikTok, achieved a higher average score of 294, while the control group, which did not use TikTok, had a lower average of 237.5. This indicates that students in the experimental group performed better in classroom activities, likely due to the interactive and engaging features of TikTok-based learning.

These findings align with (Fata et al., 2023; Salsabil & Wahyudi, 2023), both of whom found that TikTok content improves students' language skills. However, (Amelia et al., 2022), showed that TikTok helps develop understanding through context-based learning. These findings suggest that TikTok may have contributed to enhancing students' understanding and use of vocabulary, especially in constructing simple sentences, understanding procedural texts, and delivering presentations. However, while TikTok appears to have contributed to vocabulary improvement, other factors, such as motivation, engagement, and prior knowledge, may also have influenced the results.

5. Comparison of Experimental and Control Group Activities

Students in the experimental group were very active and excited during lessons. They watched the videos, and some even took notes. Compared to regular lessons, they seemed more interested in learning new words. They talked about the TikTok videos in class, asked questions, and used the words they learned to make simple sentences. Many students remembered and used new vocabulary in speaking and writing activities. They also enjoyed using

TikTok for learning. These behaviors reflect findings from (Afidah et al., 2021; Fauziah et al., 2023), both of whom reported that TikTok's interactive format promotes interest and participation, especially among young learners. However, the control group, which used traditional learning methods, was less engaged. Some students paid attention, but others seemed bored, especially when repeating words. They were less motivated than the TikTok group and participated less in class discussions. Some students had trouble remembering and using new words. Even though they finished their exercises, they didn't find the activities as fun or interesting as the TikTok group. Overall, the students who used TikTok had a more active and enjoyable learning experience. This comparison reflects (Kanellopoulou et al., 2019)'s claim that multimedia tools help sustain attention and increase motivation in language learning, especially when visuals and verbal elements are integrated.

The findings of this research contribute to the existing body of knowledge by offering quantitative evidence of TikTok's effectiveness in vocabulary learning. Previous studies have examined TikTok's role in language learning, but this study adds to the literature by employing a quasi-experimental design and using a non-parametric statistical

approach. Moreover, the research builds upon earlier studies by not only confirming TikTok's effectiveness but also providing insights into its impact through a structured comparison between an experimental and control group. While earlier studies, such as (Usman et al., 2024), focused on matching exercises for vocabulary learning, this study takes a broader approach, assessing vocabulary acquisition through pre-tests and post-tests. Similarly, (Ramadani, 2024) examined TikTok's influence on vocabulary learning through a specific content creator's video, whereas this research generalizes the findings to a wider educational context by involving 65 samples. Meanwhile, (Fitria, 2023) explored TikTok's role in pronunciation learning using qualitative methods, highlighting positive student engagement. In contrast, this study provides quantitative evidence.

This study examines TikTok as an educational learning tool with statistical analysis. This study uses pre-test and post-test scores to measure TikTok's impact more objectively. The Mann-Whitney U test helps determine whether the differences between groups are significant. Additionally, having a control group makes the study more reliable by showing the effects of TikTok separately from other learning factors. The effect size analysis also helps explain how much TikTok influences vocabulary learning,

showing that while the impact is moderate, it is still important.

TikTok's visually engaging and interactive videos make learning vocabulary more interesting and enjoyable compared to traditional methods. Students in the experimental group showed more excitement and participation, suggesting that TikTok's fun and familiar format encourages active learning. Unlike regular classroom lessons, TikTok allows students to watch and replay videos at their own pace, helping them better understand and remember new words. The study also found that students who learned through traditional methods were less engaged and had lower comprehension scores. This suggests that TikTok provides a more effective and enjoyable way to improve vocabulary. Additionally, the Mann-Whitney U test results showed a significant improvement in vocabulary skills among students who used TikTok, confirming its positive impact on learning. Additionally, these findings align with studies by (Alghameeti, 2022; Warini et al., 2020), both of whom documented positive impacts of TikTok on language learning motivation and vocabulary retention. These connections affirm TikTok's value as a complementary educational tool.

However, the study has certain limitations. This study primarily measures short-term vocabulary improvement without assessing long-term retention. Understanding whether students retain the vocabulary learned through TikTok over time would provide more insight into its educational value. These limitations highlight opportunities for future research. Including a larger and more diverse sample could improve the generalizability of the results. Furthermore, using a mixed methods approach that combines quantitative data with qualitative insights, such as student feedback and engagement, could offer a deeper and more comprehensive understanding of TikTok's effectiveness in language learning. Future studies should also explore the effectiveness of different TikTok content styles and assess whether factors like video length, interactivity, and presentation style influence learning outcomes. Finally, examining the long-term impact of TikTok-based learning would offer valuable insights into its sustainability as an educational tool.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

After conducting the research, presenting the findings, and analyzing the data, the researcher is now ready to present the conclusions and provide suggestions based on the results of the study.

A. Conclusions

The analysis of the data revealed significant differences in vocabulary improvement between the experimental and control groups. The significance value (Asymp. Sig. (2-tailed)) for the experimental group was 0.002, which is below the threshold of 0.05, indicating a statistically significant enhancement in vocabulary mastery. Furthermore, the higher scores in the experimental group demonstrated that students who engaged with TikTok-based learning materials experienced greater vocabulary growth than those who followed traditional learning methods.

In addition to statistical significance, the effect size analysis provides insight into the practical significance of the findings. The calculated Mann-Whitney U effect size ($r = 0.4$) falls within the medium effect category, indicating that TikTok had a moderate yet meaningful impact on

vocabulary improvement. While the results confirm that TikTok-based instruction was more effective than conventional teaching methods, the medium effect size suggests that other factors, such as instructional design and student engagement, may also influence vocabulary acquisition.

These findings lead to the conclusion that the use of TikTok as a vocabulary learning tool significantly influenced students' progress compared to traditional instruction. Students who learned vocabulary through TikTok showed better understanding and retention, as reflected in their improved pre-test and post-test scores. Additionally, learners in the experimental group exhibited higher levels of engagement and enthusiasm during the learning process, further supporting the effectiveness of TikTok as a valuable educational resource for vocabulary development. The moderate effect size reinforces the idea that while TikTok is an effective supplementary tool, it should be integrated strategically with other instructional methods to maximize learning outcomes.

B. Suggestions

To enhance student engagement and learning outcomes, educators should consider integrating TikTok into language instruction as a supplementary tool. Its short, visually engaging content can complement traditional teaching methods. However, to ensure students focus on educational material rather than unrelated entertainment, teachers should provide clear guidelines on how to use TikTok effectively for learning. Additionally, encouraging students to create their own educational videos can promote active learning and reinforce vocabulary retention.

For curriculum designers, academic institutions should explore incorporating social media platforms like TikTok into formal language learning curricula. Since many students already use TikTok in their daily lives, leveraging it for educational purposes can make learning more engaging and relevant. Collaboration between educators and policymakers can help develop structured lesson plans that integrate TikTok content while aligning with academic objectives. Moreover, teacher training programs should include digital literacy components to equip educators with the skills needed to effectively utilize social media as an instructional tool.

While this study highlights TikTok's effectiveness in vocabulary learning, further research is needed to examine its broader impact. Future studies should explore how TikTok influences other language skills such as listening, speaking, reading, and writing. Additionally, investigating long-term vocabulary retention and comparing TikTok with other digital learning tools would provide deeper insights into its effectiveness. Expanding the sample size and including diverse educational backgrounds would also improve the generalizability of the findings.

Students should recognize TikTok as more than just an entertainment platform and utilize it as a valuable learning resource. Engaging with educational content, following language-learning creators, and watching relevant videos can interactively enhance vocabulary acquisition. Furthermore, creating their vocabulary-related content can deepen their understanding, as teaching others reinforces learning. By implementing these recommendations, educators, curriculum designers, and students can maximize the potential of TikTok as an educational tool. Despite certain challenges, this study emphasizes the role of digital media in modern education, offering an innovative and engaging approach to vocabulary development.

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APPENDICES

Appendix 1 Experimental and Control Group Scores

No.	Students' Code	Experimental		Students' Code	Control	
		Pre – Test	Post– Test		Pre – Test	Post – Test
1	E – 1	60	90	C – 1	66	86
2	E – 2	78	84	C – 2	60	80
3	E – 3	72	90	C – 3	70	72
4	E – 4	70	86	C – 4	60	70
5	E – 5	50	84	C – 5	78	84
6	E – 6	78	90	C – 6	70	72
7	E – 7	78	90	C – 7	72	82
8	E – 8	78	84	C – 8	72	78
9	E – 9	80	90	C – 9	60	70
10	E – 10	70	84	C – 10	70	78
11	E – 11	78	90	C – 11	70	84
12	E – 12	72	84	C – 12	78	86
13	E – 13	80	100	C – 13	80	80
14	E – 14	72	84	C – 14	70	70
15	E – 15	80	100	C – 15	70	78
16	E – 16	78	90	C – 16	72	90
17	E – 17	60	78	C – 17	72	86
18	E – 18	70	80	C – 18	84	70
19	E – 19	70	84	C – 19	66	70
20	E – 20	80	80	C – 20	84	90
21	E – 21	66	78	C – 21	72	80
22	E – 22	48	66	C – 22	78	100
23	E – 23	70	80	C – 23	80	78
24	E – 24	60	78	C – 24	70	78

25	E – 25	72	80	C – 25	80	84
26	E – 26	70	84	C – 26	80	84
27	E – 27	70	84	C – 27	80	78
28	E – 28	72	90	C – 28	66	72
29	E – 29	70	80	C – 29	78	86
30	E – 30	66	80	C – 30	80	78
31	E – 31	84	90	C – 31	78	80
32	E – 32	70	84	C – 32	60	70
33	E – 33	80	90			
Total		2352	2806	Total	2326	2544
Mean		71,27	85,03	Mean	72,69	79,50

Appendix 2 Normality Test Result

Tests of Normality							
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Pre - Test	Experimental	.228	33	.000	.886	33	.002
	Control	.180	32	.010	.921	32	.022
Post - Test	Experimental	.169	33	.018	.907	33	.008
	Control	.137	32	.135	.924	32	.027
a. Lilliefors Significance Correction							

Appendix 3 Homogeneity Test Result

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Pre - Test	Based on Mean	.048	1	63	.827
	Based on Median	.089	1	63	.766
	Based on Median and with adjusted df	.089	1	57.09 1	.766
	Based on trimmed mean	.036	1	63	.849
Post - Test	Based on Mean	.470	1	63	.496
	Based on Median	.720	1	63	.399
	Based on Median and with adjusted df	.720	1	62.92 5	.399
	Based on trimmed mean	.476	1	63	.493

Appendix 4 Research Instrument (Pre – Test)

WORKSHEET	
Name: Class:	
I. Choose the correct answer to the questions below by putting a cross (x) on the letters a, b, c, or d!	
1. What is the boy doing in the picture? a. Eat b. Table c. Quickly d. Beautiful	
2. Identify the verb in this sentence: "Mix the flour and water." a. Mix b. And c. Flour d. Water	
3. Choose the correct word to fill in the blank "He ____ to school every day." a. Eat b. Goes c. Drink d. Sleep	
4. Identify the verb in this sentence: "Pour the milk into the bowl." a. Pour b. Milk c. Into d. Bowl	
5. Which sentence contains a verb below? a. He is very clever. b. She is the most beautiful in this city. c. They are our new neighbors. d. They are playing football.	

6. What is the purpose of verbs in a sentence?
 - a. To describe a noun
 - b. To modify adjectives
 - c. To connect sentences
 - d. To show an action
7. Which sentence contains a verb?
 - a. She is the most diligent in this house.
 - b. They are very cute.
 - c. Mix all of the ingredients.
 - d. He is very handsome.
8. In a recipe, which verb is likely to be used?
 - a. Jump
 - b. Fry
 - c. Run
 - d. Sleep
9. Choose the correct sentence for a procedure text!
 - a. May I help you?
 - b. You are very clever.
 - c. Pour the milk into the bowl.
 - d. Congratulations!
10. Choose the correct verb to complete the sentence: "___ the water into the glass."
 - a. Pour
 - b. Slice
 - c. Boil
 - d. Mix
11. What does the verb "stir" mean?
 - a. To add salt
 - b. To stop cooking
 - c. To heat something
 - d. To mix something by moving it in a circle
12. What is the meaning of "chop" in cooking?
 - a. To stir ingredients
 - b. To wash with water
 - c. To cut into small pieces
 - d. To bake in the oven

13. What does the verb "pour" mean in a recipe?
 - a. To add liquid to something
 - b. To remove water
 - c. To cut vegetables
 - d. To mix ingredients
14. What is the meaning of "bake"?
 - a. To freeze
 - b. To fry in oil
 - c. To boil in water
 - d. To cook in an oven
15. Choose the correct meaning of the verb "boil":
 - a. To heat water until it bubbles
 - b. To cool liquid until it freezes
 - c. To mix ingredients in a bowl
 - d. To cut food into pieces

Appendix 5 Research Instrument (Post – Test)

WORKSHEET	
Name: Class:	
II. Choose the correct answer to the questions below by putting a cross (x) on the letters a, b, c, or d!	
1. What is the chef doing in the picture? a. Eat b. Run c. Bake d. Sleep	
2. Identify the verb in this sentence: "Bake the dough for thirty minutes." a. Bake b. Dough	

c. Thirty d. Minutes	
3. Complete the sentence: " ___ all ingredients carefully." a. Boil b. Bake c. Cut d. Mix	
4. Which of the following is a verb? a. Mix b. They c. Clever d. Handsome 5. Which sentence contains a verb below? a. He is very clever. b. She is the most beautiful in this city. c. They are our new neighbors. d. Pour the water into the glass. 6. What is the meaning of “verb” in the Indonesian language? a. Kata sifat b. Kata ganti c. Kata kerja d. Kata benda 7. Which sentence contains a verb? a. She is the most diligent in this house. b. They are very cute. c. Mix all of the ingredients. d. He is very handsome. 8. What is the purpose of verbs in a sentence? a. To describe a noun	

- b. To modify adjectives
 - c. To connect sentences
 - d. To show an action
9. Choose the correct sentence for a procedure text:
- a. May I help you?
 - b. You are very clever.
 - c. Congratulations!
 - d. Pour the milk into the bowl.
10. Choose the correct verb to complete the sentence: "___ the water into the glass."
- a. Pour
 - b. Slice
 - c. Boil
 - d. Mix
11. What does the verb "stir" mean?
- a. To add salt
 - b. To stop cooking
 - c. To heat something
 - d. To mix something by moving it in a circle
12. What is the meaning of "chop" in cooking?
- a. To stir ingredients
 - b. To wash with water
 - c. To cut into small pieces
 - d. To bake in the oven
13. What does the verb "pour" mean in a recipe?
- a. To add liquid to something
 - b. To remove water
 - c. To cut vegetables
 - d. To mix ingredients
14. What does the verb "slice" mean in cooking?
- a. To cut into thin pieces

- b. To heat in an oven
 - c. To boil in water
 - d. To pour liquid
15. Choose the correct meaning of the verb "boil":
- a. To heat water until it bubbles
 - b. To cool liquid until it freezes
 - c. To mix ingredients in a bowl
 - d. To cut food into pieces

Appendix 6 Teaching Module

A. Experimental Group

General Information		
School: SMP N 18 Semarang Class/Semester: VIII/ II Materials: Procedure Text Group/Phase: Experimental/D Time Allocation: 5 JP x 3 meeting (40 minutes x 5)		
Learning Achievement		
(Writing-Presenting) By the end of Phase D, students can communicate their ideas and experience through simple, organized paragraphs, demonstrating a developing use of specific vocabulary and simple sentence structures. Using models, they plan, create and present informative, imaginative, and persuasive texts in simple and compound sentences to structure arguments and to explain or justify a position. They include basic information and detail, and also vary their sentence construction in their writing. Students express ideas in the present, future, and past tenses. They use time markers, adverbs of frequency and common conjunctions to link ideas. Their attempts to spell new words are based on known English letter-sound relationships and they use punctuation and capitalization with consistency.		
Learning Objective		
1. Students are able to mention verbs in English 2. Students are able to create a text based on the vocabulary they learned		
Learning Method		
Scientific Approach, Problem-Based Learning		
Learning Media		
Tools: Handphone, Projector, Laptop, Board, Marker, Worksheet Paper. Media: PPT, TikTok Resources: 1. (https://www.tiktok.com/@english_veronika/video/6990409113926716678); 2. (https://www.tiktok.com/@carolinakowanz/video/7272352898762181894).		
Learning Activities		
First Meeting (2 JP)	Opening	1. The teacher greets the students. 2. The teacher mentions the objective of learning. 3. The teacher explains the agenda for meeting 1-3.
	Core Activities (Scientific Instruction)	1. The teacher conducts a pre-test . 2. The teacher collects the students' answers. 3. The teacher divides the students into 4 groups.

		4. (Observing) The teacher gives the students TikTok video about verbs and simple sentence in order to give the students a little idea about the materials to be delivered. 5. (Questioning) The students are asked to compose one simple question based on the video. 6. (Exploring) The teacher gives the students simple tasks to define their own questions. "What is verbs? What is the function of verbs?" 7. (Associating) The teachers give the validation from students' answer. 8. (Communicating) The teacher gives the students assignments to write simple sentences based on the verbs in the TikTok video
	Closing	1. The teacher asks the students to mention verbs that they already learned in this meeting. 2. The teacher explains the guidelines for TikTok projects in the second and third meetings. 3. The teacher closes the meeting.
Second Meeting (2 JP)	Opening	1. The teacher greets the students. 2. The teacher mentions the objective of learning. 3. Apperception.
	Core Activities (Last Stage of Scientific Instruction + Problem – Based Learning)	1. The teacher gives the students the opportunity to have a seat with their groups. 2. (Creating) The teacher gives the representative of the group a chance to present their result of simple sentences. 3. (Problem Clarification) The teacher gives the students a problem for each group. 4. (Brainstorming) The teacher asks each group to answer the problem using TikTok.

		5. (Data Collection) The teacher asks the students in each group to write their answers on their worksheet. 6. (Information Sharing and Problem-Solving) The teacher allows the students to stick their worksheet paper on the board so that other groups can see it. 7. The groups that have already written down the answer on the board continue to work with their groups to solve their problem (write a procedure text). 8. The teacher checks students' answers. 9. (Presentation of Findings) The teacher allows each group to present the result of their procedure text. 10. The teacher gives the students from each group to give one comment to the group that presents their assignment.
	Closing	1. The teacher asks the students to mention action verbs, definitions, and generic structure of procedure text that they already learned in this meeting. 2. The teacher explains the agenda for the third meeting. 3. The teacher closes the meeting.
Third Meeting	Opening	1. The teacher greets the students. 2. The teacher mentions the objective of learning. 3. Apperception.
	Core Activities	1. The teacher conducts a post-test.
	Closing	1. The teacher allows the students to reflect on their teaching and learning process. 2. The teacher motivates the students. 3. The teacher closes the meeting.

B. Control Group

General Information		
School: SMP N 18 Semarang Group/Phase: Control/D Class/Semester: VIII/ II Materials: Procedure Text Time Allocation: 3 JP x 2 (meeting 1,2); 1 JP (meeting 3)		
Learning Achievement		
(Writing-Presenting) By the end of Phase D, students can communicate their ideas and experience through simple, organized paragraphs, demonstrating a developing use of specific vocabulary and simple sentence structures. Using models, they plan, create and present informative, imaginative and persuasive texts in simple and compound sentences to structure arguments and to explain or justify a position. They include basic information and detail, and also vary their sentence construction in their writing. Students express ideas in the present, future, and past tenses. They use time markers, adverbs of frequency and common conjunctions to link ideas. Their attempts to spell new words are based on known English letter-sound relationships and they use punctuation and capitalization with consistency.		
Learning Objective		
1. Students are able to mention verbs in English, 2. Students are able to create a text based on the vocabulary they learned.		
Learning Method		
Direct Method		
Learning Media		
Tools: Board, Marker, Media: PPT		
Learning Activities		
First Meeting (2 JP)	Opening	1. The teacher greets the students. 2. The teacher mentions the objective of learning. 3. The teacher explains the agenda for meeting 1-3.
	Core Activities	1. Administer a pre-test . 2. The teacher collects the students' answers. 3. The teacher explains about verbs (focus on action verbs) 4. The teacher asks the students to repeat the teacher to mention the vocabulary verbs. 5. The teacher shows the students a simple procedure text. 6. The teacher leads the students in reading the procedures text together.

		- The teacher asks the students to mention the verbs from the procedure text they already read together. - The teacher divides the students into 4 groups. - The teacher gives the students a homework assignment to write some simple sentences using verbs that they already read (example verbs) in a group.
	Closing	- The teacher asks the students to mention verbs that they already learned in this meeting. - The teacher explains the guidelines for TikTok projects in the second and third meetings. - The teacher closes the meeting.
Second Meeting (2 JP)	Opening	- The teacher greets the students. - The teacher mentions the objective of learning. - Apperception.
	Core Activities	- The teacher asks each representative of the group to read the result of the simple sentence assignments. - The teacher explains the procedure text (definition, purpose, language features, and generic structures). - The teacher asks the students to repeat after the teacher and read the procedure text explanation together. - The teacher asks the students to mention the example of language features and generic structures of the procedure text together - The teacher gives an example of the procedure text and leads the students to read the procedure text together. - The teacher allows the students to guess the generic structure of the procedure text. - The teacher gives a group task for the students to write their procedure text with clear instructions. - The students are allowed to discuss and compose the procedure text with the theme: - Group 1: food - Group 2: drinks - Group 3: food - Group 4: drinks

		9. The teacher collects the students' procedure texts.
	Closing	1. The teacher asks the students to mention action verbs, definitions, and generic structure of procedure text that they already learned in this meeting. 2. The teacher explains the agenda for the third meeting. 3. The teacher closes the meeting.
Third Meeting (1 JP)	Opening	1. The teacher greets the students. 2. The teacher mentions the objective of learning. 3. Apperception.
	Core Activities	1. The teacher gives the students choose the representative from 2 groups to present their procedure text in front of the class. 2. The students from another group are asked to mention the action verb from the group that presents their result. 3. The teacher conducts a post-test.
	Closing	1. The teacher allows the students to reflect on their teaching and learning process. 2. The teacher motivates the students. 3. The teacher closes the meeting.

Learning Assessment

Type of Assessment: Simple sentences written by the students based on the verbs from the teacher

Rubric:

Score	Criteria
5	Students can compose ≥ 5 simple sentences using verbs correctly
4	Students can compose 4 simple sentences using verbs correctly
3	Students can compose 3 simple sentences using verbs correctly
2	Students can compose 2 simple sentences using verbs correctly
1	Students can compose 1 simple sentence using verbs correctly
0	Students can't compose any simple sentence
Total Score = 5 x 20 =100	

Type of Assessment: Simple sentence presentation
 Rubric:

Instrument	Excellent (5)	Good (4)	Average (3)	Poor (2)	Very Poor (1)
Sentence Structure	Uses clear, grammatically correct, simple sentences throughout the presentation	Mostly correct sentences with minor errors that do not affect meaning.	Some errors in sentence structure, but the meaning is understandable.	Frequent errors that sometimes affect meaning.	Many errors make understanding difficult.
Pronunciation & Fluency	Clear pronunciation, fluent, and confident delivery.	Mostly clear pronunciation with slight hesitation.	Some pronunciation errors and occasional pauses.	Many pronunciation mistakes and frequent hesitation.	Difficult to understand due to poor pronunciation and lack of fluency.
Vocabulary Use	Uses a variety of appropriate and well-chosen words.	Good vocabulary use with minor word choice errors.	Basic vocabulary, occasional awkward word choices.	Limited vocabulary with several incorrect word uses.	Poor vocabulary use, making sentences unclear.
Presentation Skills	Confident body language, eye contact, and voice projection.	Good body language and maintains some eye contact.	Limited gestures, some engagement with the audience.	Minimal gestures, weak eye contact, and low energy.	No engagement, monotone voice, and poor body language.
Total Score = 20 x 5 = 100					

Type of Assessment: Procedure text written by the students with the theme of food and drinks (Control Group)

Rubric:

Instrument	Very Poor (1)	Poor (2)	Average (3)	Good (4)	Excellent (5)
Generic Structure of the Text	Didn't follow the generic structure	Didn't mention goals and materials correctly	Didn't mention the materials correctly	Didn't mention the goals correctly	Complete generic structure
Language Features used (vocabulary, grammar, etc)	Little to no use of correct language features	Limited use of key language features, with frequent errors	Uses some key language features but with noticeable errors	Uses most key language features correctly, with minor errors	Uses all key language features correctly
Completeness of Information	The text didn't mention any correct information	The information in the steps, materials, and goals didn't complete	The information in the steps and materials didn't complete	The information in the steps didn't complete	Complete information
Accuracy of Instruction	Instructions are mostly inaccurate, confusing, or missing key steps.	Instructions are inaccurate or incomplete	Instructions are somewhat accurate but have noticeable gaps or unclear steps	Instructions are mostly accurate, with unclear wording that does not significantly affect understanding	Instructions are fully accurate, complete, and logically sequenced
Total Score = 20 x 5 = 100					

Type of Assessment: Procedure text written Presentation (Experimental Group)

Rubric:

Instrument	Excellent (5)	Good (4)	Average (3)	Poor (2)	Very Poor (1)
Content Accuracy	The procedure is completely accurate, well-explained, and supported by relevant details.	The procedure is mostly accurate with minor errors and sufficient details.	The procedure has some inaccuracies and lacks some details.	The procedure is unclear with several inaccuracies and missing key details.	The procedure is mostly incorrect and lacks necessary explanations.
Organization & Clarity	Generic structures are logically ordered, well-structured, and easy to follow.	Generic structures are mostly clear with a logical flow but could be more refined.	Generic structures are mostly clear with a logical flow but could be more refined.	Generic structures are difficult to follow due to poor organization.	Generic structures are confusing and lack structure.
Presentation Skills	Speaker is confident, clear, and engaging with strong voice control and eye contact.	Speaker is clear and engaging, with minor weaknesses in confidence or voice projection.	Speaker is somewhat clear but may lack confidence, eye contact, or voice control.	Speaker is unclear, lacks engagement, and has poor voice projection.	Speaker is difficult to understand and disengaged.
Language Features & Vocabulary	Excellent language features and vocabulary.	Minor grammar or vocabulary errors.	Contains noticeable language features and vocabulary issues.	Frequent language features and vocabulary errors make understanding difficult.	unclear, serious language feature errors and pronunciation errors.
Total Score = 20 x 5 = 100					

Appendix 7 Educational TikTok Videos

The researcher provides two educational TikTok videos as a starting activity (stimulus). These videos focus on cooking-related vocabulary, especially action verbs, and are shown to the students before introducing the main lesson on procedure texts.

1. (https://www.tiktok.com/@english_veronika/video/6990409113926716678)



2. (<https://www.tiktok.com/@carolinakowanz/video/7272352898762181894>)



3. Students' Worksheet Answer (Using TikTok)

Definition:

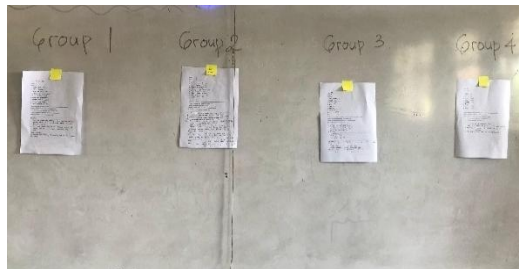
1. Texts that explain how something works or how to use instruction/operation manuals, e.g. how to use video, computer, tape recorder, photocopier, the fax.
2. Texts that instruct how to do a particular activity, e.g. recipes, rules for games, science experiments, road safety rules.

Social Function:

to describe how something is competently done through a sequence of steps.

Generic structure of Procedure Text:

1. Goal: It contains the purpose how to make something.
2. Ingredients: It describes the elements we need to make something.
3. This part describes the set of instructions.



Appendix 8 Documentation (Experimental Group)

Pre-Test



Class Activities



Post-Test



Appendix 9 Documentation (Control Group)

Pre-Test



Class Activities



Post-Test



CURRICULUM VITAE

Personal Data

Name : Naely Silvia Najwa

Students Number : 2103046126

Place of Birth : Magelang

Date of Birth : August, 13th 2003

Address : Larangan, Brebes

Religion : Islam

Gender : Female

Formal Education

MI Fathul Marom Anggamaya, Larangan

MTs Assalafiyah Sitanggal, Larangan

MAN 1 Tegal

UIN Walisongo Semarang

Semarang, 20th March 2025

The Researcher,

A handwritten signature in black ink, appearing to be 'Naely Silvia Najwa', with a stylized, cursive script.

Naely Silvia Najwa

NIM. 2103046126