# DEEP TIKTOK APPLIED METHOD IN UNDERSTANDING ENGLISH LEARNING (APPLIED IN GENERAL CLASS FOR VOCABULARIES)

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*Abstract*—**TikTok is an audio-visual social media. Currently the use of the TikTok platform among learners can make the users feel happy, apart from the fact that the videos made on this platform are set to musical effects from various genres, they can also provide more clear information, concise and informative, especially in learning English easily and quickly. To find out that learning using TikTok have a positive influence and about how far TikTok has an influence in increasing the interest on English learning is the purpose of this research. This research uses quantitative research by collecting questionnaire data using the Likert scale method and analyzed in descriptive way. The researchers used descriptive statistics as data analysis technique. The subject of this research are 63 learners at general class for vocabulary in Universitas Swadaya Gunung Jati. The results of this research show that there is a very significant effect of effectiveness between TikTok social media on English listening comprehension. The result of this research are TikTok application turned out to be effective in increasing the understanding of learners in English subjects by listening and make learners more interested in learning English.**

Keywords— *social media; TikTok; listening; effectiveness; understanding English*

## I. INTRODUCTION

English is a universal language because it is used by most countries in the world as the main language. Despite being a foreign language in Indonesia, English takes a significant role in society. This is evident in the Indonesian educational system. One of the subjects taught to students in elementary school through postsecondary education is English. English is one of the subjects taught to learners from elementary to tertiary level. Education is one of way to enhance learners' skills, will, and potential. The diversity of approaches to studying English definitely attract learners' interest, effective, and easy to understand in learning process. So, Teachers need proceed to innovate so that learners can be actively involved in the learning process.

Djamarah (2002:87) stated in teaching and learning process, the used of learning methods must be appropriate so teacher can be achieved the learning objectives. Abbas and Jarnes (2018) expressed there are numerous challenges that students encounter when they listen to English. So, the use of appropriate learning methods if there is a match between the material, the teacher's readiness to teach, the condition of the learners and the creativity of the learners. Effective use of methods occurs if there is conformity between the method and all teaching components that have been programmed in the learning unit as written preparation. The teaching component

is not only about teacher, learner, and learning process but also learning media, tools, technique, method, strategy, and material.

Sudarwan Danim (1995:7) explains that learning media is a set of supporting or complementary tools used by teachers or educators in order to communicate with learners. A good learning media must fulfil several requirements. The use of media in the teaching and learning process has the aim of being able to provide motivation to learners in learning so that they are able to provide good learning results. There are numerous criteria to assess the effectiveness of a learning media. Hubbard (1983) proposed nine criteria for assessing the effectiveness of learning media, such as cost, availability of supporting facilities such as electricity, suitability for class size, conciseness, ability to be changed, preparation time and effort, impact, complexity and finally usability. The more learning objectives that can be helped with a media, the better the media. These criteria are more intended for conventional learning media.

The use of learning media in the teaching and learning process is an effort to make it more efficient and quality of the learning process which can ultimately improve, which will eventually lead to be better learning outcomes for learners. According to Syahdan et. al (2021), the teachers use various learning media platform such as Google Classroom, Zoom and WhattsApps. There are the indicators of learning effectiveness are accuracy in mastering behavior, speed of performance or time required, conformity with procedures or steps, quantity of work performance, quality of final results, level of ability in solving problems, personnel and resources. The indicators can be used to determine whether is it effective or not in learning process.

The benefits of using learning media in the teaching and learning process including: (1) Learners' attention is directed to the learning media so student learning motivation is increasing, (2) Easy to understand teaching objectives because the teaching materials will be clearer, (3) Various teaching methods, (4) learning activities such as discussing, presenting, gives learners opportunity to interact more with others.

This learning media can contain a lot of theoretical, practical material and real objects in the form of text or visuals which can provide direct experience to learners. O'Boyle in Imam & Rahmanda (2021) stated the learning environment, several studies have indicated the positive effect of social media on learning areas, such as student participation. It is hoped that the use of technology and the internet in the teaching and learning process can reduce the obstacles that teachers or learners often experience in the teaching and learning process in class or independently. While teacher using learning media, quality of student learning can be improved because it helps learners absorb the lesson material more deeply so that can improve student learning achievement. Besides using learning media, the role of professional teachers

is very much needed to improve the quality of education to make the nation's life more intelligent. Government Regulation Number 17 of 2010 articles 48 and 59 which implies the development of a technology and information-based educational information system. With a good education system, it will be possible to increase competitiveness.

In this era, the strategy that can be used as a learning media is to utilize technology in learning process by using social media. Social media is an online that enables users to share, communicate, present themselves and creating collective social bonds. The reason why social media can be alternative of learning media because social media provides information that we can easily access. There are examples of social media which can be used for learning such as YouTube, Flickr, Snapfish, Instagram, Twitter, TikTok, and others.

Using social media as part of the learning process is more meaningful and experiential. According to Novita & Ainul (2022), Currently, there are numerous media for self-directed English learning, and TikTok social media is one of them. Rudiantara (2018) said that the TikTok platform is actually good for children to express creativity. A growing number of students choosing TikTok for entertainment or social networking purposes (Theodoros, 2022). The use of TikTok in the realm of formal education is in line with learning using multimedia, especially to increase satisfaction with learning content and student achievement in multimodal learning environments. This can confirm that using the TikTok application for learning can improve student achievement or learning outcomes because it can create a feeling of comfort and enthusiasm when studying. Edward (in Imam & Rahmanda, 2021) explains TikTok can help students apply their communication style.

Tiktok also can be used as a medium for learning English listening skills because it provides audio and audio-visual media. Thananya et. al (2022) stated that listening is one of the four basic skills in learning a foreign language besides listening, reading, and writing (Kamarullah, 2018). Listening is not merely to listen to a speaker, but it needs effort and concentration to get the point of communication This social media provides a lot of English learning content, whether the creators are native or not. By using TikTok, learners can take advantage of the available content as learning material to understand English. Apart from that, content creators on TikTok not only provide content that hones our listening skills, they also usually provide us with content that can hone our reading, writing and speaking skills. This social media is an alternative learning media that is also liked by many people.

The previous study focused to enhance learners' listening skill using TikTok and to analyze the generic structure also the language features. Meanwhile, this article focused to find out that learning using TikTok can have a positive influence in listening skill and about how far TikTok has an influence in increasing the interest on English learning for learners at

general class for vocabularies in Universitas Swadaya Gunung Jati. This research is important to explore the differences between before and after of the used of TikTok as teaching media at general class for vocabulary.

## II. METHOD

Kerlinger (1990:484) explains that the main use of research design is to provide answers to research questions, control and control variance. Research design according to Mc Millan in Ibnu Hadjar (1999:102) is the strategy and framework for an inquiry that is employed to gather empirical data in order to address research concerns. This research is quantitative descriptive. According to Sugiyono (2009: 147), descriptive research is applied to describe or depict gathered data in its original form.

The research used a survey method. According to Suharsimi Arikunto (1993: 86), A questionnaire is one of the instruments utilized in this research's data collection technique. A questionnaire is a method for gathering data in which participants are provided with a set of questions or written statements to complete. (Sugiyono, 2009: 142). In this research, the variable studied is the effectiveness of the TikTok application in the process of understanding English learning for learners in general class for vocabulary at Universitas Swadaya Gunung Jati.

To achieve the objectives of this research, it is necessary to first know the research variables. What is meant by variable is everything that will be the object of research or anything that will be the point of attention of the research (Suharsini Arikunto, 2002:96). In order to clarify research variables, it is necessary to state an operational definition of variables. It consists of one variable, namely student effectiveness in implementing English language learning, which consists of 2 possible factors that cause learners to experience obstacles in implementing conventional English learning and the distance learning process. Obstacles are obstacles or barriers experienced by someone to do something. In this case, these obstacles consist of internal factors and external factors. The internal factors themselves come from learners, while the external factors consist of teachers, facilities and infrastructure as well as learning materials from which data will be taken using questionnaires.

The sample for this research used was general class for vocabulary learners in Universitas Swadaya Gunung Jati. In this research, the sample used was 63 samples. The researchers used random samples to save costs, time and energy, researchers chose to use random samples. After conducting an interview with one of the general class, the researcher finally chose a purposive sampling technique. This is because general class learners are more active, mature, focused on learning and easy to manage.

The researcher using a survey method with questionnaire as the data collection technique and for scoring using a Likert scale. This research analyzed in a descriptive way. Respondents can choose one of four alternative answers that are adapted to the

subject's circumstances. Score for each alternative answer on positive (+) and negative questions (–).

Questionnaire data was analyzed using a formula:

$$P = \frac{f}{n} x\ 100\%$$

Note:

P = Percentage (%)

f = Frequency

n = Number of respondents

## III. RESULTS AND DISCUSSION

The data generated by this quantitative study will take the shape of numerical values. Utilizing Microsoft Excel software, analysis was performed on the acquired data. This research aims to analyze the effectiveness of the TikTok application on understanding English language learning, especially listening skills. With this objective in mind, data was collected using a questionnaire from 65 respondents who had studied English, the target being general class learners at Universitas Swadaya Gunung Jati. The questionnaire was distributed in a closed manner using a 1-5 Likert scale. This research used 3 independent variables consisting of interest in learning English, ownership of TikTok, and use of social media as a learning tool during the pandemic. The questionnaire created with the variables studied has an average of 5 question items.

The diversity of backgrounds that the respondents themselves come from is one of their characteristics. This feature is used to determine the respondent's background. The respondent's background is examined in this study with particular attention to gender, class, TikTok ownership, interest in learning English, and desire to start a TikTok.. The results obtained are:

TABLE I. TESTING GENDER CHARACTERISTIC

| Gender | Frequency | Percentage (%) |
|--------|-----------|----------------|
| Male | 22 | 34% |
| Female | 43 | 66% |
| **Total** | **65** | **100%** |

Based on Table 4.1 above, this research used a sample of 65 learners, where from the selected sample, when viewed in terms of gender, the overall sample was 66% female and the remaining 34% male. This shows that among learners, the decision to use the TikTok application is more often made by women.

Respondent characteristics of TikTok application ownership:

TABLE II. TIKTOK APLLICATION OWNERSHIP

| Ownership | Frequency | Percentage (%) |
|-----------|-----------|----------------|
| Yes | 42 | 65% |
| No | 23 | 35% |

| Ownership | Frequency | Percentage (%) |
|---|---|---|
| **Total** | **65** | **100%** |

The results of the analysis in Table 4.3 above use respondents of 65 learners, when seen from the ownership of the TikTok application on their cellphones, 65% more have the application compared to respondents who do not have the TikTok application, which is 35%.

Respondent characteristic of having watched TikTok video/content:

TABLE III. TEST OF EVER WATCHING TIKTOK VIDEO/CONTENT

| Have Watched | Frequency | Percentage (%) |
|---|---|---|
| Yes | 65 | 100% |
| No | 0 | 0% |
| **Total** | **65** | **100%** |

The results of the analysis in Table 4.4 above used 65 learners as respondents. If you look at the videos/content originating from TikTok, 100% of them have seen it, although seen from Table 4.2, only 65% have the TikTok application.

**Description of Respondent's Perception**

a. Determining Answer Score

TABLE IV. QUESTIONNAIRE ANSWER SCORE

| Answer Scale | Score |
|---|---|
| Strongly Agree | 5 |
| Agree | 4 |
| Neutral | 3 |
| Disagree | 2 |
| Strongly Disagree | 1 |

Score = Number of Respondent x Choice Score

TABLE V. LIKERT SCALE SCORE CALCULATION

| Answer Scale | Total Respondent | Total Score |
|---|---|---|
| Strongly Agree | A Respondent | 5 x A |
| Agree | B Respondent | 4 x B |
| Neutral | C Respondent | 3 x C |
| Disagree | D Respondent | 2 x D |
| Strongly Disagree | E Respondent | 1 x E |
| | | **Total Score** |

b. Determining Ideal Score

The ideal score is the score used to calculate the score to determine the rating scale. To calculate the total score (criterium) for all items, the following formula is used:

Criterion Score = Scale Value x Number of Respondents

TABLE VI. KRITERIUM SCORE

| Answer Scale | Total Respondent | Total Score |
|---|---|---|
| Strongly Agree | 5 x 65 | 325 |
| Agree | 4 x 65 | 260 |
| Neutral | 3 x 65 | 195 |
| Disagree | 2 x 65 | 130 |
| Strongly Disagree | 1 x 65 | 65 |

c. Determining the Rating Scale

TABLE VII. INTERVAL

| Answer Scale | Score |
|---|---|
| Strongly Agree | 261 – 325 |
| Agree | 196 – 260 |
| Neutral | 131 – 195 |
| Disagree | 66 – 130 |
| Strongly Disagree | 0 – 65 |

From the calculations of the descriptive analysis and Likert scale above, the responses from the respondents regarding the questions asked by the researcher were obtained with the following explanation:

1. Student Variables Regarding the TikTok

The distribution of respondents' answers to questions in the variable Student interest in the TikTok application can be seen in the following table:

TABLE VIII. STUDENT VARIABLES REGARDING THE TIKTOK

| Q | | SA | A | N | DA | SDA | Average | Score |
|---|---|---|---|---|---|---|---|---|
| 1 | F | 15 | 22 | 23 | 1 | 4 | 3,66 | 238 |
| | % | 23,1 | 33,8 | 35,4 | 1,5 | 6,2 | | |
| 2 | F | 15 | 12 | 17 | 8 | 13 | 3,12 | 203 |
| | % | 23,1 | 18,5 | 26,2 | 12,3 | 20 | | |
| 3 | F | 9 | 16 | 22 | 10 | 8 | 3,12 | 203 |
| | % | 13,8 | 24,6 | 33,8 | 15,4 | 12,3 | | |
| **Average Score** | | | | | | | | **214,6** |

From the results of the calculations above, it is clear that out of 65 respondents in terms of answering questions about learners' interests or interest in using the Tiktok application, learners often access the Tiktok application and find it easy to operate the features on the Tiktok application in their daily lives, getting an average score of 214, in accordance with interval, the score is in the good category and there are positive things about using the TikTok application, meaning that on average respondents agree with the questions from this variable.

2. Student Variables on English Languange Learning

The distribution of respondents' answers to questions in the respondents' knowledge variable about learning English can be seen in the following table:

TABLE IX. LEARNERS VARIABLE REGARDING ENGLISH LEARNING

| Q | | SA | A | N | DA | SDA | Average | Score |
|---|---|----|---|---|----|-----|---------|-------|
| 4 | F | 16 | 23 | 24 | 2 | 0 | 3,82 | 248 |
|   | % | 24,6 | 35,4 | 36,9 | 3,1 | 0,0 | | |
| 5 | F | 5 | 12 | 34 | 10 | 4 | 3,06 | 199 |
|   | % | 7,7 | 18,5 | 52,3 | 15,4 | 6,2 | | |
| 9 | F | 16 | 22 | 20 | 4 | 3 | 3,68 | 239 |
|   | % | 24,6 | 33,8 | 30,8 | 6,2 | 4,6 | | |
| **Average Score** | | | | | | | | **228,6** |

From the results of the calculation above, it is informed that out of 65 respondents in terms of answering questions regarding learners' interest in learning English, they got an average score of 228.6, according to the interval, this score is in the good category to determine the level of the respondent's ability to learn English, meaning that the average, respondents agreed with the questions from this variable.

3. TikTok Effectiveness Variable in English Language Learning

The distribution of respondents' answers to questions in the variable Effectiveness of using the TikTok application on respondents'/ learners' understanding can be seen in the following table:

TABLE X. TIKTOK EFFECTIVENESS VARIABLES IN UNDERSTANDING ENGLISH LEARNING

| Q | | SA | A | N | DA | SDA | Average | Score |
|---|---|----|---|---|----|-----|---------|-------|
| 6 | F | 5 | 10 | 9 | 6 | 4 | 3,23 | 210 |
|   | % | 21,5 | 21,5 | 29,2 | 13,8 | 13,8 | | |
| 7 | F | 14 | 16 | 21 | 6 | 8 | 3,34 | 217 |
|   | % | 21,5 | 24,6 | 32,3 | 9,2 | 12,3 | | |
| 8 | F | 26 | 14 | 16 | 5 | 4 | 3,82 | 248 |
|   | % | 40,0 | 21,5 | 24,6 | 7,7 | 6,2 | | |
| 10 | F | 10 | 25 | 21 | 8 | 1 | 3,54 | 230 |
|    | % | 15,4 | 38,5 | 32,3 | 12,3 | 1,5 | | |
| 11 | F | 10 | 25 | 21 | 8 | 1 | 3,54 | 230 |
|    | % | 15,4 | 38,5 | 32,3 | 12,3 | 1,5 | | |
| 12 | F | 14 | 26 | 17 | 5 | 3 | 3,66 | 238 |
|    | % | 21,5 | 40,0 | 26,2 | 7,7 | 4,6 | | |
| 13 | F | 21 | 32 | 10 | 2 | 0 | 4,11 | 267 |
|    | % | 32,3 | 49,2 | 15,4 | 3,1 | 0,0 | | |
| 14 | F | 25 | 28 | 10 | 2 | 0 | 4,17 | 271 |
|    | % | 38,5 | 43,1 | 15,4 | 3,1 | 0,0 | | |
| **Average Score** | | | | | | | | **238,9** |

The results of the calculations indicate that out of 65 respondents in terms of answering questions regarding the effectiveness of respondents using the TikTok application in understanding everyday English, the average score from 8 questions was 238.9, according to the interval, the score was in the good category and close to very good. If the Tiktok application is used by learners, especially teenage learners, they are very familiar with this application.

Learners feel more interested if they learn from digital media that has features that are easy to understand and easy to use, because there are many factors why the TikTok application is effective in the English learning process at times like this and the results of distributing questionnaires also get good scores, which means on average, respondents agreed with questions from this variable that the TikTok application is indeed one of the social media applications that is effectively used by learners. The result of this research in line with previous study that has been explained by several researchers (Novitasari et al., 2022; Aziz et al., 2021) who stated TikTok help learners to improve students' English skill.

IV. CONCLUSIONS

Based on the research data and discussions that have been described, the following conclusions can be drawn:

1.  The TikTok application turned out to be effective in increasing the understanding of general class learners at Universitas Swadaya Gunung Jati in English subjects by listening to songs and interesting English language content on TikTok, especially during teaching and learning process conditions that require it to be done at home.

2.  In this case, learners are more interested in opening applications on their cellphones rather than opening textbooks and they can find out about English lessons through social media applications, one of which is Tiktok

Further research needs to be carried out to apply learning methods using TikTok social media as a learning medium in a wider population, certain classes and other subjects.

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