The Impact of TikTok Video in Teaching Vocabulary for 7th Grade Students at SMPN 1 Kalitidu

Sonia Sushanty[1](✉), Oktha Ika Rahmawati[2], Moh Fuadul Matin[3]
[1,2,3]English Education Department, IKIP PGRI Bojonegoro, Indonesia
soniasusanti02@gmail.com, oktha_ika@ikippgribojonegoro.ac.id,
fuadul_matin@ikippgribojonegoro.ac.id

Abstract— The existence of social media, especially TikTok, has now become an important part of students' lives. This study aims to analyze the application of TikTok videos in teaching vocabulary to grade 7 students at SMPN 1 Kalitidu. By using TikTok as a learning tool, to increase new vocabulary as well as students' understanding of the vocabulary taught and motivation. This research uses a qualitative method with a case study approach, where data is collected through interviews, observations, and document analysis during the learning process. The study involved 30 students, and the results showed that TikTok videos can attract students' attention, and help them remember and apply new vocabulary. Based on these findings, it can be concluded that TikTok as a vocabulary learning media can significantly improve students' engagement and comprehension.

Keywords— TikTok, vocabulary learning, grade 7 students.

abstrak— Keberadaan media sosial, khususnya TikTok, kini telah menjadi bagian penting dalam kehidupan siswa. Penelitian ini bertujuan untuk menganalisis penerapan video TikTok dalam pengajaran kosakata pada siswa kelas 7 di SMPN 1 Kalitidu. Dengan menggunakan TikTok sebagai sarana pembelajaran, untuk meningkatkan kosa kata baru serta pemahaman siswa terhadap kosakata yang diajarkan dan motivasi.. Penelitian ini menggunakan metode kualitatif dengan pendekatan studi kasus, di mana data dikumpulkan melalui wawancara, observasi, dan analisis dokumen selama proses pembelajaran. Penelitian ini melibatkan 30 siswa, dan hasilnya menunjukkan bahwa video TikTok dapat menarik perhatian siswa, serta membantu mereka dalam mengingat dan mengaplikasikan kosakata yang baru. Dapat disimpulkan bahwa TikTok sebagai media pembelajaran kosakata dapat memperbaiki keterlibatan dan pemahaman siswa secara signifikan.

Kata kunci— TikTok, pembelajaran kosakata, siswa kelas 7.

INTRODUCTION

Education at the junior high school level is particularly important in this regard as it is an important phase in a person's development. Education is a process aimed at developing human potential through structured learning and experiences, both within and outside formal environments Bahodirovna (2024). It involves not only the transfer of knowledge but also the formation of character, skills, social values, and critical thinking abilities Gumantan (2021). Education aims to provide the knowledge and skills necessary to face life's challenges, shape good character, and cultivate critical, creative, and responsible attitudes Chukwudi (2022).

English vocabulary teaching in junior high school is an important part of the language learning process, with the aim of increasing students' word and improving their communication skills. Teachers often use various approaches, such as language games, interactive activities, and making vocabulary learning interesting and relevant to students' daily lives. In addition, it is very important to teach students how to connect new vocabulary with their personal experiences and how to expand their knowledge. Therefore, the purpose of teaching English vocabulary in junior high school is to improve students' vocabulary comprehension. Vocabulary is a topic that must be learned. Vocabulary is a fundamental competency that students must master in order to acquire other language skills such as reading, writing, listening, and speaking. Without a solid understanding of vocabulary, it is difficult to effectively develop these other competencies Tirtanawati (2021).

Vocabulary refers to the set of words and phrases that a person knows and uses in a language Schmitt (2020). It is an essential component of language proficiency, as it enables individuals to express thoughts, ideas, and emotions effectively Sun (2022). Vocabulary can be expanded by seeing new words, reading, speaking and practicing. It also includes understanding the meaning, pronunciation, and use of words in various contexts, which helps people customize their language use in different situations.

Vocabulary is very important to make it straightforward for us to learn English. But during learning, of course, students have problems that make it difficult to improve vocabulary Rochmadhoni, Prastiwi, Rahmawati (2022). With its creative short-video format, TikTok allows for visual and interactive teaching, enabling students to learn in a fun and engaging way Alshreef (2023). TikTok to explain complex concepts, share study tips, or even host language challenges that support vocabulary learning and other skills. TikTok offers a new, efficient way to boost student motivation and engagement in the learning process. TikTok has a positive impact as a technology tool in English language learning. The use of TikTok increases students' motivation, makes learning more fun, and helps in vocabulary development M. Abhi Rama (2023). This study aims to analyze the application of TikTok videos in teaching vocabulary to grade 7 students at SMPN 1 Kalitidu. By using TikTok as a

learning tool, to increase new vocabulary as well as students' understanding of the vocabulary taught and motivation. Therefore, the researcher will implement tiktok video taken from source content creator in teaching vocabulary to the 7th grade school at SMPN 1 Kalitidu.

RESEARCH METHOD

This research uses a descriptive qualitative approach in its implementation. Qualitative research is systematic and involves a rigorous process of identifying problems, collecting data, analyzing, explaining, assessing, and interpreting the findings. The researcher's ability to ask questions, evaluate the social situation under study, take documentation, and conceptualize findings to make them clearer and more meaningful requires strong theory and in-depth interviews. With this method, the researcher seeks to describe and draw conclusions about various settings, situations, and phenomena that exist, and describe how these phenomena actually occur. The researcher used three main data collection techniques: observation, interviews and documentation.

RESULT AND DISCUSSION

In the study of "the impact of tiktok video in teaching vocabulary for 7th grade students at SMPN 1 Kalitidu" researchers used observation, interview, and documentation techniques. Observation and interview techniques are carried out by making research instruments related to learning english using tiktok videos. Researchers conducted this study by interviewing 7th grade e SMPN 1 Kalitidu students.

This study revealed that integrating TikTok into vocabulary learning for Grade 7 students had a positive impact on their engagement and comprehension. Based on observations, students appeared more enthusiastic and active when vocabulary material was delivered through short videos that were visually and audibly appealing. These findings are in line Chun (2016), who emphasized that multimodal input enhances vocabulary learning by reinforcing meaning through visuals and context. Learning activities became more interactive and enjoyable compared to conventional methods. Interviews with several students showed that they remembered vocabulary more easily when it was presented in video form. One student stated that he could understand the meaning of words through the visual context in the TikTok video, such as movement, facial expressions, and the setting of the situation. Students also felt more confident when given the opportunity to create their own vocabulary content. Documentation in the form of photos of learning activities supports this. This aligns with Nguyen (2019), who found that learners benefit more from engaging in meaningful, context-rich tasks than from passive learning.

In addition, these findings are supported by Sundqvist (2016), who demonstrated that students' exposure to authentic digital media, such as videos and games, significantly contributes to vocabulary development in second language learning. This shows that entertainment-based, authentic media can be an effective source of linguistic input. Moreover, recent research by Zhang (2023) found that short-form video-based learning—such as through platforms like TikTok—can enhance student engagement, motivation, and vocabulary retention due to its contextual, appealing nature and alignment with the learning styles of the digital generation.

Overall, TikTok has proven to be an effective learning medium for improving vocabulary acquisition. Findings from the implementation of TikTok in vocabulary instruction among Grade 7 learners demonstrated a significant contribution to enhancing student engagement and understanding. The visually and audibly appealing short videos succeeded in capturing students' attention and creating a more enjoyable learning environment. High levels of student engagement through TikTok-based learning indicate that this medium aligns with the characteristics of the digital generation, who are more responsive to technology and visualization. Compared to conventional methods, students felt more actively involved, as TikTok allows them to interact directly with the material through content creation. This not only strengthens vocabulary comprehension but also fosters self-confidence and creativity. Students' ability to understand word meanings through visual contexts—such as facial expressions, body movements, and settings—shows that visual context-based learning can accelerate vocabulary acquisition. This is reinforced by students' opinions that they find it easier to remember and understand new words through examples in videos. Therefore, TikTok functions not only as an entertainment platform but also as an effective educational tool. It can be concluded that TikTok holds great potential as an innovative vocabulary learning medium that is adaptive to students' needs and characteristics.

CONCLUSION

Based on the research results, it can be concluded that the use of TikTok videos in learning English vocabulary for grade 7 students at SMPN 1 Kalitidu has a positive impact on student engagement and understanding. This media is able to create a more interesting, interactive and fun learning atmosphere compared to conventional learning methods. The visually and auditively appealing short videos proved effective in helping students remember and understand vocabulary through visual contexts such as movements, expressions and situations shown.

In addition, the opportunity for students to create their own content boosts confidence and creativity, while encouraging active participation in the learning process. TikTok has also been shown to fit the characteristics of the digital generation who are more responsive to technological and visual media. Thus, TikTok has great

potential as an innovative learning media that can support vocabulary acquisition effectively and adaptively to the needs of today's students**.**

ACKNOWLEDGMENTS

The author would like to thank the supervisor who has provided motivation, guidance, direction and enthusiasm during this research process. Thank you also to the Principal and English teacher of SMPN 1 KALITIDU for the permission and support given, as well as all 7th grade e students who have actively participated in this research.

REFERENCES

Alshreef, N. R., & Khadawardi, H. A. (2023). Using TikTok as a tool for English vocabulary learning in the EFL context. *English Language Teaching*, *16*(10), 125-125.

Bahodirovna, H. N. (2024). AND ESSENCE OF THE EDUCATIONAL PROCESS. *Multidisciplinary Journal of Science and Technology*, *4*(3), 328-333.

Chukwudi, N. S. (2022). EXTENT OF TEACHERS PARTICIPATION IN THE SELECTION OF EDUCATIONAL OBJECTIVES IN SECONDARY SCHOOLS IN ENUGU STATE, NIGERIA. *UNIZIK Journal of Educational Research and Policy Studies*, *14*(3), 169-174.

Chun, D. M. (2016). The role of visualization in L2 vocabulary acquisition and use. In M. Thomas & H. Reinders (Eds.), *Contemporary task-based language teaching in Asia* (pp. 153–172). Bloomsbury Academic.

Gumantan, A., Nugroho, R. A., & Yuliandra, R. (2021). Learning during the covid-19 pandemic: Analysis of e-learning on sports education students. *Journal Sport Area*, *6*(1), 51-58.

Nguyen, T., & Boers, F. (2019). Learners' attention to form in a task-based mobile learning environment. *Language Teaching Research*, 23(1), 69–88.

Rama, M. A., Hamdani, Z., & Prihatini, C. (2023). Students' perception on the use of Tiktok as an effective learning media in improving students' vocabulary. *Journal on Education*, *5*(4), 17079-17086.

Rochmadhoni, N., Prastiwi, C. H. W., & Rahmawati, O. I. (2022). The effectiveness of crossword puzzle games in teaching vocabulary to the seventh graders at SMPN 2 Bojonegoro. *ELTT*, *8*(1), 99-103.

Schmitt, N., & Schmitt, D. (2020). *Vocabulary in language teaching*. Cambridge university press.

Sun, H., & Yin, B. (2022). Vocabulary development in early language education. *Handbook of early language education*, 57-82.

Sundqvist, P., & Sylvén, L. K. (2016). *Extramural English in Teaching and Learning: From Theory and Research to Practice.*

Tirtanawati, M. R. (2021). Peningkatan Penguasaan Vocabulary Bahasa Inggris (Vocabulary) melalui Metode Pembelajaran Take and Give. *Prosiding Nasional Pendidikan: LPPM IKIP PGRI Bojonegoro*, 2(1), 134-141.

Zhang, Y., Wang, H., & Li, S. (2023**).** *Short-form videos as tools for vocabulary acquisition: Insights from TikTok-based learning. Journal of Educational Media & Technology.*