

The Use Of Tiktok In Teaching Extramural English Vocabulary Of English Courses: Implementation, Student And Teacher Perception

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Abstract

This research aims to: 1) determine the implementation of using TikTok in extramural English vocabulary learning in English courses; and 2) find out the opinions of students and teachers regarding learning vocabulary using TikTok as a learning medium in the aforementioned context. This research employed a qualitative design. The research, conducted in Jombang Regency, East Java, Indonesia, involved a teacher and students using TikTok for English vocabulary learning, using observations and interviews. The research findings show that: 1) TikTok is an appropriate medium for acquiring vocabulary in English, because it can be used outside a formal classroom context and at home, 2) Teachers and students have positive perceptions of English language learning outside formal classes because the incorporation of TikTok was featured students' favorite songs. Students were found to be happy in learning English vocabulary, and the teacher was inspired to create vocabulary learning materials through TikTok because it can increase students' enthusiasm and motivation to learn English vocabulary. Some recommendations are also given in this research.

Keywords: Implementation of TikTok Use, English Vocabulary, Perception

Date of Submission: 15-08-2024

Date of Acceptance: 25-08-2024

I. Introduction

In order to communicate effectively, people need to have adequate vocabulary regardless language they learn. In fact, the lack of vocabulary hinder people to understand other people's thoughts or

articulate their own thoughts (Rashid, Lan, & Hui, 2022). Fortunately, technology can provide opportunities to connect with the real world and support students to be actively enthusiastic and involved in learning because they are interested in using technology (Hermagustiana & Rusmawati, 2021). Technology-Enhanced Language Learning is a growing trend in English vocabulary education, enhancing motivation, engagement, and confidence, allowing educators to track progress, collect vocabulary through social media, Tiktok and facilitate cooperative learning (Hermagustiana & Rusmawati, 2021).

Apart from that, learning by utilizing technology directs students to be involved in the learning process (Basori, 2018). Educators worldwide are incorporating them into their teaching and learning processes as a valuable tool, particularly for technologically adept students in language acquisition contexts according to Cinelli et al. (2020), Gasevic et al. (2015), ~~XD et al. (2006)~~ and Ahmad et.al. (2019) Of many technology tools, TikTok is currently one of the most widely used applications. TikTok, a popular social media platform known for its short-form videos, has gained attention as a tool for language learning due to its unique features and user-generated content (Fahdin, 2020). The tool becomes an alternative way for teachers who need learning media to teach their students in class (Muzammil L., et al., 2023). While traditional instructional methods still play a crucial role in language learning, Tik Tok offers several practical application and potential advantages. Those benefits include the presence of authentic language use (Sundqvist, P. & Sylven, L, 2020), bite-sized learning (Teng, F, & Zhang, X, 2021), multimodal learning (Sundqvist, P.& Sylven, L, 2020), community engagement and interactions (Teng, F., & Zhang, X, 2021), and culture immersions (Gao, X et al. 2021). However, the use of the tool particularly in the area of vocabulary acquisition outside the formal classroom context served as extramural activities has not been rigorously explored yet.

Vocabulary is the foundation of learning a foreign language, enabling students to understand and apply unknown words effectively. It consists of language elements like listening, speaking, reading, and writing Rashid, Lan, & Hui, 2022). Learning strategies include word classes, word families, word formation, multi-word units, collocations, and homonyms. These strategies help students become autonomous learners and take responsibility for their language learning progress.

Vocabulary learning and extramural English (EE) are interconnected in teaching and learning, involving informal, voluntary use of English beyond formal education. English beyond the mural refers to any activity or leisure activity outside the walls of an EFL classroom, often initiated by an EFL teacher or student's parents. These activities are voluntary and not part of formal education. Examples of extracurricular activities include watching movies, videos, playing games, listening to music, using social networks, creating content in English, and conversing with foreigners. Course activities are student support activities carried out by experienced teachers to help students develop their understanding and problem-solving abilities. Course facilities outside of school help students absorb material not taught at school and increase their learning motivation (Fajt, 2021)..

Previous research results show positively that TikTok is useful for improving vocabulary skills and helping students use technology easily . (Alexandro, et al, 2022; Fajardo & Carril, 2021; Nichita et al, 2021; Fahdin, 2020; Rijal & Sukmayadi, 2020) However, none of them explains how TikTok is applied in teaching English vocabulary. Then, the perception received by students and teachers in using TikTok in extramural English vocabulary teaching in English courses also does not exist. Therefore, the researcher intends to conduct further research regarding the use of TikTok in acquiring vocabulary as a learning medium in English courses presented as extramural activities. Further, the researcher intends to explore students' and teachers' perceptions of the application of TikTok in teaching vocabulary as Extramural English in English courses. Previous research Alexandro, et al (2022), Fajardo & Carril (2021), Nichita et al. (2021), Fahdin (2020), Rijal & Sukmayadi, (2020) found TikTok is useful for improving vocabulary skills and facilitating technology use. However, there is a lack of understanding about its implementation in teaching English vocabulary. The researcher conducted a qualitative study to understand teachers' and students' perceptions of using TikTok in teaching vocabulary as extramural English, aiming to identify its suitability for this purpose.

To aim that goal, the researchers formulate the following research questions:

1. how is the implementation of TikTok in teaching vocabulary as extramural English at an English course?
2. what are students' and teachers' perceptions toward learning vocabulary using TikTok in an English course an English learning media?

II. Methodology

This research uses a qualitative method to explore and describe the findings of a phenomenon, focusing on the experiences of participants. The phenomenological approach was chosen to describe the participants' experiences in the implementation of using Tiktok to teach vocabulary.

The research was conducted at an English language course in Jombang Regency, East Java, Indonesia, where TikTok was used as a vocabulary learning medium. The course had various classes and facilities, making it a unique place for learning English. The research aimed to understand the strategies used by the teacher to overcome challenges using TikTok to create interesting English learning activities. The participants included both students and teacher with both genders. The research aimed to understand the challenges faced by teachers in using TikTok for vocabulary learning. The study aimed to provide valuable insights into the use of TikTok in English language learning.

This qualitative research utilized observations and interviews to gather data on vocabulary learning using TikTok as a learning medium in an English course. Field notes were used as observation tools to document teaching and learning activities, while unstructured interviews were conducted with students and teacher. The interviews focused on relevant questions related to TikTok and its benefits for vocabulary learning. This research focused on English language course teacher and four students in elementary school in Jombang Regency, East Java.

III. Finding

The researchers divided the data into two categories based on the research objectives, namely to explore the implementation of TikTok in teaching vocabulary as extramural English at an English course and to determine students' and teacher' perceptions toward learning vocabulary using TikTok in an English course.

The implementation of TikTok in teaching English vocabulary.

In this section, the researchers explains the finding about the observation result of the implementation of TikTok in teaching English vocabulary from observations. Based on the data taken from the first observation, the researchers found that the teachers taught 'part of school'. Before the teacher started with the materials, the teacher asked students to sing a 'Happy Birthday' song. However, the lyrics where vocabulary consisted part of house was used in the lyrics. The students had learned the vocabulary in the previous meeting.

The teacher asked the students to say in Indonesian what they knew about 'part of school'. The teacher asked "What do you know about the school environment?" than, students answered "*ruang kelas, perpustakaan, ruang guru.*" After that the teacher wrote on the blackboard the English vocabulary and translated it into

Indonesian. The teacher explained how to pronounce vocabulary and gave examples of how to read them correctly, for example 'classroom'. The teacher pronounced English vocabulary and was imitated by all students.

The teacher also asked the Indonesian vocabulary, the students answered in English and vice versa. After the students understood, the teacher provided some vocabularies that were sung with the intonation of the viral song, namely the dangdut song 'Santri Pekok'. The lyric of the song is '*genduk denok santri lulusan pondok...tak rewangi sarungan gawe songkok. Assalamualaikum lakokno bapake...*'. Students seemed enthusiastic about memorizing the 'part of school' vocabulary because the songs used were their favourites. They often heard that song at home. The teacher repeatedly asked the students to sing the song, 'Santri Pekok' with the vocabulary 'part of school'. The students were seen quickly memorizing the new vocabulary while looking at the writing on the blackboard.

At the end of the class, the teacher gave a have assignment to do at home to make a video which was uploaded to students' own TikTok or parents' TikTok. If they forgot the tune of the song given, the 'Santri Pekok', students could see the TikTok made by the teacher which was sent via students' WhatsApp group'.

Based on the data from the second observation, the researchers found that the teacher taught a different topic. It was about 'weather'. Before learning new material, the teacher asked the students to sing the song '*Santri Pekok*' dealing with material of the 'part of school' which they had done at home by making a video and uploading it to TikTok. The students were very enthusiastic in singing the song and very fluent to pronounce in English. It showed that students memorized the new vocabulary. After that, the teacher asked students to say what they knew about 'weather'. The teacher asked students in Bahasa Indonesia "*kamu tau apa itu cuaca?* (do you know what the weather is?)". Students answered "*panas, hujan dan cerah.* (hot, rain, sunny)." After that, the teacher wrote students' answers on the blackboard the English vocabulary and translated them into Indonesian. The teacher modelled the correct way to pronounce the vocabulary followed by students who imitated the pronunciation.

In the third observation, the teacher started the class by asking students to repeat the previous material, which included singing the word "weather" with the words "Salatullah Salamullah," before moving on to fresh material. Because they had performed the song at home using TikTok videos, the students sung it with great enthusiasm.

The teacher got the class to share their knowledge of "days and months. "What are the days of the week? what are the months of the year? in Indonesian. "*Senin, Selasa, Januari, Februari,*" and so on are the responses given by students. Subsequently, the instructor put vocabulary terms in English on the board and translated them into Indonesian. The teacher gave the correct pronunciation of the term before providing an example of how to read it. 'Sunday = *Minggu*' and 'January = *Januari*' are two instances. The teacher asked questions using Indonesian vocabulary, students answered in English and vice versa. After the students understood, the teacher provided vocabularies which was sung with the intonation of a viral song, namely the dangdut song 'Ditinggal Rabi and 'Taman Jurug'. The teacher gave an assignment for homework that required students to record a video and post it to their own or their parents' TikTok accounts. Students can view the teacher's Tiktok video, if they forget the lyrics to the songs, which are titled 'Ditinggal Rabi' and 'Taman Jurug.'

In the forth observation, the teacher started the class by repeating last week's material which was uploaded on TikTok, dealing with the material 'days and months' with the songs 'Ditinggal Rabi' and 'Taman Jurug'. After that, the teacher talked about the topic that would be taught today, namely 'food and drink'. 'Food and drink' vocabulary was written by the teacher on the whiteboard. The students imitated the teacher's accurate pronunciation of the vocabulary. The teacher asked questions and provided answers in Indonesian; students responded in English, and vice versa. After that, the teacher provided vocabulary that was sung in the manner of a familiar regional song, 'Rasa Sayange', to the class. The teacher told the students to pair up and practice in groups. The teacher appointed all groups in turn.

The teacher recited the 'soup' several times. The teacher ask student to upload the TikTok song the learned today. If there were students who forgot, they could observe the TikTok made by the teacher at home, by viewing the TikTok uploaded in the whatsapp group. Based on the first to fourth observations, they showed that students were active in learning. Students implement learned with TikTok and really enjoyed it because there were always new songs in every meeting. The materials from previous meetings were always repeated to remind students of the next meeting. TikToks made by teachers always used different songs and these songs were already known to students. Based on the finding from the observation and interview, There were a few obstacles when the teacher gave the students the task of making Tiktok. They have learned well, however, they were still at elementary school level, they often felt embarrassed, especially male students. Therefore, the task completion process was sometimes not carried out well. The teacher finally made TikTok by herself create a different song for each new material.

The Results of Interview on TikTok Implementation in Teaching English Vocabulary.

The teacher implemented TikTok in teaching English vocabulary in the form of an assignment at the end of the lesson because students could practice pronouncing English vocabulary in a fun way, especially using songs

which were currently viral and could copy the TikTok made by the teacher. It was expected that students could memorize faster, their memory could last longer and students' motivation to memorize would be higher.

Based on the data above, there is only one activity, namely 'the learners are given some questions related to the topic to brainstorm' at the main teaching stage has not been implemented due to teacher interests (meeting 2), teacher delays (meetings 3 and 4), but it does not interfere with the smooth learning process.

Students' Perception and Teachers' Perception about Implementing on Learning English Vocabularies

The interviews were conducted with four students selected by the teacher. Consisted of two male students and two female students who actively participated in the lesson. To make the interview data more complete, a voice recording device was used. The interview materials were provided in Indonesian to prevent misunderstandings, making it easier for students to respond.

All students stated that TikTok could increase their vocabulary. Students watched TikTok videos repeatedly to memorize vocabulary, did it with pleasure. They were interested in watching and listening to TikTok, because it used interesting songs and movements. The researcher asked about new vocabulary acquired when learning using TikTok (video), whether students acquired new vocabulary quickly. Four students answered that through TikTok, they could increase their vocabulary mastery by listening and watching videos in TikTok learning repeatedly. Students felt happy.

This was supported by the following students' interview results:

"... if videos on TikTok can be used as a learning tool.

(student M).

"... the TikTok app can provide English information." (student TA).

"... I prefer watching Tik Tok than YouTube...." (student TI).

"... I can access TikTok better because it doesn't use heavy internet data" (student M).

"when I come across strange words that catch my eye, I usually just look for it. I enjoy the 'save' and 'share' functions" (student F).

"... I can watch and use my saved TikTok videos. I can also watch saved TikTok videos multiple times and share them with my friends...." (student TA).

"... TikTok is both funny and challenging...." (student M).

"... everyone loves TikTok nowadays, and it's fun..." (student TI).

Students also stated that by using TikTok they could memorize vocabulary quickly because they were happy to do it. The teacher told them to memorize songs that the students liked. The four students didn't get bored of memorizing vocabulary because they used TikTok. They felt happy when learning and pronouncing vocabulary. Using TikTok to learn new vocabulary can be a fun and efficient method to attract children's attention. The short, engaging, and often innovative nature of TikTok content can provide a refreshing way to convey new vocabulary and concepts, which can help break up boredom.

This was supported by the following students' interview results

"... using TikTok is easier, I can understand it as if I memorize it by singing it." (student TA).

"... it's fun, because when I study on TikTok you sometimes use songs, if I don't use songs it's less interesting." (student TI).

"... the videos introduce new words, which will expand my vocabulary and I remember them every time I see them." (student M).

"... when I come across an interesting foreign term, I usually immediately look for its meaning." (student F).

"...TikTok is an interesting tool for learning English vocabulary because the videos are short...." (student TI).

"... TikTok videos sung in pairs are very fun for memorizing vocabulary." (student M).

The students also stated that by using Tiktok they could memorize quickly because they enjoyed it. The teacher told them to memorize songs that the students liked or knew. The researcher asked the advantages and disadvantages of using TikTok to learn vocabulary. According to them, the weakness of TikTok for learning vocabulary is that some sad it was a bit difficult to implement by making a video and then uploading it to TikTok.

They explained that TikTok has many advantages that enable them to understand English vocabulary well. With the TikTok application, the materials can be viewed repeatedly and if student cannot attend the course student can view it at home.

This was supported by the following students' interview results

"...Tiktok can be repeated if you forget." (student F).

"it's easier, if you don't go in you can learn via TikTok," (student M).

"... quickly memorize English exercises...so you can have more vocabulary." (student TA).

"...TikTok can quickly enter the brain, so it can be memorized quickly" (student TI).

The teacher perceptions regarding the use of the TikTok application in vocabulary learning.

Interviews were conducted with one teacher after finishing teaching using TikTok. Interview were recorded with a voice recorder. Interview guidelines were provided in Indonesian to avoid misunderstandings. Teachers shared what they think about TikTok for English language teaching. The teacher preferred to use the TikTok because the time was shorter so students didn't get bored quickly and it's fun because it used songs. According to the teacher, students could understand learning media using TikTok for vocabulary material. Based on the results of interviews with teachers, TikTok could be used as a fun learning medium by creating songs so that it made it easier to memorize English vocabulary.

"... TikTok is an excellent social media application because its content is based on short videos, the unique thing about learning English vocabulary is that it is not boring..." (teacher Y).

"... many English teachers around the world have created accounts to share their knowledge on TikTok, providing a large amount of learning materials and content from various platforms." (teacher Y).

"... people use TikTok almost all over the world. Many English teachers use various methods to make teaching English interesting for their students." (teacher Y).

Moreover, TikTok could be opened anytime and anywhere. The advantage of using TikTok for learning was that teachers were encouraged to create interesting content about English vocabulary, especially with songs that students currently liked (viral), so that students could learn happily.

This was supported by the teacher's opinion as follows:

"...TikTok is now going viral in Indonesia, that's why I chose TikTok to make my learning easier and more fun, especially for children so they are more interested in my learning." (teacher Y).

"...for memorizing vocabulary, I think it is very effective because with songs it is easier to memorize..., if you forget, you can open the "Tiktok again..., so students can memorize it more quickly.." (teacher Y).

The weakness of using TikTok was the student's ability to operate a mobile phone. There were some students who didn't have an Android mobile phone so they were advised to ask their friends' siblings or parents for help.

"... but the teacher also talked about the disadvantages of using TikTok to learn English vocabulary. Some students don't have mobile phones that can access TikTok." (teacher Y).

"... there are parents who don't have an Android mobile phone... so they have to ask their relatives for help." (teacher Y).

IV. Discussion

Based on the interview of the Implementation of TikTok in learning English vocabulary, it showed that several things, such as students memorizing English vocabulary more easily because: 1) TikTok can be accessed many times both in the field and at home, 2) with the TikTok media students feel happy because it is made with the songs they are currently playing. This finding is in line with Escamilla's (2021) research findings which say that 'music contributes to the success of the show and a good time'. The use of TikTok videos as an interactive learning medium is expected to be useful in helping students understand and accept the learning process (Rijal & Sukmayadi, 2021).

Based on the Students' and teachers' perceptions of using TikTok as a vocabulary learning medium The researcher found using TikTok for teaching English vocabulary in elementary school students by providing face-to-face vocabulary material, selecting favorite songs, reinforcing with questions, and assigning home assignments to practice pronunciation correctly. This shows that the use of TikTok is more suitable in the closing stage. Because students can memorize at home with the help of TikTok which can be played many times. It is in line

with Alexandro, et al., (2022). Students don't get bored because the time is relatively short and it is performed with songs they already know.

English courses that use the TikTok application in their learning are fun because the interaction between teachers and students is accompanied by enthusiasm for learning. Basically, TikTok can be a good learning medium for conveying what teachers want to convey to their students. Applications that are accessed more frequently by students will certainly make a special impression on them if teachers take an approach by making this application a learning medium (Alexandro, et al, 2022). In this study, students felt happy and enthusiastic about using TikTok to learn English vocabulary, especially when using teacher-made TikTok.

TikTok can help students learn vocabulary anytime and anywhere. This is supported by Alghomeeti (2022) who believes that TikTok offers a learning platform that students can access to learn vocabulary anytime, anywhere. The short video format allows for quick learning of new words. TikTok is a useful tool for learning, students feel happy when the teacher explains new vocabulary by starting face-to-face with singing. Students imitate in pairs, then the teacher gives the task to imitate the teacher's TikTok which uses songs to memorize at home, and will be repeated at the next meeting. This research is in accordance with meaningful learning proposed by Chen (2022) which shows that TikTok can improve students' understanding of grammar and vocabulary.

Teachers are helped by the TikTok application because teachers can communicate with students more easily. Teacher-made TikTok are shared in WhatsApp groups for them to learn from and display when they enter their next meeting. This is similar to Pratiwi et al. (2021) that entertaining TikTok videos allow users to learn about current events in a straightforward and fun way. Teachers are responsible for providing information to their students and must always follow developments in technology and its application.

TikTok has been proven to significantly expand students' vocabularies by introducing them to a variety of terms and phrases in a variety of topics and themes. The platform's diverse content, ranging from humorous to educational, has engaged students and increased their engagement in learning. In line with Ining (2021) that students also become more aware of global and social issues, which is very useful in expanding vocabulary and improving speaking and writing skills. This is in accordance with previous research findings that teachers are motivated to create English vocabulary learning content through the TikTok application with songs that students like (viral) because teachers believe it will increase students' enthusiasm for memorizing English vocabulary (Rijal & Sukmayadi, 2020; Nichita et al, 2021 & Alexandro, et al, 2022).

Research findings show that TikTok is a useful learning medium for English vocabulary, but it has both advantages and disadvantages. Students find it challenging to create videos and may struggle with cell phone usage. However, it offers a convenient learning method for students to view content at home. Teachers can use TikTok to create engaging content, especially with popular songs, promoting student engagement (Alexandro, et al., 2022). It is in line with Alexandro, et al. (2022) found that TikTok, which students more often use, will undoubtedly leave a strong impression on them if teachers employ the application as a learning medium.

V. Conclusion

Based on the findings, using TikTok to acquire English vocabulary is effective. Students are happier because using TikTok with popular songs really motivates students to memorize English vocabulary. TikTok is an effective tool for learning English vocabulary, as it can be accessed many times both in the field and at home. Students find TikTok fun and memorable because of its use of songs they like. However, teachers should guide students in using TikTok, choosing songs that can influence their psychology and positive emotions. TikTok is suitable for learning English vocabulary because it allows them to memorize vocabulary at home and avoid boredom due to its short duration and familiar songs.

Students' and teachers' perceptions of vocabulary learning using TikTok in English learning are classified as positive because students feel happy with the TikTok media created by the teacher with their favorite songs. TikTok has proven to be a fun and effective learning medium for learning English vocabulary. The short video format allows for quick learning of new words, and students can learn vocabulary anytime and anywhere. Teachers can communicate with students more easily through teacher creation. TikTok has been proven to significantly expand students' vocabularies by introducing them to a variety of terms and phrases in a variety of topics and themes. Teachers are motivated to create English vocabulary learning content via TikTok with songs that students like because they believe it will increase enthusiasm for memorizing English vocabulary. Disadvantages of using TikTok to learn English vocabulary, such as excessive phone use, wifi connections, and cell phone availability. TikTok can be an effective learning tool for teachers to convey information to their students and leave a lasting impression on them.

Apart from learning English vocabulary using songs, teachers ~~you~~ should plan other fun activities such as games. Learning English vocabulary using TikTok should be done at the 'closing' stage. It is best for teachers to first provide examples of TikTok they have made, making it easier for students to imitate the vocabulary and be able to pronounce it correctly. Teachers should always update each material with different songs, because students will be more enthusiastic because each song has a different English vocabulary theme. So that they don't

feel pressured by the assignments given, and it's better to alternate them with TikTok videos made by other people, not just those made by teachers.