THE EFFECT OF TIKTOK APPLICATION ON ENGLISH VOCABULARY MASTERY OF THE SECOND GRADE STUDENTS JUNIOR HIGH SCHOOL AT SMP ISLAM TAHFIDZ QUR'AN OF BIMA CITY

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ABSTRACT

The purposed of this study is to describe the significant influence of using the TikTok application on the vocabulary mastery of class II junior high school students at Tahfidz Qur'an Islamic Junior High School, Bima City. This type of research uses quasi-experimental research with a sample size of 40 class II junior high school students at Tahfidz Qur'an Islamic Junior High School, Bima City. The data collection technique used in this research is a test to determine mastery of vocabulary and documentation with data analysis techniques, namely validity test, reliability test, normality test, homogeneity test, and hypothesis test. Based on the data analysis that has been carried out, it can be concluded that the results of hypothesis testing calculations with the help of the SPSS 20.00 for Windows program using the Independent Sample T-Test test technique at a significance level of 5%, obtained a value of $t_{count} \geq t_{table}$ (5,845 ≥ 2.024), and the value sig ≤ 0.05 (0.001≤ 0.05). So Ho is rejected and Ha accepts. This shows that the hypothesis (Ha) which states that the use of the TikTok application influences the English vocabulary mastery of class II Islamic Tahfidz Qur'an Junior High School students in Bima City, is declared accepted.

Keyword: *Tiktok Aplication and English vocabulary Mastery.*

ABSTRAK

Tujuan dari penelitian ini adalah untuk mendeskripsikan pengaruh signifikan penggunaan aplikasi tiktok terhadap penguasaan kosakata siswa kelas II SMP di SMP Islam Tahfidz Qur'an Kota Bima. Jenis penelitian ini mengunakan penelitian quasi eksperimental dengan jumlah sampel 40 siswa kelas II SMP di SMP Islam Tahfidz Qur'an Kota Bima. Teknik pengumpulan data yang digunakan dalam penelitian ini adalah menggunakan tes untuk mengetahui penguasaan kosa kata dan dokumentasi dengan teknik analisis data yaitu uji validitas, uji reabilitas, uji normalitas, uji homogenitas dan uji hipotesa. Berdasarkan analisis data yang telah dilakukan maka dapat ditarik kesimpulan bahwa hasil perhitungan pengujian hipotesis dengan bantuan program SPSS 20.00 for windows dengan menggunakan teknik uji Independent Sample T-Test pada taraf signifikansi 5%, diperoleh nilai $t_{hitung} \geq t_{tabel}$ (5.845 ≥ 2,024), dan nilai sig ≤ 0,05 (0.001≤ 0,05). Maka Ho ditolak dan Ha terima. Hal ini menunjukkan, bahwa hipotesa (Ha) yang berbunyi bahwa penggunaan aplikasi tiktok berpengaruh terhadap pengusaan kosa kata bahasa inggris siswa kelas II SMP Islam Tahfidz Qur'an Kota Bima, dinyatakan diterima.

Kata Kunci: Aplikasi Tiktok dan Penguasaan Kosa Kata Bahasa Inggris.

A. Introduction

Humanity has been alive with their communication skills and words from ancient times until the present. The foundation of communication is vocabulary. Language users utilize vocabulary to communicate their thoughts, ideas, and perspectives. Compared to other aspects of language, vocabulary appears to be more critical and urgent than grammatical function, at least from a linguistic viewpoint (Dakhi & Fitria, 2019). The impact of vocabulary in learning a foreign language cannot be overstated. This is a component that combines the four language skills of reading, speaking, writing and listening to speak effectively in a foreign language, especially in learning English.

English is an international language that is used by all groups in the world to communicate, whether small, young and old, business people and entrepreneurs, so English is mandatory to learn and must be present at all levels of school starting from elementary school to college level. Learning English must be made as interesting as possible so that students do not feel bored, especially in learning vocabulary, because having a large vocabulary, will be easier for students or someone who learns English. Vocabulary is a fundamental element of language proficiency and forms a substantial foundation for effective learning (Reyes-Chua & Lidawan, 2019).

When studying English, especially in vocabulary material, there are several common problems that students face (Hukom, 2021). First, students have difficulty distinguishing word classes. Second, students have difficulty tran slating meaning, and third, students experience an inability to interpret written and spoken words. These problems also occur in student junior high school at SMP Islam Tahfidz Qur'an, where they usually have very little or even difficulty in learning vocabulary, not only having the previous three problems, but also problems in mastering other vocabulary. To overcome these problems, teachers need to create effective and interesting learning for students.

One method used to make learning interest and effective, especially in learning English, is by using video or audiovisual media. Video media is an English language learning medium that is quite effective, easy to make and does not require a lot of money. Video media is a type of audiovisual media that tends to be easier and more interest for students. Video media is one of the effective media for learning English. Through this video medium, students don't get bored quickly considering that students now enjoy watching something

new and unconsciously learning while playing.

One application used for making videos is the TikTok application. The TikTok application is currently trending, especially among teenagers, especially students. Tiktok is an example of a well-known technology today because, based on data from By teDance advertising, in 2022, Tik Tok users from Indonesia will reach 92.07 million. Therefore, Tiktok can be an option for people, teachers, or tutors to learn English in Indonesia excitingly and pleasingly. They can be creative with various features available on TikTok and apply them to learning the English language. Apart from that, the TikTok application is already familiar among teenagers and students most students or teenagers watch more videos from the TikTok application so that when teachers use the TikTok application for learning, students will be happy and learning will be fun.

During my observations at the research site, I noticed that students faced a lot of difficulties while learning, particularly in the English language. They were struggling to master the vocabulary, and there were several reasons for that. Firstly, they were not able to grasp the meaning of specific words. Secondly, they were not very precise in writing English vocabulary. And thirdly, they were getting bored with the learning media. This led to a lack of interest in learning English, especially vocabulary, as they were not excited about using the same learning media. The teaching and learning process seemed monotonous without anything new. Today's children prefer to learn from new media, but it should still be understandable by students.

Learning English vocabulary can become monotonous due to repetitive learning methods. Continuously introducing the same methods can cause students to lose motivation and interest. As happened to student junior high school at SMP Islam Tahfidz Qur'an, many of them show boredom are not interested in learning English. This is caused by the teacher's habit of using the same learning method every meeting, such as teaching only based in the textbook, teachers often provide examples related to material only within the scope of the textbook, this causes students not to play an active role in the learning process, they just sit and listen. This can hinder the improvement of students learning. Using TikTok media in learning English vocabulary is one way to break up boredom and increase student engagement. TikTok is a popular platform among teenagers and has an interesting short video format. By utilizing this platform, teachers can create content or show videos on TikTok about learning English vocabulary so as to help students understand

vocabulary in a fun and different way.

Research are interested in research the use of the TikTok application as a means of learning English vocabulary. The aim is to provide an engaging and non-monotonous way of learning for students. As TikTok is a widely-used mobile application, it is hoped that incorporating it into the learning process will make it more accessible and enjoyable for students. So the researcher raised the research title, namely "The Effectiveness of Tiktok Application on English Vocabulary Mastery of Second Grade Students Junior High School at SMP Islam Tahfidz

X   Treatment
O_1 : *Pre-test* before being treated in the
O_2 : *Post-test* after being given treatment in
O_3 : *Pre-test* in the group before control
O_4 : *Post-test* in the group after control
    Qur'an of Bima City."

B. Research Method

Research Design

This research is an experimental research where experimental research according to Sugiyono (2016:107) experimental research is a research method used to find the effect of certain treatments on others under controlled conditions. The object of this research is the effectiveness of TikTok application (X) English vocabulary mastery (Y).

According to Sugiyono (2016: 79), this quasi-experimental study is used to determine the difference in the ability of the treated class and the untreated class. The experimental

research design used in this study is in the form of a nonequivalent control group design. In this study there has two groups that not chosen randomly. Both of them then given a pretest to find out the initial condition before being given treatment. The difference between the experimental group and the control group in the treatment, the experimental class receive treatment in the form of the TikTok application (X) while the control class was not given treatment or did not use the TikTok application media. A good pretest result is if the experimental group's score is not significantly different from the control group. Procedurally, this research uses a quasi-experimental research design with a non-equivalent control group design. As in Table 3.1 below.

Tabel 1. Research Design
(Sugiyono, 2017:116)

Class	Pret	Treat	Postt
Experimental	O_1	X	
Control	O_3	-	

Population and Sample

The population in this study were all students of second grade students junior high school at SMP Islam Tahfidz Qur'an of Bima City. Researchers used simple random sampling, according to Sugiyono (2017), simple random sampling is taking sample members from a population at random without paying attention to the strata in that population. The sample are the experimental group, Class VIII A as many as 20 students and Class VIII B as many as 20 students as the control

class so that the number of samples are 40 people.

Data Collection

Data collection techniques in this study use tests, observations, and documentation.

Pre-Test

A pre-test is a type of examination given to students to evaluate their abilities in English vocabulary. It is usually given before students participate in the learning process. The researcher administered a pre-test in the form of multiple-choice questions to both the control class and experimental class. The test consisted of 15 item questions for adjectives and 15 item questions for verbs. The questions were formatted according to the adjective and verb material. Each question had four answer choices (a, b, c, d).

Post-Test

Post-test is a test carried out after students have participated in learning. The researcher gave the post-test to the control class and experimental class in the form of multiple choice questions with four choice items (a, b, c, d) consisting of 15 questions for adjectives and 15 questions for verbs. The question format is by the adjective and verb material.

Treatment

After conducting the pretest for both the experimental and control groups, the next stage involves administering treatment. The experimental group will be taught

using picture media, while the control group will be taught using either the TikTok application or without it. Following are the steps for using TikTok as a learning medium.
 a. Video viewing with LCD

 b. Share link

More detailed steps for using the TikTok application as a learning medium can be seen in the lesson plan

Documentation

According to Riduwan (2014: 58), documentation is shown to obtain data directly from the researcher's place, including relevant books, regulations, activity reports, photographs, documentary films, relevant research data. Documentation method is used to obtain written data, the value of students' cognitive abilities.

Instrument Trial

Question Validity Test

After testing the instrument, then proceeding with calculating the inter-item correlation using the SPSS application so that it can be seen whether the item is valid or not, it must be tested first with the Product Moment correlation equation formula with rough numbers in the equation below:

Formula:

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X^2)\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

Information:

R_{xy} = Correlation coefficient between variable X and variable Y

N = Total Students

$\sum X$ = The sum of the values of the variable X

$\sum Y$ = The sum of the values of the variable Y

$\sum XY$ = The sum of the multiplication values of the variables X and Y

$(\sum X^2)$ = The sum of the values of the variable X squared

$(\sum Y^2)$ = The sum of the values of the variable Y squared

$\sum X^2$ = The sum of the squares of the value of the variable X

$\sum Y^2$ = The sum of the squares of the value of the variable Y

Each item can be declared valid if r_{count} from r_{table} with a significance level of 0.05 or 5%.

If the result of r_{count} is known, it is consulted with the r_{value} of the product moment table with a significance level of 5%. The decision by comparing r_{count} with r_{table} is as follows: If $r_{count} \leq r_{table}$, then the question is said to be valid. If $r_{count} \leq r_{table}$, then the question is said to be invalid.

Reliability

According to Mahmud (2011:167), reliability is the level of accuracy, precision, accuracy of an instrument. Reliability shows whether the instrument consistently gives the same measurement results about something that is measured at different times.

Instrument reliability testing Cronbach's Alpha technique which analyzed using the SPSS application. 20.0 for windows. The formula use for manual calculations is as follows:

$$r11 = \frac{2r\frac{11}{22}}{1 + r\frac{1}{2}\frac{1}{2}}$$

(Arikunto, 2016: 223)

Description:

r_{11} = Adjusted reliability coefficient

$r\frac{11}{12}$ = Correlation between scores for each half of the test

After calculating the reliability coefficient, consult the table for the value of r with a significance of 5%. If $r_{xy} > r_{table}$, the instrument is reliable.

Procedures of Data Analysis

The progress of students' writing skills, specifically in the cognitive domain, evaluated through pre and post-treatment learning outcome tests. The test conducted by providing rubric and essay questions that previously tested for their reliability and validity. The students' performance graded on a scale of 0 to 100, represented by numerical scores.

Hypothesis testing is conducted to determine if there are significant learning outcomes for students before and after treatment with sentence reconstruction techniques. To determine if the research data is normally distributed, it is necessary to test the sample data obtained.

Prerequisite Test

The study involved analyzing data using statistical techniques, specifically the t-test. Before

conducting the t-test, two requirements tests were carried out: the normality test and the homogeneity test. Once these tests completed, the proposed hypothesis tested using the t-test formula.

   a. Normality test

   Determining whether the data to be analyzed is normally distributed or not is the purpose of testing the normality of the data. To carry out the normality test, the Kolmogorov-Smirnov test was used with the SPPS 20.0 for Windows statistical analysis program. If the significance value is over 0.05 with a significance level of 5%, then the data can be considered normally distributed.

   b. Homogeneity Test

   According to Gunawan (2013: 87), if the sample comes from a normal distribution, then it will then be tested for the similarity of two variants, or the so-called homogeneity test is intended to show two or more groups. Sample data come from populations that have the same variance or not. The homogeneity test was carried out after being tested for normality by using the formula SPSS.20.0 for Windows.

Hypothesis testing

   The data analysis used to test the hypothesis in this research is a statistical analysis using the independent t-test formula with the following formula:

$$t = \frac{\overline{X}_1 - \overline{X}_2}{\sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Information:

   t = calculated t value

   $\overline{X}_1$ = the average value of the experimental class

   $\overline{X}_2$ = control class mean

   n_1 = number of members of the experimental class

   n_2 = number of control class members

   S_1^2 = experimental class variance

   S_2^2 = control class variance

   In hypothesis testing, the provisions of the t-test analysis are used, namely if $t_{count} > t_{table}$ then the alternative hypothesis Ha is accepted, however, if $t_{count} < t_{tabel}$ then Ho is rejected with a significance level of 5% α = 0.05.

C. Findings and Discussion

Findings

   a. Learning in Control Class

   In the control class, learning involves the use of English textbooks, lecture-based teaching, question and answer sessions, and assignments. The learning sessions consist of four meetings, each lasting 35 minutes. The subjects covered are English, focusing on verbs and adjectives, with the same content as the experimental class.

   The learning method implemented in the control class includes verbal and adjectival material. At the beginning of the

lesson, the teacher starts with greetings, prayer, and presence. Then, the teacher conditions students to learn, conveys motivation, and communicates learning objectives. In the final stage of the research, students were given a final test in the form of multiple-choice questions. After that, the researcher collected and processed the data to draw conclusions in the research.

b.   Learning in Experiment Class

Learning in the experimental class involves using the TikTok application for four sessions, each lasting two hours. The focus of the material is on verb and adjective.

When implementing the use of the TikTok application, there are several stages to consider. The first meeting involves the teacher beginning with greetings, prayers, and attendance. Subsequently, the teacher conditions students to learn by providing motivation and conveying learning objectives. During the literacy material phase, students are given video challenges related to learning, with a short duration. After watching the videos, students are asked to write down and explain what they learned. The teacher then assesses the students' understanding by discussing the material in the video and pauses the video to explain key points. After watching the video and listening to the teacher's explanation, students write down the material they've learned. They

then form groups to discuss the material and create examples. The learning process concludes with a final test consisting of multiple-choice questions. Subsequently, the researcher collects and processes the data to conclude the research.

The results of the pre-test and post-test scores for the control class and experimental class can be seen in the following table:

Table 1 Pre-Test and Post-Test Scores

Number	CONTROL CLASS		EXPERIMEN CLASS	
	Pre-test	*Post-test*	*Pre-test*	*Post-test*
1	68	76	76	88
2	76	76	72	84
3	72	80	84	88
4	76	76	80	80
5	76	84	76	88
6	84	84	80	88
7	76	80	76	80
8	68	80	80	84
9	76	76	88	84
10	76	72	76	80
11	76	76	80	88
12	68	80	72	92
13	80	80	76	96
14	72	76	80	84
15	68	68	76	76
16	76	72	80	84
17	68	80	84	88
18	72	80	76	88
19	72	76	80	88
20	68	72	76	80
Amount	1468	1544	1568	1708
Mean	73,4	77,2	78,4	85,4
Min	68	68	72	76
Max	84	84	88	96

From the data in the Table 1, it can be seen that in test results of control class students at Tahfidz

Qur'an Islamic Junior High School, Bima City, the highest pretest score was 84 and the lowest score was 68, while the average score was 73.4 and the highest posttest score was 84 and The lowest score was 68 while the average score was 77.2, in the control class the researchers used an English textbook and did not use the TikTok application.

The test results of the experimental class students at Tahfidz Qur'an Islamic Junior High School in Bima City showed significant improvement. Before using the TikTok application, the highest pretest score was 88 and the lowest score was 72, with an average score of 78.4. After using the TikTok application, the highest post-test score was 96 and the lowest score was 76, with an average score of 85.4. Based on these results, it can be concluded that the use of the TikTok application effectively increased the vocabulary mastery of class II students at Tahfidz Qur'an Islamic Junior High School in Bima City.

Requirements Analysis Test Results

1. Normality Test Results

After the test data resulting from students' understanding of concepts in the pre-test and post-test were obtained, then a data normality test was carried out using the SPSS 20. For Windows application programs, using the Kolmogorov-Smirnow technique, a data normality test calculation

formula is used for small samples. The basis for decision-making in the Kolmogorov-Smirnov normality test is: if the sig value < 0.05, then the data is not normally distributed, and if the sig value > 0.05, then the data is normally distributed. The results of the Kolmogorov-Smirnov pre-test and post-test can be seen in the following table:

Tabel 2. Normality Test Results
One-Sample Kolmogorov-Smirnov Test

		Prestest Kontrol	Postest Kontrol	Prestest Eksperimen	Postest Eksperimen
N		20	20	20	20
Normal Parameters[a,b]	Mean	73.40	77.20	78.40	85.40
	Std. Deviation	4.547	4.124	3.979	4.728
Most Extreme Differences	Absolute	.216	.201	.227	.209
	Positive	.184	.164	.227	.191
	Negative	-.216	-.201	-.173	-.209
Kolmogorov-Smirnov Z		.967	.901	1.014	.934
Asymp. Sig. (2-tailed)		.307	.392	.255	.348

a. Test distribution is Normal.
b. Calculated from data.

Based on the results of the normality test in the table presented in the Kolmogorov-Smirnov column, experimental pre-test, experimental post-test, control pre-test, and post-test with sig level. > 0.05 at a significance level of 5%, with the test criteria that the data is normally distributed if the significance obtained is > 0.05. On the other hand, it is said that the data is not normally distributed if the significance obtained is <0.05.

2. Homogeneity Test Result

The homogeneity test aims to determine whether the data has the same variance or not. Data is

said to be homogeneous if the significance value is more than 0.05, while it is said to be inhomogeneous if the significance value is less than 0.05. Homogeneity in this study uses the analysis of variance test (f-test) with the help of SPSS 20.0 for Windows. The results of homogeneity testing in pre-test and post-test research and learning outcomes in the experimental class and control class can be seen in the following table:

Table 3 Homogeneitas Test
Test of Homogeneity of Variances

Penguasaan Kosa Kata

Levene Statistic	df1	df2	Sig.
.367	1	38	.548

Based on Table 4.5, the significance value of vocabulary mastery in the experimental class and control class is 0.548 (more than 0.05), which means that H0 is accepted, so it can be concluded that the two groups come from a population with the same variance (homogeneous). From these data it can be seen that the sig value. 0.548> 0.05, so it can be concluded that the data above is homogeneous because the significance value obtained is> 0.05.

Hypothesis Test Results

Based on the data from the test results to determine vocabulary mastery in the English subject of class II students at Tahfidz Qur'an Islamic Junior High School, Bima City, hypothesis testing was carried out

using the SPSS 20.0 for Windows application program, with the independent samples T-Test technique use to determine whether there were or not there is a difference in the means between two unrelated sample groups. The testing criteria in the paired test are: if $t_{count} \geq t_{table}$, then H_0 is rejected and if $t_{count} \leq t_{table}$, then H_0 is rejected. Based on the probability, the sig value is > 0.05, then Ha.

Table 4. Independent Sample T-Test Results
Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Diference	Std. Error Difference
Penguasaan Kosa Kata	Equal variances assumed	.367	.548	5.845	38	.0000	8.200	1.403
	Equal variances not assumed			5.845	37.312	.0000	8.200	1.403

The results of the independent sample t-test calculation for the declared vocabulary mastery show that the significance level value is greater than 0.05. This indicates that the variance in students' vocabulary mastery in class II English at Tahfidz Qur'an Islamic Junior High School Bima City, is the same or

homogeneous between the control class and the experimental class.

Discussion

In this study the researcher examined the use of the Tiktok application on the mastery of student English vocabulary. Tiktok application is one of the digital learning media in the form of audiovisual. Digital media-based learning is an indication of a quality school. Quality schools need to achieve goals based on established policies, but there are various methods and different information to achieve this. The use of digital media in education has several features that other media do not have. Digital media integrates various media (text, images, sound, video, and animation) in one digital program (Nurdyansyah. 2015). The learning media used in this study are Tiktok applications. The TikTok application is included in digital media, where digital media is a combination of data or media to convey information so that the information is presented more interestingly (Munir. 2013).

Based on the results of research that has been conducted, in the control group, the highest pretest score was 84 and the lowest was 68, with an average of 73.4. The highest posttest score was 84 and the lowest was 68, with an average of 77.2. The control group used books, and English subtitles, and did not use the TikTok application. Meanwhile, data from the test results of experimental class students at Islamic Tahfidz Qur'an Middle School Bima City, the highest pretest score was 88 and the

lowest score was 72, while the average score was 78.4 and the highest post-test score was 96 and the lowest score was 76 while the average score of 85.4, after using the Tiktok application, thus, it can be concluded that the use of the Tiktok application in the experimental class is effective in increasing the vocabulary mastery of class II Islamic Tahfidz Qur'an Middle School Bima City.

From this explanation it is known that to increase the mastery of English vocabulary students are required learning media that are fun for students. One of them is the Tiktok application media. According to Nadia Julyanti Nainggolan (2022) Tiktok is an innovative application that can give students a sense of new desires and motivations in learning English even. Some previous studies show that Tiktok provides benefits for students' English skills such as speaking, listening, pronunciation, grammar, vocabulary, and pronunciation. Therefore, TikTok can be chosen as an interesting learning medium that can support the learning process. Simple and useful material, learning is not monotonous because it is equipped with writing features that are attractive to audio and visuals when sending material. The teacher can make various materials to explain the material, practice, improvement or enrichment.

In addition to the results of pretest and posttest in students, researchers also conducted a hypothesis test to find out whether

there was an influence of the use of the Tiktok application on the mastery of English vocabulary students in grade II of the Islamic Junior High School Tahfidz Qur'an City of Bima, the researcher then analyzed the hypothesis presented in the previous chapter, namely by using the SPSS 20.0 for Windows application program, the $t_{count} \geq t_{table}$ (5.845 ≥ 2.024), and the sig value ≤ 0.05 (0.001 ≤ 0.05). So H_o is rejected and H_a is accepted, this shows that the application of the TikTok application affects the mastery of English vocabulary of Class II students at Islamic Tahfidz Qur'an.

Based on the hypothesis test and the provision of pretest and posttest it is known that the use of the Tiktok application has a significant effect on the English vocabulary of the second grade students of the Islamic Middle School Tahfidz Qur'an City of Bima. It can be said that the Tiktok application is very good used for learning English in mastering vocabulary. In accordance with research conducted by Rahmawati and Anwar (2022) the results show that the percentage of improvement is 95%, which means that the Tiktok application effectively influences student learning outcomes in mastering vocabulary. Based on the results of the interview, the participants showed a positive attitude towards learning English through the Tiktok application. Therefore, the results of this study can provide an alternative strategy to the teacher to teach vocabulary by using the Tiktok application in class because of the positive attitude of students.

As said by Audrey and Bernard (2021) found that Tiktok helped ESL students learn more words. Students learned a lot of new language because of Tiktok's diverse material and its valuable and convenient features such as adequate audio, visuals, subtitles, the 'save' function, and the authenticity of the videos. Because Tiktok is so popular these days, using the platform to implement the approach in the classroom might be an excellent option for instructors, as long as the Tiktok videos chosen are appropriate for the student's level, interests, and best interests match their learning requirements and styles.

The results of this study were supported by Nainggolan (2022) that stated that the use of Tiktok affects the mastery of student vocabulary, especially in the seventh grade. Therefore, after using the Tiktok application to teach vocabulary in experimental classes, it is proven that this platform is effective for teaching English through social media and positively affecting students' scores, especially in mastery of vocabulary. To learn vocabulary, the Tiktok application helps students with memorization words more easily. In the. Summary, Tiktok application can be considered an effective learning tool for vocabulary. Acquisition. It also has the potential to reduce the

struggle of students in memorizing vocabulary.

D. Conclusion

Based on the data analysis that has been carried out, it can be concluded that the results of hypothesis testing calculations with the help of the SPSS 20.00 for Windows program using the Independent Sample T-Test test technique at a significance level of 5% obtained a value of $t_{count} \geq t_{tabel}$ (5.845 ≥ 2.024), and the value sig ≤ 0.05 (0.001≤ 0.05). So H_o is rejected, and H_a is accepted this shows that the application of the TikTok application affects the mastery of English vocabulary of Class II students at Islamic Tahfidz Qur'an Middle School Bima City.

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