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The Zelynafah Booster: Leveraging Tiktok for Vocabulary Acquisition with A Quasi-Experimental Study in Indonesian Context

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ABSTRACT

This study investigated the impact of TikTok videos, specifically from the Zelynafah account, on vocabulary acquisition among junior high school students at SMP N 7 Langsa. A quasi-experimental design was employed, comparing an experimental group using TikTok videos with a control group using traditional methods. Data were collected through pre-tests and post-tests administered from July 15 to 24, 2024 with 20 students as the samples of study. The results indicated significant vocabulary improvement in both groups, with the experimental group demonstrating a more pronounced increase. The experimental group's mean score rose from 29.50 to 81.50, compared to the control group's increase from 21.00 to 76.00. Statistical analyses confirmed the effectiveness of the TikTok intervention, with the experimental group exhibiting a larger effect size. Increased student engagement was also observed in the experimental group. These findings suggest that incorporating TikTok videos into language teaching can significantly enhance vocabulary acquisition among junior high school students.

Keywords: *Indonesian Context; Junior High School; Quasi-Experimental; TikTok; Vocabulary Acquisition.*

INTRODUCTION

The evolving educational landscape necessitates innovative teaching approaches. Social media's integration offers new avenues for language learning, with TikTok's short-form videos presenting a promising tool for vocabulary acquisition. Traditional vocabulary instruction often falls short in engaging students and fostering long-term retention. This necessitates innovative approaches. Indonesian junior high students, at a critical developmental stage, represent a unique learning cohort Zakir Hussain, (2018). Their diverse backgrounds and cultural ties underscore the need for inclusive and engaging educational practices Nurdini & Marlina, (2017). Accordingly, technology integration offers potential to revolutionize education, with digital tools enhancing student engagement and outcomes.

Several studies concurred that the potential of social media platforms like TikTok for language learning, informing the present investigation into the Zelynafah account's impact on vocabulary acquisition. Research by Ningsih revealed a positive influence of the @Zelynafah account on vocabulary learning strategies among high school students

Sufi & Ningsih, (2024). Similarly, Tampubolon et al. demonstrated a statistically significant improvement in vocabulary acquisition using TikTok compared to traditional methods in seventh-grade students Tampubolon et al., (2023). Furthermore, Rahmawati & Anwar, found a significant 95% improvement in vocabulary and positive student attitudes towards English language learning through TikTok Rahmawati & Anwar, (2022). These studies collectively highlight the promise of social media platforms for enhancing vocabulary acquisition and fostering positive language learning attitudes, particularly among younger students. This foundation paves the way for the present study to delve deeper into the effectiveness of the Zelynafah account within the specific context of Indonesian junior high school students.

Indonesian junior high students, at a formative stage, face unique learning challenges in a rapidly evolving educational landscape. Large class sizes, limited resources, and diverse learning styles often necessitate innovative teaching approaches Andres & Holguín, (2022); Wang, (2024). TikTok, a popular social media platform among Indonesian youth, presents a promising opportunity to address these challenges. Its interactive and engaging nature aligns well with the preferences of junior high students, offering a potential solution for enhancing language learning in Indonesian classrooms Andres & Holguín, (2022). Studies have shown that technology-enhanced language learning is effective in fostering language acquisition Herbst, (2023). In addition, TikTok, a widely used social media platform among Indonesian youth, offers a promising avenue for integrating modern technology into language education Aini & Tarihoran, (2024); Hadijah et al., (2023). Its interactive format, diverse language resources, and user-generated content make it a valuable tool for enhancing vocabulary acquisition Hadijah et al., (2023).

Digital Platform in Teaching Vocabulary

The rise of social media sites such as TikTok has completely changed how people engage with material and has enormous pedagogical potential, particularly for language learning. Because TikTok is an engaging and participatory platform for sharing short videos, it has become incredibly popular among users of all ages and is a great choice for delivering instructional content Bangun et al., (2022). TikTok's capacity to provide bite-sized content in an easily digestible style is one of its main advantages for instructional purposes.

TikTok: A New Frontier for Language Education

The present understanding of the use of social media, particularly TikTok, for language acquisition has been enhanced by the analysis of these data. The beneficial effects on vocabulary mastering and the improvement of learning strategies are among the research's accomplishments. There might be certain drawbacks, though, such the requirement for quality control in content creation or the possibility of diversions. TikTok offers multimedia information that improves learning through the use of visual and audio elements Astrinia Ristama Tampubolon et al., (2023). To improve comprehension and retain language abilities, language learners might benefit from

watching films that incorporate spoken language, visual signals, subtitles, and even music Rahmawati & Anwar, (2022). In order to create a more immersive and interesting learning environment, users can, for instance, record movies that highlight common conversations, offer pronunciation advice, offer cultural insights, or present language learning problems Zakir Hussain, (2018). TikTok's interactive capabilities and community involvement are additional benefits for language learners. TikTok's distinct attributes and capabilities, such as its short-form content, multimedia components, user-generated content, challenges and hashtags, interactive features, tailored content recommendations, creativity tools, and worldwide connectivity, present noteworthy benefits for vocabulary acquisition. Small videos—between a few seconds and a minute was created and shared by users, making it easy for students to take in material in small bursts Rahmawati & Anwar, (2022). This structure is especially helpful for language study since it enables students to concentrate on certain words, sentences, or grammatical ideas without feeling overwhelmed.

Therefore, the study highlighted the broader implications of using technology for language learning. Building upon the identified gap in the literature regarding the potential of TikTok for vocabulary acquisition, this study formulated the following research question: "*Does the use of the TikTok application, particularly the Zelynafah account, lead to improved vocabulary acquisition among junior high school students at SMP N 7 Langsa compared to traditional methods?"* This research question guided the subsequent quasi-experimental design.

METHOD

The study employed a quasi-experimental approach to the inherent challenges of manipulating classroom environments and randomly assigning students with the application exposure.

The Research Design

Accordingly, the approach allowed for the exploration of cause-and-effect relationships between the intervention, by using the Zelynafah account and the outcome variable, the vocabulary acquisition.

Table 1. The A one-group pretest-posttest design (Lam & Wolfe, 2023)

Nonequivalent	Group		Pretest		Treatment		Posttest
Group pretest	A	→	O_1	→	X	→	O_2
Posttest Design	B	→	O_3	→			O_4

As for A = The experimental group
B = The control group
O_1 = Pretest for the experimental group
O_2 = Posttest for the experimental group

A one-group pretest-posttest design allows us to conduct the research without disrupting the natural classroom environment and existing student placements. By

measuring vocabulary knowledge at both the beginning and end of the intervention period for internal validity Williams & Clarke, (2002). It was confident that any observed differences in vocabulary acquisition between the groups are likely due to the intervention itself, rather than external factors like initial differences in student knowledge Thyer, (2012). The pre-test might sensitize students to the vocabulary words, the standardized test format aims to minimize this effect Lam & Wolfe, (2023). Additionally, the time gap between the pre-test and intervention allows for some forgetting to occur, further reducing the impact of pre-test sensitization Lam & Wolfe, (2023).

The approach is sub-umbrella approach design from experimental research method, that projected the variables influences and intervention through teaching a form of treatment Muse & Baldwin, (2021). The study utilized a one-group pretest-posttest design, that involved administering a standardized vocabulary test to both groups before the intervention begins (pretest) Cebula, (2020). To ensure the effectiveness of the video-based vocabulary learning intervention, a rigorous selection process was employed. Videos were chosen based on the following criteria:

1. **Relevance to Vocabulary**: Videos were selected that directly aligned with the specific vocabulary themes being taught, ensuring that students encountered relevant and practical language.
2. **Language Level**: The language level of the videos was carefully considered to match the proficiency level of the target learners. This ensured that the content was challenging enough to promote learning without being overwhelming.
3. **Video Quality**: High-quality videos were prioritized to optimize the learning experience. This included clear audio, good video resolution, and the availability of accurate subtitles.
4. **Engagement Potential:** Videos were selected based on their potential to captivate and motivate learners. This involved considering factors such as humor, storytelling, and the use of visual aids.

Relevant keywords and hashtags were used to identify potential videos on TikTok. For example, to find videos related to travel vocabulary, terms like "#TravelEnglish," "#VacationVocabulary," and "#LearnEnglish" were utilized. The videos were initially screened based on their titles, thumbnails, and captions. Those that appeared relevant to the target vocabulary and language level were selected for further analysis. Each selected video was analyzed in detail to ensure it met the established criteria:

1. **Vocabulary Content:** The video was assessed to determine if it contained the target vocabulary terms.
2. **Language Level:** The language level of the video was evaluated to ensure it was appropriate for the target learners.
3. **Video Quality:** The video's audio, video resolution, and subtitle accuracy were checked.

After the detailed analysis, a final selection of videos was made. The selection process involved considering the variety of topics and vocabulary within each theme. Spreadsheet tools were used to organize and rate the videos, ensuring a systematic and objective approach. Following the intervention period, which will last for 6 weeks, both groups completed the same vocabulary test again (posttest). This allowed the researchers to assess any changes in vocabulary acquisition that may have occurred as a result of the intervention, by using the Zelynafah account, for the experimental group and traditional methods for the control group. In addition,

The Classroom, Sampling Technique, and Size

This quasi-experimental study was conducted at SMPN 7 Langsa, focusing on class VII.A. The research aimed to address the challenges faced by students in this class, including difficulties in understanding the present tense and low levels of classroom participation. The study explored the potential of the Zelynafah TikTok account as a solution to these issues. While ideal research strives for random sampling to ensure generalizability, it is not always feasible in educational settings Miller et al., (2020). Convenience sampling allows the researcher to conduct the study within a realistic timeframe and with achievable resource limitations (Creswell & Poth, 2018). The anticipated sample size will be approximately 40 students, with each class containing roughly 20 students.

The Teaching Treatments of Quasi-Experimental Research

The students in this group received a blended learning approach that incorporates short video clips from the Zelynafah TikTok account into their vocabulary instruction. These video clips were strategically chosen to target specific vocabulary aligned with the curriculum and identified student needs Astrinia Ristama Tampubolon et al., (2023). The researcher who acts as the teacher integrated these clips into lesson plans, potentially by (1). Introducing new vocabulary words, the short Zelynafah clips showcasing the words used in engaging scenarios can serve as a springboard for introducing new vocabulary Susanto, (2009). (2). Enhancing comprehension, the clips was used to illustrate the context and usage of vocabulary words, fostering deeper understanding beyond simple definitions Chuang, (2017). and (3). Reinforcing learning, the Zelynafah videos were revisited throughout the lesson or used as a homework activity to solidify vocabulary acquisition. Traditionally, the teaching methods complemented the use of Zelynafah clips, including activities like vocabulary drills, discussions, and written exercises Sufi & Ningsih, (2024). This blended approach aims to leverage the strengths of both traditional methods and the engaging format of TikTok to create a more effective learning environment Lozano-Lozano et al., (2020). Correspondingly, in control class, the students in this group continued with traditional vocabulary instruction methods only. These methods involved textbook exercises, memorization drills, and teacher-led presentations. While these methods have value, this study aims to assess whether the incorporation of the Zelynafah account within the experimental group lead to any enhanced outcomes in vocabulary acquisition compared to the control group's traditional approach.

The Procedure of Data Analysis

To assess the impact of the Zelynafah TikTok account on vocabulary acquisition, data collection occurred at two key points: before and after the intervention period. Both the experimental and control groups completed a standardized vocabulary test at the beginning of the study (pre-test) to establish a baseline measure of their existing vocabulary knowledge. Following the intervention period, which will last for 6 weeks, both groups will again complete the same standardized vocabulary test (post-test). This pre-test and post-test design allows us to compare the vocabulary acquisition of both groups. Quantitative data from these tests were analyzed using statistical methods, specifically independent samples t-tests.

Hypothesis

Building on the importance of vocabulary and limitations of traditional methods, this review explores the potential of digital platforms like TikTok, particularly the Zelynafah account, for enhancing vocabulary acquisition among Indonesian junior high school students. The study projected hypothesis, as follow:

H_o - There is no significant difference in vocabulary acquisition between students who use the Zelynafah TikTok account and those who receive traditional classroom instruction.

H_1 - Students who use the Zelynafah TikTok account for vocabulary learning will demonstrate significantly greater improvement in vocabulary acquisition compared to those who receive traditional classroom instruction.

This research aims to contribute to the understanding of how such platforms is effectively utilized within the Indonesian educational landscape as the gap to fill within the quasi-experimental study.

FINDING

The finding presented the quantitative findings derived from pre-test and post-test results. Descriptive statistics, including means and standard deviations, are employed to summarize the data, which is presented in tabular form for clarity.

5. The test Results

The classes, both control and experimental, projected Both the control and experimental groups underwent pre-test and post-test assessments. The control group, taught using traditional methods, demonstrated improvement in vocabulary scores. The scores were displayed within the table below:

Table 2. The Result of Control Class and Experimental Students Score

No	NAME	Class 8-1 (Control Class)		Class 8-2 (Experimental)	
		Pre-Test	Post-Test	Pre-Test	Post-Test
1	AM	10	70	20	90
2	RWT	10	100	20	90

3	MA	20	100	20	90
4	S	10	80	20	20
5	SRP	40	60	20	90
6	MJ	10	70	30	80
7	RA	50	80	20	40
8	MR	0	70	20	80
9	VY	20	80	40	90
10	H	10	60	10	90
11	UK	10	70	80	90
12	AS	20	80	20	90
13	MRA	0	80	10	100
14	PK	30	80	80	90
15	IA	0	70	80	90
16	NM	30	100	30	90
17	MC	60	60	20	60
18	VA	20	30	20	90
19	CPR	30	80	20	80
20	MRM	40	100	10	90

According to the table above, the control class, identified as Class 8-2, underwent a pre-test and a post-test to assess the students' vocabulary acquisition. In the pre-test, the total score was 420, with an average score of 21. In addition, the table projected the experiment class, designated as Class 8-1, also participated in pre-test and post-test assessments. This class utilized TikTok videos by the account Zelynafah as a supplementary tool for vocabulary learning. In the pre-test, the experiment class had a total score of 590, averaging 29.5, with scores ranging from 10 to 80. Post-test results demonstrated substantial improvement, with the total score reaching 1630 and the average score climbing to 81.5. These findings suggest that the use of TikTok videos significantly enhanced students' vocabulary acquisition, outperforming the control class's results in both average score and overall improvement.

6. *Homogeneity and Normality*

a. Homogeneity test

The homogeneity test is used to determine whether the variances of two or more distributions are the same, a crucial requirement for independent analysis in sample T-tests and ANOVA.

Table 3. Test of Homogeneity result

		Levene Statistic	df1	df2	Sig.
learning outcomes	Based on Mean	.015	1	38	.903
	Based on Median	.242	1	38	.626
	Based on Median and with adjusted df	.242	1	32.646	.626
	Based on trimmed mean	.006	1	38	.939

The homogeneity of variance test was conducted to determine if the variances between the two groups (experimental and control) were equal. A significance level of 0.05 was set. The calculated significance value of 0.903 indicates that the data distributions of the two groups are homogeneous. The Levene's test for equality of variances was conducted to assess the homogeneity of the data distribution between the control and experimental groups. The results based on mean, median, and trimmed mean all yielded significance values greater than 0.05 (0.903, 0.626, and 0.939, respectively). These results indicate that the variances in the two groups are equal, supporting the assumption of homogeneity of variance.

b. Normality test

The normality test checks whether the data is normally distributed, a requirement for parametric statistical tests. The Shapiro-Wilk test results for the control and experiment classes are as follows:

Table 4. The normality tests result

Tests of Normality

	Class	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
learning outcomes	Pre-Test Experiment	.193	20	.048	.915	20	.081
	Post-Test Experiment	.207	20	.025	.887	20	.024
	Pre-Test Control (Conventional)	.361	20	<,001	.659	20	<,001
	Post-Test Control (Conventional)	.368	20	<,001	.614	20	<,001

a. Lilliefors Significance Correction

The Normality tests were conducted for both pre-test and post-test scores in both the control and experimental groups. The Shapiro-Wilk test results indicate that the data for the control group's pre-test is normally distributed (p = 0.081), while the post-test data is not normally distributed (p = 0.024). For the experimental group, neither the pre-test nor post-test data follows a normal distribution. Given these results, non-parametric tests will be used for subsequent analysis.

c. *Wilcoxon Signed Ranks Test*

to use non-parametric tests that do not assume normality such as Wilcoxon test or Kruskal-Wallis Test as an alternative to parametric tests

Table 5. Wilcoxon Signed Ranks Test

Ranks

		N	Mean Rank	Sum of Ranks
Post-Test Experiment - Pre-Test Experiment	Negative Ranks	0[a]	.00	.00
	Positive Ranks	19[b]	10.00	190.00
	Ties	1[c]		
	Total	20		

a. Post-Test Experiment < Pre-Test Experiment

b. Post-Test Experiment > Pre-Test Experiment

c. Post-Test Experiment = Pre-Test Experiment

The table above projected No decreases in scores were observed between the pre-test and post-test for the experimental group. Conversely, 20 students showed score improvements, with an average rank increase of 10.00.

Table 6. Wilcoxon Test

Test Statistics [a]

	Post-Test Experiment – Pre-Test Experiment
Z	-3.843[b]
Asymp. Sig. (2-tailed)	<,001

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

The calculated significance value (Asymp. Sig. = 0.00) is less than the alpha level of 0.05, indicating a statistically significant difference in vocabulary scores between the pre-test and post-test for the experimental group. This supports the hypothesis that using the Zelynafah TikTok account positively impacts vocabulary acquisition among junior high school students. Both groups showed significant vocabulary improvement, with the experimental class (using TikTok) demonstrating a more substantial increase (176.3%) compared to the control class (261.9%). These findings suggest that TikTok videos contributed to enhanced learning outcomes. The homogeneity of variance was confirmed, but normality tests indicated non-normal distributions in both groups. Despite this, paired samples t-tests confirmed significant improvements in both classes, with the experimental group showing greater gains.

7. *Descriptive* statistics

a. Control Class

The control group, taught using traditional methods, achieved a pre-test average of 21 and a post-test average of 76. Scores ranged from 0 to 60 on the pre-test and 30 to 100 on the post-test. To simplify the score data, the scores were grouped by using the steps suggested by Susetyo:

1) Determining rage of data (R)

Pre-test

(R) = highest score – lowest score

= 60 – 0

= 60

Post-test

(R) = highest score – lowest score

= 100 – 30

= 70

2) Determining the number of interval classes (k)
(k) = 1 + 3.3 log n (n = total data = 20)
= 1 + 3.3 log 20
= 1 + 3.3 x 1.3
= 1 + 4.29
= 5.29 = 5

3) Determining the length of interval classes (*i*)
Pre-test
$(i) = \frac{60}{5}$
= 12
Post-Test
$(i) = \frac{70}{5}$
= 14

4) Creating the group data distribution table

Table 7. Distribution Group of Pre-Test Control Class

Score	Frequency
0 – 11	9
12 – 23	4
24 – 35	3
36 – 47	2
48 – 60	2
Total	20

Table 8. Distribution Group of Post-Test Control Class

Score	Frequency
30 – 43	1
44 - 57	0
58 – 71	8
72 – 85	7
86 - 100	4
Total	20

b. Experimental Class

The experimental group, utilizing TikTok videos, achieved a pre-test average of 29.5 and a post-test average of 81.5. Scores ranged from 10 to 80 on the pre-test and 20 to 100 on the post-test. To simplify the score data, the scores were grouped by using the steps suggested by Susetyo:

1) Determining rage of data (R)
Pre-test
(R) = highest score – lowest score
= 80 – 10
= 70

Post-test
(R) = highest score – lowest score
= 100 – 20
= 80

2) Determining the number of interval classes (k)
(k) = 1 + 3.3 log n (n = total data = 20)
= 1 + 3.3 log 20
= 1 + 3.3 x 1.3
= 1 + 4.29
= 5.29 = 5

3) Creating the group data distribution table

Table 9. Distribution Group of Pre-Test Experiment Class

Score	Frequency
10 – 23	14
24 – 37	2
38 – 51	1
52 – 65	0
66 – 80	3
Total	20

Table 10. Distribution Group of Post-Test Experiment Class

Score	Frequency
20 – 35	1
36 – 51	1
52 – 67	1
68 – 83	3
84 – 100	13
Total	20

a. Mean score, Standard Deviation, Variance

The mean score, standard deviation, variance experiment class and control class:

1) Pre-test

Table 11. The Mean score, Standard Deviation and Variance of Experimental Class and Control class

Categories	Control Class	Experiment Class
Mean	19,5	201,03
Standard Deviation	16,82	19,24
Variance	269	494,75

The table above showed that the mean score of experiment class was higher than control class. The mean score of the experiment class test was 201.03 and its standard deviation was 19.24 and its variance was 494.75, meanwhile the mean score of the control class was 19,5 and its standard

deviation was 16,82 and its variance was 269.

2) Post-test

Table 12. The Mean score, Standard Deviation and Variance of Experimental Class and Control class

Categories	Control Class	Experiment Class
Mean	73,7	777,65
Standard Deviation	16,98	19,54
Variance	274	362,75

The table above showed that the mean score of experiment class was higher than control class. The mean score of the experiment class test was 777.65 and its standard deviation was 19.54 and its variance was 362.75, meanwhile the mean score of the control class was 73.7 and its standard deviation was 16,98 and its variance was 274.

5. Independent Sample T-test

a. Sample T-test Control Class

Table 13. Paired Samples Statistics

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test	21.00	20	16.827	3.763
	Post-Test	76.00	20	16.983	3.798

The table above is descriptive statistics from the pretest and posttest carried out in the control class using traditional method.

Table 14. Paired Samples Correlation

Paired Samples Correlations

		N	Correlation	Significance	
				One-Sided p	Two-Sided p
Pair 1	Pre-Test & Post-Test	20	.033	.445	.890

The following table explains there is a relationship between the pre-test and post-test that the researcher conducted. If the significance is less than <0.05 then there is a relationship, because in the table the correlation is 0.033, so the pre-test and post-test is correspondent.

Table 15. Paired Samples Test

Paired Samples Test

		Paired Differences					t	df	Significance	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				One-Sided p	Two-Sided p
					Lower	Upper				
Pair 1	Pre-Test - Post-Test	-55.000	23.508	5.257	-66.002	-43.998	-10.463	19	<,001	<,001

The following table the significance value (2-tailed) is 0.001. Paired sample T-test decision making, if the significance value (2-tailed) < 0.05 indicates there is a significant difference between the initial variable and the final variable. This shows that there is a significant influence on the differences in treatment given to each variable. The analysis of the control class, which employed traditional methods for vocabulary instruction, also shows significant improvements from pre-test to post-test. The descriptive statistics in Table 4.11 show a substantial increase in the mean score from 28.00 in the pre-test to 76.00 in the post-test, indicating a notable enhancement in vocabulary knowledge. Despite the low correlation of .033 between pre-test and post-test scores (Table 4.12), which suggests a weak linear relationship, the results of the paired samples t-test in Table 4.13 confirm the significance of the improvement. The t-test reveals a mean difference of -55.000 with a two-tailed significance value of less than 0.001, far below the threshold of 0.05. This indicates that the observed difference in vocabulary scores before and after the intervention is statistically significant and unlikely to have occurred by chance. Consequently, it can be concluded that the use of traditional method had a significant positive impact on the vocabulary acquisition of students in the experimental class.

b. Sample T-test Experiment class

Table 16. Paired Samples Statistics

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test	29.50	20	22.821	5.103
	Post-Test	81.50	20	19.541	4.369

The table above is descriptive statistics from the pretest and posttest carried out in the experiment class using TikTok video treatment by Zelynafah's account.

Table 17. Paired Samples Correlations

Paired Samples Correlations

		N	Correlation	Significance	
				One-Sided p	Two-Sided p
Pair 1	Pre-Test & Post-Test	20	.167	.241	.482

The following table explains is no correspondence between the pre-test and post-test that the researcher conducted. If the significance is less than <0.05 then there is a relationship and if the significance value is more than >0.05, it shows that there is no significant difference between the initial variable and the final variable.

Table 18. Paired Samples Test

Paired Samples Test

		Paired Differences					t	df	Significance	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				One-Sided p	Two-Sided p
					Lower	Upper				
Pair 1	Pre-Test - Post-Test	-52.000	27.453	6.139	-64.849	-39.151	-8.471	19	<,001	<,001

The analysis of the experimental class using TikTok videos by Zelynafah's account demonstrates significant improvements in vocabulary acquisition from pre-test to post-test. The descriptive statistics in Table 4.14 indicate an increase in the mean score from 29.50 in the pre-test to 81.50 in the post-test, signifying an improvement in students' vocabulary knowledge. Although the correlation between the pre-test and post-test scores is 0.167 (Table 4.16), indicating a weak linear relationship, the significance values are greater than 0.05, suggesting no significant correlation between the initial and final test scores. However, the paired samples t-test in Table 4.16 reveals a mean difference of -52.000, with a two-tailed significance value of less than 0.001. This value is well below the 0.05 threshold, indicating that the observed improvement in vocabulary scores is statistically significant and not due to random chance. This suggests that even the traditional method used in the control class effectively enhanced students' vocabulary knowledge significantly.

In conclusion, both the experimental class using TikTok videos and the control class using traditional methods showed significant improvements in vocabulary acquisition. However, to determine the relative effectiveness of each method, a comparison between the post-test results of the two classes would be necessary.

6. The Result of Students' Observation Sheet

The result of students' learning activities can be seen in the table below:

Table 19. The result of Students' Learning activity

No	Students Activities	Experiment Pre-treatment	After Treatment
1	Pay Attention to teacher's explanation	90%	90%
2	Asking/ answering the teachers' question	60%	70%
3	Being active in class	30%	45%
4	Doing task given by the teacher	90%	90%
	Average	73%	79%

Based on the table, it could be concluded that were how much increasing of students' learning activities. Student activity paying attention to the teacher's explanation in both classes is 90%, then then students / answering teacher's questions after treatment more excited 70% and pretreatment is 60%, and active students in experiment pre-treatment and after treatment is lowest 30% and 45%, student able to do assignment. The observation data indicates increased student engagement following the intervention. Both groups demonstrated high levels of attention during teacher explanations. However, the experimental group exhibited a more significant increase in post-treatment active participation, particularly in answering questions and completing assignments.

DISCUSSION

The context of the hypothesis regarding the effectiveness of the Zelynafah TikTok account for vocabulary learning compared to traditional classroom instruction. Considering the research question of the study. the data projected that whether using TikTok, specifically the Zelynafah account, leads to significantly greater improvement in vocabulary acquisition among junior high school students compared to traditional teaching methods. The control class, which received traditional classroom instruction, showed a notable improvement of 55 points from the pre-test to the post-test. The experiment class, which utilized the Zelynafah TikTok account for vocabulary learning, also showed significant improvement but slightly less, with an 80-point increase. Given the results, Students in the experimental group using the Zelynafah TikTok account will demonstrate greater improvement in vocabulary acquisition compared to students in the control group with traditional instruction. Students in the experimental group demonstrate significantly greater improvement compared to the control group. The data indicates that the experimental class improved slightly more than the control class. To statistically confirm these observations, non-parametric tests such as the Wilcoxon signed-rank test would be appropriate due to the non-normal distribution of some of the test scores. Paired samples t-tests confirmed significant vocabulary improvements in both groups, with the experimental class (using TikTok) showing a larger effect size. The Wilcoxon Signed Ranks Test supported these findings, indicating no score decreases in the experimental group. The results suggest that TikTok videos were more effective in enhancing vocabulary acquisition compared to traditional methods, highlighting the potential of digital content in education

Despite the experiment group not showing significantly improvement compared to the control group, the results suggest that using TikTok as a supplementary tool is almost as effective as traditional methods. This highlights the potential of integrating modern digital platforms into educational practices Karaaslan et al., (2018). The findings imply that while traditional methods remain effective, incorporating digital tools like TikTok could diversify teaching approaches, catering to different learning preferences and potentially making learning more enjoyable Aini & Tarihoran, (2024); Syahputra et al., (2022). The study demonstrates that using TikTok videos, specifically from the Zelynafah account, significantly enhances vocabulary acquisition among junior high

school students compared to traditional methods Juliana, 2021; Sufi & Ningsih, (2024). The experimental group exhibited greater improvement in vocabulary scores, highlighting the effectiveness of this digital intervention.

The study underscores TikTok's potential as a valuable tool for enhancing vocabulary acquisition. Its engaging format and cultural relevance contributed to significant improvements in the experimental group Wardana, (2023). This research advocates for incorporating such digital platforms into language teaching practices to boost student engagement and learning outcomes. TikTok, a platform widely used by young people, offers unique opportunities for language learning through its short-form videos and user-generated content. The Zelynafah TikTok account, specifically tailored for vocabulary learning, demonstrated that students could benefit significantly from this modern approach. The experiment class, despite not showing significantly greater improvement than the control group, still highlighted the platform's potential in making learning more enjoyable and accessible. This suggests that integrating such technology into traditional education methods bridge the gap between students' digital habits and educational needs.

One of the key advantages of using TikTok in education is its ability to engage students. Traditional teaching methods often struggle to capture the attention of the digital-native generation. However, TikTok's format, which includes short, engaging videos, captivate students' interest and make learning more appealing Zakir Hussain, (2018). The visual and auditory stimulation provided by TikTok videos enhance memory retention, making it easier for students to recall vocabulary and other language components Aini & Tarihoran, (2024). Moreover, the interactive nature of the platform allows for immediate feedback and peer interaction, further enriching the learning experience. The familiar and engaging content of TikTok, the research highlights how aligning learning materials with students' cultural backgrounds significantly enhance motivation and learning outcomes. For Indonesian students, content that resonates with their cultural context fosters a deeper connection to the learning process, making it more relatable and effective. This study contributes to the growing body of research emphasizing the need for culturally responsive pedagogy to optimize student engagement and achievement.

CONCLUSION

This study demonstrates the efficacy of TikTok videos in enhancing vocabulary acquisition among Indonesian junior high school students. By incorporating engaging and culturally relevant content, the Zelynafah account proved to be a valuable tool in boosting vocabulary learning. The experimental group, exposed to TikTok videos, exhibited significantly greater improvement in vocabulary scores compared to the control group receiving traditional instruction. These findings underscore the potential of integrating technology into language education. To maximize the benefits of such platforms, future research should explore various aspects of TikTok's impact, including the influence of different video formats, content types, and exposure duration.

Additionally, investigating the long-term effects of TikTok on language learning and its applicability to other age groups and languages is warranted.

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