

**THE EFFECT OF USING TIKTOK SHORT VIDEOS ON  
STUDENTS' VOCABULARY ACHIEVEMENT AT SMK  
KESEHATAN SAMARINDA**

**THESIS**

Submitted in fulfillment of requirements for the Bachelor degree of  
English Language Education Program  
Faculty of Teacher Training and Education  
University of Widya Gama Mahakam



By :  
**RIWAN**  
NPM 2288203004

**ENGLISH LANGUAGES EDUCATION PROGRAM  
FACULTY OF TEACHING TRAINING AND EDUCATION  
UNIVERSITY OF WIDYA GAMA MAHAKAM SAMARINDA  
2026**

# **THE EFFECT OF USING TIKTOK SHORT VIDEOS ON STUDENTS' VOCABULARY ACHIEVEMENT AT SMK KESEHATAN SAMARINDA**

## **THESIS**

Submitted in fulfillment of requirements for the Bachelor degree of  
English Language Education Program  
Faculty of Teacher Training and Education  
University of Widya Gama Mahakam



**By :  
RIWAN  
2288203004**

**ENGLISH LANGUAGES EDUCATION PROGRAM  
FACULTY OF TEACHING TRAINING AND EDUCATION  
UNIVERSITY OF WIDYA GAMA MAHAKAM SAMARINDA  
2026**

**PAGE OF APPROVAL**

**THESIS**

**THE EFFECT OF USING TIKTOK SHORT VIDEOS ON STUDENTS'  
VOCABULARY ACHIEVEMENT AT SMK KESEHATAN SAMARINDA**

**Written and Submitted by**

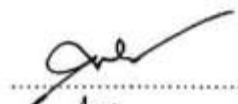
**RIWAN**

**Has been defended on thesis examination  
on April 13<sup>th</sup>, 2026**

**And has fulfilled the requirements for Bachelor Degree of English Language  
Education Department**

**Examination Committee:**

Chairman : Dr. Arbain, M.Pd



Member : 1. Sukaena, M.Pd

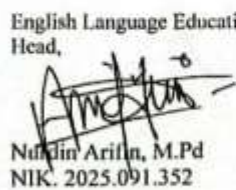


2. Dr. Dedi Rahman Nur, M.Pd



**Approved by**

Teacher Training and Education Faculty  
  
Dr. Nur Agus Salim, M.Pd  
NIK. 2022.084.293

English Language Education Department  
Head,  
  
Nurdin Arifin, M.Pd  
NIK. 2025.091.352

**PAGE OF APPROVAL**

## CURRICULUM VITAE



Riwan, commonly known as Alet, was born on February 27, 2004, in Rantau Panjang. He currently lives at Sempaja City, Jalan Pipit Raya Block M/N. He is the son of Mr. Laing Irang and Mrs. Norina Lusiana.

Riwan completed his elementary education at SDN 005 Telen and graduated in 2016. He then continued his study at SMP Eka Tjipta Jakluay 1. After that, he completed his senior high school at SMAN 2 Muara Wahau. In 2022, he enrolled at Universitas Widya Gama Mahakam Samarinda, majoring in English Language Education. During his academic journey, Riwan actively participated in student organization. In 2024, he joined the English Student Committee (ESC) and served as the Membership Coordinator. He also completed his teaching internship (PLP) at SMK Kesehatan Samarinda, where he gained practical teaching experience in the classroom.

**Riwan**

**The Effect of Using TikTok Short Videos on Students' Vocabulary Achievement at SMK Kesehatan Samarinda**

**Dr. Arbain, M.Pd., Sukaena, M.Pd.**

**ABSTRACT**

This study aimed to examine whether there is a significant effect of using TikTok short videos on students' vocabulary achievement at SMK Kesehatan Samarinda. It examined whether short-form audiovisual content could improve students' vocabulary achievement compared to conventional teaching methods.

This research employed a quasi-experimental method with a non-equivalent control group design. The population consisted of tenth-grade students, and the sample was selected using purposive sampling, involving 29 students in the experimental group and 23 students in the control group. The instrument was a multiple-choice vocabulary test administered as pre-test and post-test. Its validity was established through content and construct validity, and reliability was measured using Cronbach's Alpha. The data were initially analyzed using an independent samples t-test; however, since the data did not meet the normality assumption, the Mann-Whitney U test was used as an alternative.

The findings indicate that there is a significant difference in students' vocabulary achievement between those taught using TikTok short videos and those taught using conventional methods. Students in the experimental group demonstrated higher vocabulary achievement after the treatment compared to the control group. Therefore, the use of TikTok short videos can be considered an effective instructional medium for improving students' vocabulary achievement.

**Keywords:** TikTok short videos, vocabulary achievement, quasi-experimental.

## DECLARATION OF AUTHORSHIP

Here with the writer of this thesis:

Name : Riwan  
NPM : 2288203004  
Major : English Language Education Department  
Address : Sempaja City, Jl.Pipit Raya, Block M/N

Declare that:

1. This thesis is never been submitted to any other tertiary educational institution for any academic degree.
2. This thesis is originally the work of author and its contents is never been copied from any other person's publication.
3. If this thesis found as a product of plagiarism, I am as the researcher is willing to accept any consequence in the future.

Samarinda, 13 April 2026



Riwan  
2288203004



## **PREFACE**

All praise and gratitude are devoted to Almighty God for His grace and mercy, which have enabled the researcher to complete this research proposal entitled “The Effect of Using TikTok Short Videos on Students’ Vocabulary Achievement at SMK Kesehatan Samarinda.” Without His blessings and guidance, this proposal would not have been accomplished. The researcher realizes that this research proposal is still far from perfect. Therefore, constructive criticism and suggestions are sincerely expected in order to improve and refine this proposal. On this valuable occasion, the researcher would like to express her deepest gratitude and appreciation to:

1. Prof. Dr. Husaini Usman, M.Pd., M.T., as the Rector of Universitas Widya Gama Mahakam Samarinda, for providing the opportunity for the researcher to pursue higher education at Universitas Widya Gama Mahakam Samarinda.
2. Dr. Nur Agus Salim, S.Pd., M.Pd., as the Dean of the Faculty of Teacher Training and Education (FKIP), Universitas Widya Gama Mahakam Samarinda, for all facilities and academic support provided to the researcher during her study.
3. Nurdin Arifin, S.Pd., M.Pd., as the Head of the English Education Study Program, Universitas Widya Gama Mahakam Samarinda, for his assistance and administrative support during the researcher’s study in the English Education Program.

4. Dr. Arbain, M.Pd., as the first advisor, for his invaluable guidance, constructive suggestions, and continuous encouragement in completing this research proposal.
5. Mrs. Sukaena, M.Pd., as the second advisor, for her guidance, direction, and motivation throughout the writing process of this proposal.
6. The researcher's beloved parents, Laing Irang and Norina Lusiana, for their endless love, prayers, sacrifices, and unwavering support that have become the greatest source of strength in completing this academic journey.
7. The researcher's beloved friends Maria, Ona, Winni, Yasmin, Dwi and Okta, for their support, companionship, and encouragement throughout the completion of this proposal.

Finally, the researcher sincerely hopes that this research proposal will be beneficial for readers and contribute to the development of English language teaching, particularly in the integration of digital media such as TikTok short videos to improve students' vocabulary achievement.

Samarinda, 13 April 2026

Riwan  
2288203004

## LIST OF CONTENT

|                                                                                          |             |
|------------------------------------------------------------------------------------------|-------------|
| <b>COVER .....</b>                                                                       | <b>ii</b>   |
| <b>PAGE OF APPROVAL.....</b>                                                             | <b>iii</b>  |
| <b>CURRICULUM VITAE .....</b>                                                            | <b>iv</b>   |
| <b>ABSTRACT .....</b>                                                                    | <b>v</b>    |
| <b>PREFACE.....</b>                                                                      | <b>vii</b>  |
| <b>LIST OF CONTENT .....</b>                                                             | <b>ix</b>   |
| <b>LIST OF TABLES .....</b>                                                              | <b>xi</b>   |
| <b>LIST OF FIGURES .....</b>                                                             | <b>xii</b>  |
| <b>LIST OF APPENDICES.....</b>                                                           | <b>xiii</b> |
| <b>CHAPTER I INTRODUCTION.....</b>                                                       | <b>1</b>    |
| A. Background of Study .....                                                             | 1           |
| B. Identification of the Problem .....                                                   | 4           |
| C. Limitation of the Study .....                                                         | 5           |
| D. Research Question.....                                                                | 6           |
| E. Research Objectives.....                                                              | 6           |
| F. Significance of the Study .....                                                       | 6           |
| <b>CHAPTER II LITERATURE REVIEW .....</b>                                                | <b>8</b>    |
| A. Conceptual Description.....                                                           | 8           |
| 1. Vocabulary Achievement .....                                                          | 8           |
| 2. Tiktok as a Learning Medium .....                                                     | 10          |
| 3. Digital Media in English Language Learning .....                                      | 12          |
| B. Relevant Research Studies .....                                                       | 13          |
| C. Theoretical Framework.....                                                            | 17          |
| 1. Vocabulary Learning in the EFL Context .....                                          | 18          |
| 2. Short Video-Based Learning as an Instructional Medium .....                           | 18          |
| 3. Theoretical Relationship between TikTok Short Videos and Vocabulary Achievement ..... | 19          |
| D. Research Hypotheses .....                                                             | 21          |
| 1. H <sub>0</sub> (Null Hypothesis) .....                                                | 21          |
| 2. H <sub>1</sub> (Alternative Hypothesis) .....                                         | 21          |
| <b>CHAPTER III RESEARCH METHODOLOGY .....</b>                                            | <b>22</b>   |
| A. Research Design.....                                                                  | 22          |
| B. Location and Duration of the Research.....                                            | 23          |
| 1. Location.....                                                                         | 23          |
| 2. Duration.....                                                                         | 24          |
| C. Population and Sample.....                                                            | 24          |
| 1. Population.....                                                                       | 24          |
| 2. Sample .....                                                                          | 24          |

|                                                                  |           |
|------------------------------------------------------------------|-----------|
| D. Research Variables.....                                       | 25        |
| 1. Independent Variable (X).....                                 | 25        |
| 2. Dependent Variable (Y) .....                                  | 25        |
| E. Techniques and Research Instruments for Data Collection ..... | 26        |
| 1. Technique of Data Collection.....                             | 26        |
| 2. Research Instrument .....                                     | 28        |
| F. Validity and Reliability of the Instrument .....              | 29        |
| 1. Instrument Validity.....                                      | 29        |
| 2. Instrument Reliability .....                                  | 30        |
| G. Data Analysis Techniques.....                                 | 31        |
| <b>CHAPTER IV RESEARCH FINDINGS AND DISCUSSION .....</b>         | <b>33</b> |
| A. Description of Research Findings .....                        | 33        |
| 1. The Data of Experimental Group .....                          | 33        |
| 2. The Data of Control Group.....                                | 34        |
| B. Hypothesis Testing Results .....                              | 36        |
| 1. Descriptive Statistics .....                                  | 36        |
| 2. Normality Test.....                                           | 37        |
| 3. Homogeneity Test .....                                        | 38        |
| 4. Mann-Whitney Test.....                                        | 39        |
| 5. Pre-Test Mann-Whitney Test .....                              | 39        |
| 6. Post-Test Mann-Whitney Test.....                              | 40        |
| C. Discussion .....                                              | 41        |
| D. Limitations of the Study.....                                 | 42        |
| <b>CHAPTER V CONCLUSION, IMPLICATIONS, AND SUGGESTIONS...</b>    | <b>44</b> |
| A. Conclusion .....                                              | 44        |
| B. Implications.....                                             | 44        |
| C. Suggestions .....                                             | 46        |
| 1. For Teachers .....                                            | 46        |
| 2. For Future Researchers.....                                   | 46        |
| <b>REFERENCES .....</b>                                          | <b>47</b> |
| <b>APPENDIX .....</b>                                            | <b>49</b> |

## LIST OF TABLES

|                                                                              |    |
|------------------------------------------------------------------------------|----|
| Table 3. 1 The Pre-test–Post-test Non-Equivalent Control Group Design .....  | 23 |
| Table 3. 2 Rubric for Assessing Students’ Vocabulary Achievement .....       | 31 |
| Table 4. 1 The Pre-test and Post-test Scores of the Experimental Group ..... | 34 |
| Table 4. 2 The Pre-test and Post-test Scores of the Control Group .....      | 35 |
| Table 4. 3 Descriptive Statistics of Pre-test and Post-test Scores .....     | 36 |
| Table 4. 4 Test of Normality (Shapiro–Wilk) .....                            | 37 |
| Table 4. 5 Test of Homogeneity of Variance (Levene’s Test) .....             | 38 |
| Table 4. 6 Ranks of Pre-test Control and Experiment Class .....              | 39 |

## **LIST OF FIGURES**

|                                                      |    |
|------------------------------------------------------|----|
| Figure 2. 1 Theoretical Framework of the Study ..... | 21 |
|------------------------------------------------------|----|

## LIST OF APPENDICES

|                                                                |    |
|----------------------------------------------------------------|----|
| Appendix 1 : Surat Izin Penelitian .....                       | 49 |
| Appendix 2 : Letter of Research Approval from the School ..... | 50 |
| Appendix 3 : Lesson Plan Eksperimen .....                      | 51 |
| Appendix 4 : Lesson Plan Control .....                         | 62 |
| Appendix 5 : Pre-Test Questions and Answer Key .....           | 72 |
| Appendix 6 : Post-Test Questions and Answer Key .....          | 79 |
| Appendix 7 : BluePrint.....                                    | 86 |
| Appendix 8 : Validity & Reability Test Result.....             | 89 |
| Appendix 9 : Documentation .....                               | 93 |

# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of Study**

Teaching English in the digital age requires innovation in teaching materials that are tailored to the characteristics of digitally native learners. The swift advancement of information technology has changed how learners obtain, handle, and absorb educational resources, making traditional teaching methods less effective in numerous situations. In English learning, vocabulary mastery plays a fundamental role as the foundation for developing reading, writing, speaking, and listening skills. Limited vocabulary knowledge can hinder students' ability to understand educational materials and communicate effectively. Therefore, it is necessary to have educational materials that enhance student engagement while exposing them to vocabulary in context. Nainggolan & Manik (2024), this research indicates that utilizing TikTok for educational purposes notably enhances students' vocabulary skills, evidenced by the improved average scores on post-tests in the group that used TikTok when compared to the group that did not.

Vocabulary knowledge of vocational school students is a determining factor for their academic ability and work readiness. Vocational school students need to master practical vocabulary relevant to their field of expertise. Inadequate vocabulary knowledge can hinder their understanding of subject matter, especially when reading texts containing technical and vocational-specific terms. Digital learning media are considered suitable for meeting teaching requirements related to

context. Puspita et al (2024) found in a quasi-experimental framework that vocabulary teaching with the help of short TikTok videos significantly improved students' vocabulary skills. The findings from this research demonstrate that using brief videos for instruction enhances the engagement of high school students in learning and boosts their vocabulary abilities.

The rise of social media as a casual learning tool is gaining more attention because many teenagers frequently use TikTok. TikTok has strong visual and audio elements, combined with short video durations, enabling the presentation of concise and engaging learning content. This platform allows for the introduction of vocabulary in meaningful and contextual situations, which are easy for students to understand. Repeated and multimodal content delivery can improve students' memory of new vocabulary. Ramadani (2024) This research, employing a pre-and-post testing approach, shows that the organized integration of TikTok accounts in teaching greatly enhances students' vocabulary abilities. The findings indicate that, when applied in a methodical way, TikTok acts not just as a source of entertainment but also as a powerful educational resource.

Research on TikTok-based vocabulary learning has mostly focused on the context of general high schools. Vocational high schools have unique learning characteristics, especially in competency-based and contextual teaching. Students in vocational education need to master vocabulary that is closely related to their field of study and professional requirements. Dewa et al (2024) found that TikTok-based teaching resulted in significantly higher vocabulary achievement compared to conventional teaching methods. However, the study was conducted in a general

high school setting. As a result, the findings do not fully represent the learning needs of vocational high school students.

Previous research on vocabulary learning has rarely emphasized the analysis of immediate effects arising from the use of instructional media. Many studies focus on overall learning improvement without explicitly analyzing short-term learning outcomes after instructional intervention. Analysis of immediate effects is crucial for determining short-term instructional effectiveness. Aida et al. (2023) documented a notable rise in the vocabulary scores of students following the use of TikTok videos for learning. This research took place at the junior high school level and did not particularly focus on assessing immediate outcomes. This limitation indicates a research gap that requires further investigation in the context of vocational secondary education.

The demand for practical research in professional health education highlights the significance of examining how short TikTok videos affect students' vocabulary directly. The learning environment of health vocational schools requires practical vocabulary mastery that is directly related to the field of health. Research focused on this area is anticipated to yield more accurate proof regarding how well TikTok functions as a method for learning. Maria & Sujarwati (2025) emphasize that although TikTok helps improve the vocabulary of high school students, research aimed at specific groups of students is still limited. This shortcoming indicates the need for accurate quantitative research. Therefore, this study is expected to provide empirical evidence on the effectiveness of TikTok short videos

in improving the vocabulary of vocational health school students to support their academic and professional competencies in the digital era.

## **B. Identification of the Problem**

Vocabulary learning in vocational secondary education continues to face challenges related to students' limited vocabulary acquisition in English language teaching. In many vocational school contexts, English language learning still relies on conventional teaching media that provide limited exposure to contextual and multimodal vocabulary input. This condition is not in line with students' learning habits in the digital age, where social media platforms such as TikTok are accessed intensively every day. Empirical evidence shows that TikTok-based learning media can significantly improve students' vocabulary mastery through short video formats. Nainggolan & Manik (2024) show that students taught using TikTok obtained higher vocabulary scores than those taught using conventional methods. However, the dominance of research conducted in the context of general high schools shows a lack of empirical evidence that specifically addresses the vocational learning environment, especially in health vocational education.

The lack of research focused on short-term instructional effects is also a critical issue in existing vocabulary learning studies. Many previous studies emphasize overall learning outcomes without analyzing short-term vocabulary gains after the implementation of instructional media. Analysis of short-term effects is crucial in quasi-experimental research to determine whether instructional media produce measurable learning outcomes within a limited instructional period. Aida et al (2023) reported positive vocabulary gains after the implementation of TikTok-

based learning media. However, the study did not explicitly prioritize the analysis of immediate effects in the context of vocational education. If this issue is not properly addressed, instructional decisions may depend on incomplete evidence regarding the effectiveness of digital learning media. Therefore, a clear and focused research problem is needed to analyze the immediate effects of TikTok short videos on the vocabulary achievement of students at Health Vocational Schools.

### **C. Limitation of the Study**

The scope of this study is confined to maintain clarity, feasibility, and methodological soundness. This research investigates the effect of utilizing TikTok short videos as the independent variable on students' vocabulary achievement as the dependent variable. The study is conducted at a Health Vocational High School (SMK Kesehatan), involving students from a particular grade level as the research participants. This research employs a quantitative approach through a quasi-experimental design, incorporating pre-test and post-test procedures to assess students' vocabulary achievement following the implementation of the treatment. The instructional intervention is carried out within a limited instructional period. Furthermore, this study does not address long-term vocabulary retention or other language competencies beyond vocabulary achievement.

The constraints of this study are presented in the following manner:

1. The study is restricted to the implementation of TikTok short videos as the sole instructional medium.
2. The dependent variable is confined to students' vocabulary achievement.

3. The participants are limited to vocational high school students in the health major.
4. The assessment of vocabulary progress is determined by comparing the outcomes of a pre-test and a post-test given during the intervention phase.
5. The research adopts a quasi-experimental quantitative design.

#### **D. Research Question**

Does the use of TikTok short videos have a major impact on SMK Kesehatan Samarinda students' vocabulary achievement?

#### **E. Research Objectives**

to look into how using short videos from TikTok affects pupils' vocabularies at SMK Kesehatan Samarinda.

#### **F. Significance of the Study**

The significance of this study lies in its potential contribution to the theoretical and practical fields of English language education. From a theoretical perspective, this study is expected to enrich the empirical literature on the integration of digital media in vocabulary learning, particularly in the context of vocational education. The results of this study can aid in the advancement of instructional theory about brief video-based learning. From a practical perspective, this study can provide evidence-based insights for English teachers on the use of TikTok as an effective instructional medium for vocabulary learning. The results of this study can also help curriculum designers include pertinent digital media into occupational English language instruction. Lastly, future studies looking into digital

learning resources and the effects of direct learning in comparable school settings can use this work as a reference.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Conceptual Description**

The conceptual description of the study constitutes a theoretical exposition of the main concepts and variables serving as the foundation of the discussion. In order to make sure that the study's focus is in line with the research objectives, this section defines the conceptual scope. The study looks into how TikTok short videos affect students' vocabulary development when used as a teaching tool for English. The main concepts of the study include vocabulary achievement, TikTok as a learning medium, and digital media in English language learning. Each concept is elaborated systematically based on relevant theoretical perspectives. Accordingly, this conceptual description provides the theoretical basis for the subsequent sections of the study.

##### **1. Vocabulary Achievement**

###### **a. Definition of Vocabulary**

Vocabulary represents a fundamental component of language learning that supports language comprehension and production. The concept of vocabulary in this study is grounded in Vocabulary Knowledge Theory proposed by Nation (2001) and further developed by Milton (2009). This theory conceptualizes vocabulary as multidimensional language knowledge encompassing word form, meaning, and use in context. In English as a foreign language learning, vocabulary is understood as a set of words that

learners need to acquire to support language understanding and expression. Vocabulary mastery involves not only the number of words known but also the depth of understanding and accuracy of use. Therefore, vocabulary is positioned as a core component in English language learning.

#### b. Types of Vocabulary

In language instruction, vocabulary can be categorized based on its functional applicability and degree of proficiency. Receptive and productive vocabulary are separated in a single classification. Words that students may comprehend through reading and hearing are included in receptive vocabulary. Conversely, terms that students may actively employ in writing and speaking are referred to as productive vocabulary. The pupils' level of vocabulary knowledge is reflected in this distinction Anumanthan & Hashim (2022). In English language learning, both types of vocabulary require balanced development. Thus, vocabulary classification explains variations in learners' vocabulary competence.

#### c. Measurement of Vocabulary Achievement

Vocabulary achievement refers to learning outcomes indicated by learners' levels of vocabulary mastery. The concept of vocabulary achievement relates to learners' ability to recognize, understand, and use vocabulary items acquired through learning. The measurement of vocabulary achievement is commonly conducted through test instruments designed to assess word meaning comprehension and vocabulary knowledge. Vocabulary tests are used to describe learners' vocabulary

mastery following a learning process Aida et al (2023). The focus of vocabulary measurement lies in learning outcomes rather than learning processes. Therefore, vocabulary achievement is conceptualized as a cognitive indicator in English language learning.

## **2. Tiktok as a Learning Medium**

### **a. Characteristics of TikTok Short Videos**

Digital learning media in this study are conceptualized within the framework of *Technology-Enhanced Language Learning* (TELL), which emphasizes the role of technology in supporting second language acquisition through enriched learning environments (Kukulska-Hulme, Lee, and Norris (2017). The TELL approach views technology as a medium that facilitates language learning by providing diverse, contextualized, and interactive language input. The application of this concept in Indonesian language education has been discussed by Hikmah (2019), who positions digital media as instructional support tools that utilize technology to deliver learning content effectively. TikTok is a social media platform based on short-form video content that presents audiovisual information in concise formats. The characteristics of TikTok short videos include the integration of visual elements, spoken language, and textual features within limited durations that are easily accessible through mobile devices. Short-form digital videos enable information to be presented in a focused manner that supports learners' attention and simplified information processing Tampubolon et al (2023). Accordingly, TikTok short videos are

conceptualized as digital learning media characterized by multimodal content delivery, concise content structure, and high accessibility through mobile technology.

b. TikTok in the Context of Language Learning

TikTok is positioned as a supporting media that offers contextualized language exposure for language learners. This conceptualization is grounded in a *Second Language Acquisition* (SLA) perspective that views language development as emerging through meaningful exposure to language use in real communicative contexts Ortega (2009). Language exposure through short-form videos enables learners to encounter vocabulary items, pronunciation models, and patterns of language use accompanied by visual and situational cues. Contextualized language exposure refers to the presentation of linguistic forms embedded within specific communicative situations that support learners' construction of meaning. Video-based social media platforms may also function as sources of *authentic materials*, which reflect real-world language use beyond formal instructional settings Gilmore (2007)

The position of TikTok in this study is explicitly defined as a supplementary learning medium that serves to enrich language exposure rather than as a primary instructional method. This conceptual positioning is intended to clarify the role of TikTok as a provider of additional language input that complements classroom-based instruction. The variability of content quality on social media platforms necessitates an understanding that

not all digital content carries equal pedagogical value. As a result, TikTok is viewed in the conceptual framework of this study as a medium that, when used intentionally and carefully, has the potential to aid language learning. With this positioning, TikTok functions to complement formal English language learning by offering contextualized language exposure aligned with everyday language use Puspita et al (2024).

### **3. Digital Media in English Language Learning**

#### **a. Role of Audiovisual Media**

Audiovisual media in English language learning are explained based on *Dual Coding Theory* proposed by Paivola (1986). This theory posits that human cognition processes information through two primary channels, namely a verbal channel for linguistic information and a visual channel for imagery. The simultaneous activation of these channels enables information to be encoded in multiple representational forms that support comprehension and retention. Building on this cognitive foundation, Mayer (2009) developed *Multimedia Learning Theory*, which explains that learning is enhanced when information is presented through coordinated visual and auditory modes. Audiovisual instructional content, such as short-form videos, allows learners to process language input through verbal and visual representations concurrently. The integration of sound, moving images, and text supports learners' engagement and understanding of language content Anumanthan & Hashim (2022). Accordingly, audiovisual

media are conceptualized as an essential component of technology-based English language learning.

b. Technology-Based Vocabulary Learning

The Mobile-Assisted Language Learning (MALL) strategy, which stresses the use of mobile technologies to facilitate language learning processes, is the foundation of technology-based vocabulary learning Kukulska-Hulme & Shield (2008) The MALL approach conceptualizes mobile devices as tools that enable flexible access to learning materials across time and place. Key characteristics of MALL include portability, connectivity, and opportunities for contextual learning. The use of mobile-based digital platforms, such as short-video applications, facilitates learners' exposure to vocabulary through audiovisual formats that can be accessed repeatedly and independently. Technology-mediated vocabulary learning provides opportunities for learners to encounter vocabulary in varied communicative contexts aligned with everyday language use Maria & Sujarwati (2025). Therefore, technology-based vocabulary learning is understood as an approach that supports vocabulary acquisition through flexible and contextually relevant digital environments.

**B. Relevant Research Studies**

An overview of pertinent early research on the use of TikTok and other digital media in English vocabulary instruction is given in this section. The purpose of these research is to offer empirical proof of the efficacy of brief TikTok movies as a teaching aid for expanding students' vocabulary. The reviewed studies

demonstrate how digital and audiovisual learning media contribute to vocabulary acquisition through interactive, contextualized, and engaging learning experiences. These studies also highlight how crucial technology-enhanced instruction is for learning English in a variety of educational settings. This section establishes the theoretical and empirical foundation for the current study on the direct impacts of TikTok short videos on students' vocabulary acquisition by examining prior studies. Therefore, the synthesis of these studies serves to justify the relevance and necessity of conducting the current research within the context of digital media–assisted vocabulary learning.

**Table 2. 1 *Previous Studies***

| <b>NO</b> | <b>Researcher(s)<br/>&amp; Year</b> | <b>Method</b>                                        | <b>Key Findings</b>                                                                                                       | <b>Research<br/>Results</b>                                                                                                                                      |
|-----------|-------------------------------------|------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1         | Maria & Sujarwati (2025)            | Quasi-experimental (Experimental and Control Groups) | TikTok short videos function as effective digital media for improving vocabulary mastery at the senior high school level. | Results from paired-sample t-test analysis showed a significant increase in students' vocabulary mastery after TikTok-based instruction.                         |
| 2         | Puspita et al. (2024)               | Quasi-experimental (Experimental and Control Groups) | TikTok short videos provide more effective vocabulary exposure than conventional instructional approaches.                | The experimental group's vocabulary post-test scores were much higher than those of the control group, suggesting that TikTok-based learning had a major impact. |

| <b>NO</b> | <b>Researcher(s)<br/>&amp; Year</b> | <b>Method</b>                                                  | <b>Key Findings</b>                                                                                                                 | <b>Research<br/>Results</b>                                                                                                                                                      |
|-----------|-------------------------------------|----------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3         | Tampubolon et al. (2023)            | Quasi-experimental (Pre-test and Post-test with Control Group) | The use of TikTok as an audiovisual learning medium positively contributes to students' vocabulary mastery.                         | Students exposed to TikTok-based instruction obtained higher post-test scores than those taught through traditional methods, confirming a statistically significant improvement. |
| 4         | Aida et al. (2023)                  | Quasi-experimental (Pre-test & Post-test with Control Group)   | TikTok videos, particularly educational content from specific creators, significantly enhance students' English vocabulary mastery. | According to statistically significant t-test results, the experimental group's vocabulary scores significantly increased from the pre-test to the post-test.                    |
| 5         | Tirtayasa et al. (2024)             | Quasi-experimental (Experimental and Control Groups)           | TikTok serves as an effective instructional medium for teaching English vocabulary compared to conventional teaching methods.       | The vocabulary mastery of pupils taught using TikTok differed significantly from that of students taught using traditional instruction, according to statistical studies.        |

| <b>NO</b> | <b>Researcher(s)<br/>&amp; Year</b> | <b>Method</b>                                                 | <b>Key Findings</b>                                                                                                              | <b>Research<br/>Results</b>                                                                                                                                                     |
|-----------|-------------------------------------|---------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 6         | Romadoni<br>(2024)                  | Quasi-<br>experimental<br>(Pre-test, Mid-<br>test, Post-test) | TikTok creates an engaging and dynamic learning environment that supports vocabulary enrichment through authentic lexical input. | Students demonstrated gradual improvement in vocabulary performance across testing stages, suggesting positive contributions of Tiktok-based learnig                            |
| 7         | Caranto et al.<br>(2023)            | Quantitative<br>(Pre-test and<br>Post-test Only<br>Design)    | TikTok short video clips are effective tools for improving students' English vocabulary learning outcomes.                       | TikTok video clips considerably enhanced vocabulary performance, as seen by the participants' higher post-test results compared to pre-test scores.                             |
| 8         | Nainggolan &<br>Manik (2024)        | Quasi-<br>experimental<br>(Pre-test and<br>Post-test)         | TikTok application supports vocabulary learning by increasing students' learning motivation and instructional effectiveness.     | Statistical analysis revealed that students taught using TikTok significantly outperformed those in the control group, as indicated by t-count values exceeding t-table values. |

| NO | Researcher(s) & Year       | Method                                                        | Key Findings                                                                                                                                                       | Research Results                                                                                                                                                  |
|----|----------------------------|---------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 9  | Anumanthan & Hashim (2022) | Mixed-method (Pre-test & Post-test, Interview)                | The integration of TikTok in vocabulary instruction enhances learners' engagement and supports the acquisition of regular verbs through interactive video content. | Learners demonstrated notable improvement in sentence construction using regular verbs after TikTok-based instruction and reported positive learning experiences. |
| 10 | Tran (2023)                | Mixed-method (Pre-test & Post-test, Questionnaire, Interview) | TikTok videos are perceived as a beneficial medium for facilitating English vocabulary learning and retention.                                                     | Learners showed improved vocabulary retention after engaging with TikTok-based learning activities and expressed favorable perceptions toward the platform.       |

### C. Theoretical Framework

The study's theoretical framework explains the conceptual underpinnings of the association between students' vocabulary achievement as the dependent variable and the use of TikTok short videos as the independent variable. This section aims to elaborate the key theoretical concepts and the logical connections among those concepts that are relevant to the focus of the study. Rather than presenting findings from previous studies, the theoretical framework provides a conceptual explanation of how short-form audiovisual video content may support vocabulary learning. By

establishing a clear theoretical basis, this study is grounded on a sound academic rationale for formulating hypotheses and conducting empirical testing in subsequent stages of the research.

### **1. Vocabulary Learning in the EFL Context**

Since vocabulary provides the foundation for other language abilities like reading, writing, speaking, and listening, it is an essential part of teaching English as a foreign language (EFL). A learner's comprehension of word meanings, forms, and proper usage in certain circumstances are all part of their vocabulary mastery. In the EFL context, vocabulary learning is strongly influenced by the quality of linguistic input received by learners. Meaningful and contextualized input enables learners to establish stronger connections between word forms and meanings. Therefore, effective vocabulary learning requires language input that is comprehensible and supportive of learners' cognitive processing. According to Wei et al. (2021), as cited in Tran (2023), exposure to vocabulary through contextualized audiovisual input can facilitate learners' comprehension and retention of new lexical items. Consequently, vocabulary learning in the EFL context emphasizes the importance of providing meaningful language input as a basis for students' vocabulary achievement.

### **2. Short Video-Based Learning as an Instructional Medium**

Short video-based learning refers to an instructional approach that utilizes short-duration videos as a medium for delivering learning content. Short videos are generally designed to present learning materials in a limited

timeframe, which aligns with the principles of micro-learning and nano-learning. Khlaif & Salha (2021) explain that short videos allow instructional content to be delivered in concise and discrete learning units, thereby enhancing learners' focus and engagement. Such videos are typically brief in duration, not exceeding 60 seconds, which enables learners to concentrate on a single learning objective at a time. In addition, short videos integrate visual and auditory elements that support information processing through multiple cognitive channels. These characteristics make short video-based learning a potentially effective instructional medium, particularly in language learning contexts. Accordingly, short video-based learning can be regarded as a relevant medium that supports the process of English language instruction.

### **3. Theoretical Relationship between TikTok Short Videos and Vocabulary Achievement**

The idea of audiovisual input in second language learning provides a theoretical explanation for the connection between students' vocabulary achievement and the use of TikTok short videos. Audiovisual input allows learners to process language through the simultaneous combination of visual and auditory information. Wei & Fan (2022) argue that audiovisual input supports vocabulary learning by facilitating form–meaning connections and reducing cognitive load during language processing. Vocabulary exposure accompanied by visual context, such as images or on-screen text, can enhance learners' comprehension and retention of lexical items. Therefore, audiovisual video-based materials provide favorable conditions for effective vocabulary

learning. Furthermore, the relationship between TikTok short videos and vocabulary achievement can also be understood through the concepts of comprehensible input and repeated exposure. Li (2025) explains that vocabulary acquisition occurs more effectively when learners receive meaningful input repeatedly within relevant contexts. Short videos available on the TikTok platform typically present language in brief and focused segments, allowing learners to encounter specific vocabulary items multiple times without experiencing cognitive overload. This repeated exposure supports incidental vocabulary learning, in which learners acquire new vocabulary without explicit instruction. Based on these theoretical explanations, the use of TikTok short videos can be assumed to have a logical relationship with students' vocabulary achievement. Therefore, the relationship between TikTok short videos and vocabulary achievement is theoretically justified and appropriate for empirical investigation through quantitative research.

*Figure 2. 1 Theoretical Framework of the Study*



#### **D. Research Hypotheses**

##### **1. $H_0$ (Null Hypothesis)**

Students who are taught using TikTok short videos and those who are not do not significantly differ in their vocabulary achievement.

##### **2. $H_1$ (Alternative Hypothesis)**

Students who are taught via TikTok short videos outperform those who are not in terms of vocabulary achievement.

### **CHAPTER III**

#### **RESEARCH METHODOLOGY**

##### **A. Research Design**

This study takes a quantitative approach because the information gathered is in the form of numerical scores from vocabulary tests, which are then subjected to statistical analysis. A quantitative method is appropriate because it enables the researcher to objectively measure students' vocabulary achievement and to compare learning outcomes between groups. Because the participants are not randomized to the groups at random, the research design used in this study is quasi-experimental. Instead, intact classroom groups are utilized, which is a common practice in educational research. According to Cohen et al (2018), quasi-experimental designs are suitable when researchers investigate the effect of an intervention within naturally existing groups where randomization is not feasible. Therefore, this design is considered appropriate for examining the effect of TikTok short videos on students' vocabulary achievement at SMK Kesehatan Samarinda.

An experimental group and a control group were included in this study, which used a pre-post-test design with a non-equivalent control group. Before the intervention, both groups took a pre-test to find out their starting vocabulary. Short TikTok films were used to instruct the experimental group, whereas conventional teaching techniques were used for the control group. Both groups took a post-test to gauge their vocabulary growth following the intervention phase. To find any variations in language learning between the experimental and control groups, the

post-test scores were compared. This design facilitates the statistical analysis required to address the study objectives and permits a methodical comparison of learning outcomes.

***Table 3. 1 The Pre-test–Post-test Non-Equivalent Control Group Design***

| <b>Group</b> | <b>Pre-Test</b> | <b>Treatment</b> | <b>Post-Test</b> |
|--------------|-----------------|------------------|------------------|
| Experimental | O1              | X                | O2               |
| Control      | O3              | Xo               | O4               |

**Explanation of the Symbols :**

O1 = Pre-test of the experimental group

O3 = Pre-test of the control group

X = Treatment (use of TikTok short videos)

X = No Treatment

O2 = Post-test of the experimental group

O4 = Post-test of the control group

**B. Location and Duration of the Research**

**1. Location**

This research was conducted at SMK Kesehatan Samarinda, located at Jalan Perjuangan No. 2, Samarinda. The school was selected as the research site because it provided a learning environment that was pertinent to the goals of the study, especially in relation to the teaching and learning of English at a vocational school. Additionally, the research, which included the organized use of brief, video-based learning resources, was supported by the characteristics of the students and the learning environment.

## **2. Duration**

The research was carried out for two weeks in March 2026. All stages of the study, including research preparation, pre-tests in the control and experimental groups, the administration of the intervention in the experimental group, and post-tests for data collecting, are all scheduled within this time frame. To guarantee a successful research process, the research plan will be modified to fit the university's academic environment.

## **C. Population and Sample**

### **1. Population**

All tenth-grade students participating in formal English language teaching at SMK Kesehatan Samarinda made up the study's population. This population was identified as the target group because its characteristics are relevant to the objectives of the research. However, not all members of the population were directly involved in the study. Therefore, the research was limited to selected classes that were feasible for participation.

### **2. Sample**

The sample is selected from the population through purposive sampling by considering class availability and the comparability of learning conditions. Two intact classes are chosen, consisting of one class designated as the experimental group and another as the control group. The use of intact classes aims to preserve the natural classroom setting during the implementation of the study. This sampling procedure aligns with the characteristics of a quasi-

experimental research design, in which participants are assigned to groups without full randomization Creswell & Creswell (2023).

#### **D. Research Variables**

Variables are conceptualized as dynamic components that are systematically investigated within a scientific study to identify the interrelationships among these components. Two types of variables, the independent variable and the dependent variable are included in this study in accordance with the research objectives and the methodological design used.

##### **1. Independent Variable (X)**

The use of TikTok short films as a teaching tool for vocabulary acquisition is the study's independent variable. The instructional treatment given to the experimental group during the learning process is represented by this variable. The implementation of TikTok short videos is designed to facilitate the vocabulary learning process through the presentation of concise and engaging audiovisual materials as an integral component of classroom instruction.

##### **2. Dependent Variable (Y)**

The dependent variable in this study is students' vocabulary achievement. This variable refers to the learning outcomes pertaining to students' mastery of English vocabulary following their participation in the designed instructional activities. In this study, vocabulary achievement is anticipated to demonstrate variation as a consequence of the instructional treatment implemented during the research process.

## **E. Techniques and Research Instruments for Data Collection**

### **1. Technique of Data Collection**

Tests were the main tool used to acquire the data for this investigation. In educational research, tests are commonly used to measure students' learning achievement in an objective and systematic manner Cohen et al (2018). A vocabulary exam was deemed suitable to gather quantifiable and comparable data because the dependent variable in this study was the students' vocabulary proficiency. Pre- and post-tests were used in this study to look at how the students' vocabulary proficiency changed before and after the intervention. To find out if there were any changes between the experimental and control groups, the results were statistically examined.

#### **a. Data Collection Process in the Experimental Group**

##### **1) Pre-Test**

Before the treatment was implemented, the pre-test was given at the start of the study to gauge the students' initial vocabulary achievement. Twenty multiple-choice questions based on the vocabulary material's learning indicators made up the test. The pre-test results served as baseline data for comparison with the post-test scores.

##### **2) Treatment**

The treatment was conducted over two meetings, each lasting  $2 \times 45$  minutes. During these sessions, vocabulary instruction was delivered using TikTok short videos as instructional media. The researcher presented selected videos containing relevant vocabulary content and

guided students in understanding word meanings, usage, and contextual application. Students participated in guided discussions and completed vocabulary exercises based on the material presented in the videos.

### 3) Post-Test

A final exam was given to gauge the pupils' vocabulary knowledge following the treatment phase. Twenty multiple-choice questions based on the same learning markers as the pre-test made up this final exam. After watching brief movies on TikTok, the students' vocabulary knowledge was assessed using the final exam results.

## b. Data Collection Process in the Control Group

### 1) Pre-Test

The control group was also administered a pre-test consisting of 20 multiple-choice questions to measure students' initial vocabulary achievement before the instructional phase. The test was constructed based on the same learning indicators as those used in the experimental group.

### 2) Treatment

The control group was taught vocabulary using traditional methods without the inclusion of brief videos from TikTok. The researcher delivered the material through direct explanation, textbook-based instruction, and classroom discussion. Students completed vocabulary exercises provided during the learning sessions.

### 3) Post-Test

The control group finished a post-test consisting of 20 multiple-choice questions based on the same learning indicators as the pre-test at the conclusion of the learning period. To ascertain whether there were any variations in vocabulary learning between the two groups, the post-test results were compared to those of the experimental group.

## **2. Research Instrument**

A research instrument in quantitative research is a device that measures study variables to enable statistical analysis of the produced data. Creswell & Creswell (2023) emphasize that instruments function as the primary means of operationalizing variables and linking them to empirical data. Within the context of educational research, an instrument must be capable of producing objective and consistent data. In line with this view, Cohen et al (2018) note that multiple-choice tests are commonly employed because they facilitate objective scoring and minimize subjectivity in assessment. These factors led to the employment of a multiple-choice English vocabulary exam as the study's instrument. To maintain measurement consistency and fulfill the study's goal of evaluating the students' vocabulary knowledge, this online test was used both before and after the learning process.

## **F. Validity and Reliability of the Instrument**

### **1. Instrument Validity**

Instrument validity refers to the degree to which an instrument accurately measures the construct it is intended to assess. In educational research, validity plays a crucial role in ensuring that the data collected genuinely reflect the variable being examined Cohen et al (2018). In the present study, validity was established to ensure that the vocabulary test effectively measured students' vocabulary achievement.

The instrument's validity in this study included both construct validity and content validity.

#### **a. Content Validity**

The degree to which the test items accurately represent the learning objectives and resources is known as content validity. By creating 20 multiple-choice questions based on precisely defined vocabulary learning indicators and the material covered in class, content validity was guaranteed in this study. A test blueprint was prepared to ensure systematic alignment between each test item and the specified indicators, such as word meaning and contextual usage. To further ensure the appropriateness of the instrument, the test items were subjected to expert judgment involving the research supervisor and an English teacher. They examined the relevance, clarity, and suitability of each item in relation to the learning objectives. Revisions were undertaken in accordance with their recommendations before the instrument was implemented in the research.

#### b. Construct Validity

The degree to which an instrument faithfully captures the theoretical construct it is intended to assess is known as construct validity. In this study, the construct under investigation was students' vocabulary achievement. To ensure construct validity, the test items were carefully designed to measure vocabulary knowledge, including comprehension of word meanings and their appropriate usage in context. The items were structured to avoid assessing unrelated language skills, such as grammatical structures or broader reading comprehension beyond vocabulary understanding. By concentrating specifically on vocabulary competence, the instrument was considered to adequately represent the intended construct.

### **2. Instrument Reliability**

The degree to which an instrument produces steady and consistent data when used under similar circumstances is known as instrument reliability (Louis Cohen et al., 2018). Reliability is fundamental in quantitative research to ensure that the measurement outcomes are dependable and minimally influenced by random error. A reliable instrument enhances the trustworthiness of the collected data and supports accurate statistical interpretation. Internal consistency testing (Cronbach's alpha) was used in this study to assess the vocabulary test's dependability. Twenty multiple-choice questions with dichotomous scoring, one point for each right response and zero points for each wrong response were included in the test. The instrument was used in a pilot research with different classes of the same grade level before the actual data

collection. Cronbach's alpha and statistical software were then used to get the reliability coefficient. An appropriate Cronbach's alpha value is 0.70 or more. Should the reliability coefficient fail to meet the established threshold, revisions were made to improve the quality of the test items before they were utilized in the main research.

### **G. Data Analysis Techniques**

Quantitative statistical techniques were used to analyze the study's data. In measuring students' vocabulary achievement, an objective scoring system was employed based on the principle of selected-response testing proposed by Brown (2004). Brown explains that multiple-choice tests belong to selected-response items, which use objective scoring because each item has one clearly correct answer. Therefore, students' vocabulary achievement in this study was assessed using a dichotomous scoring system.

The vocabulary test consisted of 20 multiple-choice items which measured two indicators of receptive vocabulary knowledge, namely word meaning recognition and vocabulary in context. The assessment rubric used to evaluate students' vocabulary achievement is presented in the following table:

***Table 3. 2 Rubric for Assessing Students' Vocabulary Achievement***

| No | Assessment Aspect         | Criteria                                                                                          | Score |
|----|---------------------------|---------------------------------------------------------------------------------------------------|-------|
| 1  | Word Meaning Recognition  | The student correctly identifies the meaning of the vocabulary item                               | 1     |
|    |                           | The student fails to identify the correct meaning                                                 | 0     |
| 2  | Vocabulary Identification | The student correctly identifies the appropriate vocabulary based on the description or situation | 1     |

| No | Assessment Aspect                       | Criteria                                                                                              | Score |
|----|-----------------------------------------|-------------------------------------------------------------------------------------------------------|-------|
|    |                                         | The student fails to identify the appropriate vocabulary based on the description or situation        | 0     |
| 3  | Vocabulary Recognition from Description | The student correctly recognizes the vocabulary related to health problems from the given description | 1     |
|    |                                         | The student fails to recognize the vocabulary from the given description                              | 0     |

According to the above rubric, each right response was worth one point, while each wrong response was worth zero. Since the test consisted of 20 items, the maximum raw score was 20. The raw score was then converted into a scale of 0–100 using the following formula:

$$\text{Final Score} = \frac{\text{Raw Score} \times 100}{20}$$

After obtaining the final scores, the pre-test and post-test results are analyzed using the Statistical Package for the Social Sciences (SPSS). Descriptive statistics are first employed to determine the mean and standard deviation of both the experimental and control groups.

To make sure the requirements for parametric analysis were satisfied, the data were examined for homogeneity using Levene's test and for normality using the Shapiro-Wilk test prior to hypothesis testing. Subsequently, an independent samples t-test was performed to determine whether there was a significant difference between the post-test scores of the experimental and control groups. 0.05 was used as the significant level.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

#### **A. Description of Research Findings**

This study examines how TikTok short videos affect Samarinda Health Vocational High School pupils' vocabulary development. There were two groups: an experimental group and a control group. Both groups took a pre-test to ascertain their starting vocabulary before to the intervention. After that, the experimental group used short films from TikTok to complete learning tasks, whereas the control group received instruction using conventional techniques. Both groups took a post-test to gauge vocabulary acquisition following the session. To find out how the students' vocabulary had improved and how the two groups differed, the pre- and post-test data were examined. The following sections provide specific results for each category.

##### **1. The Data of Experimental Group**

Samarinda Health Vocational High School served as the study's site. The nursing class 1, which was chosen for the TikTok brief video intervention, made up the experimental group. Only 29 of the 32 pupils in this class took part in the data collection, though. The kids took a pre-test to find out their starting vocabulary before the intervention started. TikTok short films were used to help with language development during the intervention. A post-test was given following the intervention to gauge language acquisition progress and spot any gains.

The following table displays the specific pre-test and post-test results for the students in the experimental group.

***Table 4. 1 The Pre-test and Post-test Scores of the Experimental Group***

| <b>Students</b> | <b>Pre-Test Score</b> | <b>Post-Test Score</b> |
|-----------------|-----------------------|------------------------|
| 1               | 65                    | 90                     |
| 2               | 30                    | 95                     |
| 3               | 35                    | 95                     |
| 4               | 55                    | 85                     |
| 5               | 35                    | 90                     |
| 6               | 35                    | 85                     |
| 7               | 60                    | 90                     |
| 8               | 30                    | 80                     |
| 9               | 65                    | 75                     |
| 10              | 40                    | 95                     |
| 11              | 75                    | 95                     |
| 12              | 55                    | 100                    |
| 13              | 50                    | 85                     |
| 14              | 60                    | 95                     |
| 15              | 40                    | 95                     |
| 16              | 60                    | 90                     |
| 17              | 45                    | 85                     |
| 18              | 40                    | 95                     |
| 19              | 55                    | 90                     |
| 20              | 50                    | 95                     |
| 21              | 60                    | 85                     |
| 22              | 50                    | 80                     |
| 23              | 55                    | 85                     |
| 24              | 50                    | 90                     |
| 25              | 35                    | 75                     |
| 26              | 70                    | 75                     |
| 27              | 55                    | 85                     |
| 28              | 55                    | 95                     |
| 29              | 55                    | 90                     |

## **2. The Data of Control Group**

The control group in this research was the Askep 3 class at SMK Kesehatan Samarinda. The total number of students in this class was 30; however, only 23 students were present and participated in the data collection

process. Similar to the experimental group, the students in the control group were given a pre-test to measure their initial vocabulary ability. However, this group did not receive the treatment using TikTok short videos and instead followed conventional teaching methods during the learning process. A post-test was given to assess the students' vocabulary achievement following the completion of the instructional sessions.

The following table displays the specific pre-test and post-test scores for the students in the control group.

***Table 4. 2 The Pre-test and Post-test Scores of the Control Group***

| <b>Students</b> | <b>Pre-Test Score</b> | <b>Post-Test Score</b> |
|-----------------|-----------------------|------------------------|
| 1               | 50                    | 75                     |
| 2               | 35                    | 50                     |
| 3               | 35                    | 55                     |
| 4               | 60                    | 40                     |
| 5               | 55                    | 65                     |
| 6               | 40                    | 50                     |
| 7               | 55                    | 70                     |
| 8               | 45                    | 55                     |
| 9               | 45                    | 65                     |
| 10              | 60                    | 65                     |
| 11              | 70                    | 75                     |
| 12              | 65                    | 60                     |
| 13              | 35                    | 60                     |
| 14              | 50                    | 60                     |
| 15              | 40                    | 50                     |
| 16              | 35                    | 55                     |
| 17              | 50                    | 55                     |
| 18              | 40                    | 60                     |
| 19              | 65                    | 80                     |
| 20              | 65                    | 50                     |
| 21              | 50                    | 65                     |
| 22              | 50                    | 55                     |
| 23              | 45                    | 50                     |

## B. Hypothesis Testing Results

### 1. Descriptive Statistics

Descriptive statistics are used to describe students' vocabulary achievement in both the experimental and control groups. The analysis includes the number of students, range, minimum score, maximum score, mean, and standard deviation..

*Table 4. 3 Descriptive Statistics of Pre-test and Post-test Scores*

| Descriptive Statistics |    |       |         |         |       |                |
|------------------------|----|-------|---------|---------|-------|----------------|
|                        | N  | Range | Minimum | Maximum | Mean  | Std. Deviation |
| PretestExperiment      | 29 | 45    | 30      | 75      | 50.52 | 12.052         |
| PosttestExperiment     | 29 | 25    | 75      | 100     | 88.45 | 6.827          |
| PretestControl         | 23 | 35    | 35      | 70      | 49.57 | 10.862         |
| PosttestControl        | 23 | 40    | 40      | 80      | 59.13 | 9.730          |
| Valid N (listwise)     | 23 |       |         |         |       |                |

The findings indicated that the experimental class included 29 students, while the control class consisted of 23 students.

In the pre-test, students in the experimental class obtained scores ranging from 30 to 75, with a score range of 45. Their average score was 50.52, accompanied by a standard deviation of 12.052. Meanwhile, the control class recorded scores between 35 and 70, producing a range of 35, with a mean score of 49.57 and a standard deviation of 10.862. These data indicate that both groups demonstrated nearly the same level of vocabulary mastery prior to the treatment.

For the post-test, the experimental class achieved scores from 75 to 100, with a range of 25. The mean score increased to 88.45, while the standard deviation was 6.827. In contrast, the control class obtained scores between 40 and 80, resulting in a range of 40, with an average score of 59.13 and a standard deviation of 9.730. These findings indicate that both groups experienced improvement; however, the experimental group demonstrated a substantially higher increase compared to the control group.

## 2. Normality Test

The Shapiro-Wilk test was used for the normality test since it is suitable for small sample sizes (less than 50 participants). Previous studies, such as Ramadani (2024) and Puspita et al (2024), also employed quasi-experimental designs with fewer than 30 participants, indicating that small sample sizes are common in educational research and require careful statistical consideration.

**Table 4. 4 Test of Normality (Shapiro–Wilk)**

|        |                     | Tests of Normality              |    |       |              |    |      |
|--------|---------------------|---------------------------------|----|-------|--------------|----|------|
| Class  |                     | Kolmogorov-Smirnov <sup>a</sup> |    |       | Shapiro-Wilk |    |      |
|        |                     | Statistic                       | df | Sig.  | Statistic    | df | Sig. |
| Result | Pretest Control     | .136                            | 23 | .200* | .933         | 23 | .130 |
|        | Pretest Experiment  | .162                            | 29 | .049  | .952         | 29 | .207 |
|        | Posttest Control    | .186                            | 23 | .038  | .946         | 23 | .243 |
|        | Posttest Experiment | .176                            | 29 | .022  | .902         | 29 | .011 |
|        |                     |                                 |    |       |              |    |      |

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The pre-test control group, pre-test experimental group, and post-test control group all had significance values greater than 0.05 (0.130, 0.207, and

0.243, respectively) according to the Shapiro-Wilk test results. This suggests that the distribution of these values is typical. However, the post-test experimental group has a significance value of 0.011, which is less than 0.05, indicating that the data are not normally distributed.

Therefore, it can be concluded that the assumption of normality is not fully met. Consequently, non-parametric statistical analysis is more appropriate for further data analysis. Consequently, an alternative method for comparing the two groups was the Mann-Whitney U test.

### 3. Homogeneity Test

Levene's test was used in this study's homogeneity test to ascertain whether the variances between the experimental and control groups were equal. The following table displays the homogeneity test results:

**Table 4. 5 Test of Homogeneity of Variance (Levene's Test)**

| Test of Homogeneity of Variance |                                      |                  |     |        |      |
|---------------------------------|--------------------------------------|------------------|-----|--------|------|
|                                 |                                      | Levene Statistic | df1 | df2    | Sig. |
| Pretest                         | Based on Mean                        | .340             | 1   | 50     | .563 |
|                                 | Based on Median                      | .210             | 1   | 50     | .648 |
|                                 | Based on Median and with adjusted df | .210             | 1   | 46.634 | .649 |
|                                 | Based on trimmed mean                | .321             | 1   | 50     | .573 |
| Posttest                        | Based on Mean                        | 2.814            | 1   | 50     | .100 |
|                                 | Based on Median                      | 1.945            | 1   | 50     | .169 |
|                                 | Based on Median and with adjusted df | 1.945            | 1   | 40.743 | .171 |
|                                 | Based on trimmed mean                | 2.847            | 1   | 50     | .098 |

The results show that the significance value for the pre-test is 0.563, while for the post-test it is 0.100. Since both significance values are greater

than 0.05, it indicates that there is no significant difference in variance between the two groups. Therefore, it can be concluded that the data from the experimental group and the control group are homogeneous, meaning that the assumption of equal variances has been fulfilled.

Nevertheless, the normality test shows that the data are not entirely regularly distributed even though the homogeneity condition is met. Therefore, non-parametric statistical analysis is considered more appropriate for further data analysis.

#### 4. Mann-Whitney Test

The data did not entirely satisfy the assumption of normal distribution, so the Mann-Whitney U test was utilized to examine differences between the experimental and control groups. The pre- and post-test findings between the two separate groups were thus compared using this non-parametric test.

#### 5. Pre-Test Mann-Whitney Test

The Mann–Whitney test was used to see if there was a noteworthy distinction in the pre-test results between the experimental and control groups.

***Table 4. 6 Ranks of Pre-test Control and Experiment Class***

|       |                    | Ranks     |              |        |
|-------|--------------------|-----------|--------------|--------|
| Class | N                  | Mean Rank | Sum of Ranks |        |
| Score | Pretest Control    | 23        | 25.63        | 589.50 |
|       | Pretest Experiment | 29        | 27.19        | 788.50 |
|       | Total              | 52        |              |        |

The table shows that the mean rank of the experimental group (27.19) is slightly higher than that of the control group (25.63). However, this

difference is minimal and does not indicate a meaningful variation between the two groups.

***Tabel 4. 1 Mann-Whitney Test Results for Pre-test Statistics***

| Test Statistics <sup>a</sup> |  |  | Score   |
|------------------------------|--|--|---------|
| Mann-Whitney U               |  |  | 313.500 |
| Wilcoxon W                   |  |  | 589.500 |
| Z                            |  |  | -.372   |
| Asymp. Sig. (2-tailed)       |  |  | .710    |

a. Grouping Variable: Class

According to the study's findings, the two-sided significance level was 0.710, which is higher than 0.05. This suggests that in the pre-test, there was no statistically significant difference between the experimental and control groups. Thus, it can be said that before to the intervention, the vocabulary levels of both groups were similar.

## **6. Post-Test Mann-Whitney Test**

To determine if there was a significant change in the post-test scores between the experimental and control groups following the treatment, the Mann-Whitney test was used.

***Tabel 4. 2 Ranks of Post-test Control and Experiment Class***

|       |                     | Ranks     |              |         |
|-------|---------------------|-----------|--------------|---------|
| Class | N                   | Mean Rank | Sum of Ranks |         |
| Score | Posttest Control    | 23        | 12.30        | 283.00  |
|       | Posttest Experiment | 29        | 37.76        | 1095.00 |
|       | Total               | 52        |              |         |

According to the table, the experimental group's mean rank (37.76) is much greater than the control group's (12.30). This implies that following the therapy, the experimental group fared better than the control group.

***Tabel 4. 3 Mann-Whitney Test Results for Post-test Statistics***

| Test Statistics <sup>a</sup> |  | Score   |
|------------------------------|--|---------|
| Mann-Whitney U               |  | 7.000   |
| Wilcoxon W                   |  | 283.000 |
| Z                            |  | -6.058  |
| Asymp. Sig. (2-tailed)       |  | .000    |

a. Grouping Variable: Class

The findings demonstrated a statistically significant difference between the experimental and control groups in the post-test, with the significance level (two-tailed) being less than 0.05 ( $p < 0.001$ ). This implies that students in the experimental group outperformed pupils in the control group in terms of vocabulary. This finding demonstrates that students' vocabulary acquisition is significantly impacted by the use of TikTok short videos.

### **C. Discussion**

The study's findings show that once the treatment was put into place, there was a statistically significant difference in the vocabulary achievement of the experimental and control groups. This is evidenced by the Mann–Whitney test on the post-test, which indicates a significance value below 0.05, leading to the acceptance of the alternative hypothesis (H1). In contrast, the pre-test results showed no statistically significant difference between the two groups, suggesting

that both groups had comparable initial vocabulary ability. Therefore, the improvement observed in the post-test can be attributed to the instructional treatment applied during the learning process. Descriptive statistics further support the idea that the experimental group outperformed the control group.

The experimental group's better performance indicates that using TikTok short videos enhances pupils' vocabulary acquisition. This finding is consistent with Multimedia Learning Theory Mayer (2009), this highlights that when information is presented through both visual and auditory channels, learning is more successful. It also aligns with Vocabulary Knowledge Theory Nation (2001), which highlights that vocabulary acquisition involves understanding word form, meaning, and use elements that can be enhanced through contextual and audiovisual input. Furthermore, the integration of mobile-based media supports the principles of Mobile-Assisted Language Learning Hulme and Shield (2008), which promotes flexible and engaging learning environments. However, it should be recognized that elements like students' involvement, motivation, and learning environment may also affect the results. Therefore, while TikTok short videos can be considered an effective instructional medium, the findings should be interpreted with careful consideration of these additional factors.

#### **D. Limitations of the Study**

When evaluating the results, it is important to take into account the many limitations of this study. The study involves two classes as the sample, consisting of 29 students in the experimental group and 23 students in the control group. The relatively limited number of participants indicates that the findings of this study

cannot be generalized broadly to all vocational high school students. In addition, this study focuses on measuring students' learning outcomes in the short term after the treatment is implemented. Therefore, it does not extensively examine the long-term retention or sustainability of students' vocabulary acquisition. Furthermore, the study is limited to one aspect of language ability, namely vocabulary, and does not cover other language skills such as speaking, reading, writing, and listening. In addition to the limitations related to the scope of the study, there are also external factors that cannot be fully controlled during the implementation of the research. These factors include variations in students' learning motivation, levels of participation during the learning process, and classroom conditions, all of which may influence students' learning outcomes. Moreover, the use of TikTok short videos in this study is implemented as the primary instructional medium without comparison to other digital learning media. This indicates that the findings may still be influenced by variables beyond those examined in this study. In order to provide a more thorough knowledge of students' learning outcomes, future research is advised to use a bigger sample size, take into account a wider range of instructional durations, and investigate other variables.

## **CHAPTER V**

### **CONCLUSION, IMPLICATIONS, AND SUGGESTIONS**

#### **A. Conclusion**

Based on the findings of this research, it can be concluded that after the treatment was implemented, a statistically significant difference in vocabulary acquisition emerged between the experimental group and the control group. This was supported by the post-test results of the Mann-Whitney U test, which showed a significance value below 0.05. Therefore, the alternative hypothesis (H1) was accepted, while the null hypothesis (H0) was rejected.

Prior to the treatment, the pre-test results indicated no significant difference between the two groups, meaning that both groups started with relatively equal vocabulary knowledge. Consequently, the difference found in the post-test can be linked to the instructional treatment applied during the learning process. In addition, the experimental group obtained higher scores than the control group, showing a greater improvement in vocabulary acquisition.

These findings indicate that the use of TikTok short videos gives a positive contribution to students' vocabulary learning. Hence, TikTok short videos may be regarded as an effective instructional medium for enhancing students' vocabulary acquisition.

#### **B. Implications**

The findings of this study provide several important implications for English language teaching, particularly in vocabulary instruction. The use of

TikTok short videos as an instructional medium demonstrates its potential to enhance students' vocabulary achievement in a more engaging and interactive manner. This suggests that integrating technology into language learning can support students' understanding and retention of vocabulary more effectively. Additionally, using audiovisual materials during the learning process helps to better contextualize words. As a result, this research advances the creation of more creative teaching methods for language learning. The following is a description of this study's implications:

1. Teachers

Teachers are encouraged to incorporate TikTok short videos as an alternative instructional medium in teaching vocabulary. The use of audiovisual content enables teachers to present vocabulary in a more contextualized and engaging way. This approach may enhance students' motivation and participation during the learning process. As a result, teachers can create a more interactive and effective learning environment.

2. Students

Students may benefit from the use of TikTok short videos as it facilitates their understanding and retention of vocabulary. The integration of visual and auditory elements helps students connect word forms with their meanings more effectively. In addition, this learning approach makes the learning process more engaging and less monotonous. Consequently, students are more likely to become active participants in vocabulary learning.

### 3. Learning Process

The integration of TikTok short videos into the learning process can improve the overall quality of English language instruction. The use of technology-based media supports a more interactive and student-centered learning environment. Furthermore, students are able to experience learning in a more meaningful and contextualized way. As a result, the learning process becomes more effective in enhancing students' vocabulary achievement.

## C. Suggestions

### 1. For Teachers

Teachers are recommended to use TikTok short videos as an alternative instructional medium in teaching vocabulary. They should carefully select appropriate and relevant content that aligns with students' needs and proficiency levels. In addition, it is advisable for teachers to combine this media with other instructional strategies to maximize learning outcomes.

### 2. For Future Researchers

To get more thorough results, future researchers are advised to carry out comparable studies with a bigger sample size and a wider range of research durations. Additionally, they are urged to look into using TikTok to enhance speaking, reading, writing, and listening abilities. Furthermore, future studies may compare TikTok with other digital learning media to provide deeper insights into its effectiveness.

## REFERENCES

- Aida, N., Muin, A., & Rohbiah, T. S. (2023). Students' English Vocabulary through "Kate Kulp" Tiktok Videos. *Journal of English Language Teaching and Cultural Studies*, 6(2), 146–155. <https://doi.org/10.48181/jelts.v6i2.20395>
- Anumanthan, S., & Hashim, H. (2022). Improving the Learning of Regular Verbs through TikTok among Primary School ESL Pupils. *Creative Education*, 13(03), 896–912. <https://doi.org/10.4236/ce.2022.133059>
- Astrinia Ristama Tampubolon, Basar Lolo Siahaan, & Anita Sitanggang. (2023). The Effect Of Using Tiktok on Students' Vocabulary Mastery in Seventh Grade At SMP Negeri 9 Pematang Siantar. *Jurnal Ilmu Pendidikan Dan Sosial*, 2(3), 390–402. <https://doi.org/10.58540/jipsi.v2i3.446>
- Brown, H. Douglas. (2004). *Language assessment: principles and classroom practices*. Pearson/Longman.
- John W. Creswell, & J. David Creswell. (2023). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (6th ed.). SAGE Publications.
- Dewa, I. I., Tirtayasa, A., Ngurah, G., Wijaya Mahardika, A., Wayan, N., & Adnyani, S. (2024). The Effectiveness of TikTok as an Instructional Media on Students' English Vocabulary Mastery. In *New Language Dimensions Journal of Literature, Linguistics, and Language Teaching* (Vol. 5, Number 1).
- Gilmore, A. (2007). Authentic materials and authenticity in foreign language learning. *Language Teaching*, 40(2), 97–118. <https://doi.org/10.1017/S0261444807004144>
- Hikmah, D. (2019). Media for language teaching and learning in digital era. *International Journal of English Education and Linguistics*, 1(2), 36–41. <https://doi.org/10.33650/ijoeel.v1i2.963>
- Khlaif, Z. N., & Salha, S. (2021). Using TikTok in Education: A Form of Micro-learning or Nano-learning? *Interdiscip J Virtual Learn Med Sci*, 12(3), 2–7. <https://doi.org/10.30476/ijvlms.2021.90211.1087>
- Kukulska-Hulme, A., & Shield, L. (2008). An overview of mobile assisted language learning: From content delivery to supported collaboration and interaction. *ReCALL*, 20(3), 271–289. <https://doi.org/10.1017/S0958344008000335>
- Kukulska-Hulme, Agnes Lee, & Helen Norris. (2017). The handbook of technology and second language teaching and learning. In *The Handbook of Technology and Second Language Teaching and Learning*. wiley. <https://doi.org/10.1002/9781118914069>

- Li, J. (2025). *10Application of Audiovisual Input into L2 Vocabulary Acquisition : A Comprehensive Overview*.
- Louis Cohen, Lawrence Manion, & Keith Morrison. (2018). *Research methods in education* (8th ed.). Routledge.
- Lourdes Ortega. (2009). *Second language acquisition*. Routledge.
- Maria, L., & Sujarwati, I. (2025). Short video TikTok in EFL: How does it impact students' vocabulary mastery. *Indonesian Journal of Educational Development (IJED)*, 6(2), 367–379. <https://doi.org/10.59672/ijed.v6i2.4721>
- Milton, James. (2009). *Measuring second language vocabulary acquisition*. Multilingual Matters.
- Nainggolan, N. J., & Manik, S. (2024). The Effect of Using Tiktok Application on Students' Vocabulary Mastery at Senior High School Student. *Journal of English Language Teaching, Literatures & Applied Linguistics (JELTLAL)*, 2(2), 42–46. <https://doi.org/https://doi.org/10.69820/jeltlal.v2i2.151>
- Nation, I. S. P. . (2001). *Learning vocabulary in another language*. Cambridge University Press.
- Paivio Allan. (1986). *Mental Representations: A Dual Coding Approach*.
- Puspita, T., Wahidah, & Afna, M. (2024). The Zelynafah Booster: Leveraging Tiktok for Vocabulary Acquisition with A Quasi-Experimental Study in Indonesian Context. *JL3T (Journal of Linguistics, Literature and Language Teaching)*, 10(2), 203–221. <https://doi.org/10.32505/jl3t.v10i2.9411>
- Ramadani, M. R. (2024). Exploring vocabulary enrichment an experimental investigation using the tiktok social media platform. *Ethical Lingua: Journal of Language Teaching and Literature*, 11(1). <https://doi.org/10.30605/25409190.675>
- Tran, D. T. (2023). Tiktok's effect on english vocabulary learning: an empirical study of English major curriculum. *Revista de Gestão e Secretariado (Management and Administrative Professional Review)*, 14(10), 18576–18592. <https://doi.org/10.7769/gesec.v14i10.2869>
- Wei, R., & Fan, L. (2022). On-Screen Texts in Audiovisual Input for L2 Vocabulary Learning: A Review. In *Frontiers in Psychology* (Vol. 13). Frontiers Media S.A. <https://doi.org/10.3389/fpsyg.2022.904523>

## APPENDIX

### Appendix 1 : Surat Izin Penelitian

|                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                        |                                                                                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                     | <b>UNIVERSITAS<br/>WIDYA GAMA MAHAKAM SAMARINDA<br/>FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN</b>                          | <small>BANK :<br/>+ SPD KALTIM<br/>+ SUKOPIN<br/>+ MUAMALAT<br/>+ MANDIRI</small> |
| Samarinda, 02 Maret 2026                                                                                                                                                                                                                                                                                                                             |                                                                                                                        |                                                                                   |
| Nomor                                                                                                                                                                                                                                                                                                                                                | : 011 /UWGM/FKIP-BING/III/2026                                                                                         |                                                                                   |
| Lampiran                                                                                                                                                                                                                                                                                                                                             | :                                                                                                                      |                                                                                   |
| Hal                                                                                                                                                                                                                                                                                                                                                  | : Permohonan Ijin Penelitian                                                                                           |                                                                                   |
| <br>Kepada<br>Yth. Bapak Kepala Sekolah<br>SMK Kesehatan Samarinda<br>Di Samarinda                                                                                                                                                                                                                                                                   |                                                                                                                        |                                                                                   |
| <br>Sehubungan dengan rencana penelitian untuk Skripsi mahasiswa Program Studi Pendidikan<br>Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan tersebut di bawah ini :                                                                                                                                                                            |                                                                                                                        |                                                                                   |
| Nama                                                                                                                                                                                                                                                                                                                                                 | : Riwan                                                                                                                |                                                                                   |
| NPM                                                                                                                                                                                                                                                                                                                                                  | : 2288203004                                                                                                           |                                                                                   |
| Program Studi                                                                                                                                                                                                                                                                                                                                        | : Pendidikan Bahasa Inggris                                                                                            |                                                                                   |
| Judul Skripsi                                                                                                                                                                                                                                                                                                                                        | : <i>THE EFFECT OF USING TIKTOK SHORT VIDEOS ON<br/>STUDENTS VOCABULARY ACHIEVEMENT AT SMK<br/>KESEHATAN SAMARINDA</i> |                                                                                   |
| <br>Untuk keperluan tersebut diatas, maka kami mohon izin untuk mengadakan penelitian di<br>Sekolah Bapak/Ibu. Pengurusan segala sesuatunya yang berkaitan dengan penelitian tersebut<br>akan diselesaikan oleh mahasiswa yang bersangkutan.                                                                                                         |                                                                                                                        |                                                                                   |
| <br>Atas perhatian Bapak / Ibu diucapkan terima kasih.                                                                                                                                                                                                                                                                                               |                                                                                                                        |                                                                                   |
| <br>Ketua Program Studi<br>Pendidikan Bahasa Inggris,<br>Nuraini Ardiyanti, M.Pd<br>NIK. 2025.091.352                                                                                                                                                            |                                                                                                                        |                                                                                   |
| <div style="display: flex; justify-content: space-between;"><div><small>Hp : (0541) 734294 - 737222<br/>Kk : (0541) 736572<br/>mail : uwigama@cbn.net.id</small></div><div><i>Kutan yang kuman<br/>Widyagama pilihanku</i></div><div><small>Kampus Biru<br/>Gedung UWIGAMA<br/>Jl. K.H. Wahid Hasyim Sempaja<br/>Samarinda 75124</small></div></div> |                                                                                                                        |                                                                                   |

## Appendix 2 : Letter of Research Approval from the School



### YAYASAN FAVORIT KALIMANTAN TIMUR

#### SEKOLAH MENENGAH KEJURUAN KESEHATAN SAMARINDA

Kons.Keahlian: Layanan Penunjang Keperawatan&Caregiving, Layanan Penunjang Teknologi Laboratorium

Medik, Layanan Penunjang Kefarmasian Klinis&Komunitas, Teknik Komputer dan Jaringan

Alamat : Jalan Perjuangan No 2 Telp ( 0541 ) 765347 / 0811 5824712 Kode Pos 75119 Kaltim

E-mail : [SmkKesehatan@gmail.com](mailto:SmkKesehatan@gmail.com)

SK Dinas Pendidikan Kota : 421/1125/DP.IV.B/05/2008

NSS : 402166006054

AKREDITASI A

NPSN : 30405836

Nomor : 263/GII/SKet/SMK-Kes/III/2026  
Lampiran : -  
Perihal : Surat Balasan Permohonan Izin Penelitian Skripsi

Yth.

Ketua Program Studi Pendidikan Bahasa Inggris  
Universitas Widya Gama Mahakam Samarinda

di-

Tempat

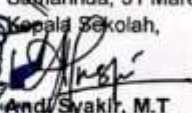
Sehubungan dengan surat Bapak/Ibu/Saudara tanggal 2 Maret 2026 perihal surat pengantar perizinan penelitian dalam rangka penulisan tugas tugas akhir skripsi atas nama:

|               |                                                                                                           |
|---------------|-----------------------------------------------------------------------------------------------------------|
| Nama          | : Riwan                                                                                                   |
| NPM           | : 2288203004                                                                                              |
| Program Studi | : Pendidikan Bahasa Inggris                                                                               |
| Jenjang Studi | : Strata Satu (S1)                                                                                        |
| Judul Skripsi | : "THE EFFECT OF USING TIKTOK SHORT VIDEOS ON STUDENTS VOCABULARY ACHIEVEMENT AT SMK KESEHATAN SAMARINDA" |

Oleh karena itu, perlu kami sampaikan beberapa hal sebagai berikut:

1. Pada prinsipnya kami tidak keberatan dan dapat mengizinkan pelaksanaan penelitian tersebut di tempat kami.
2. Izin melakukan penelitian diberikan semata-mata untuk keperluan akademik.
3. Hasil akhir penelitian/skripsi diserahkan kepada Tata Usaha SMK Kesehatan sebagai arsip akademik.

Demikian surat balasan ini disampaikan, atas perhatiannya, diucapkan terima kasih.

Samarinda, 31 Maret 2026  
Kepala Sekolah,  
  
And Syakir, M.T.  
19851220 200807 1 001

Terbaca di  
Ruang Kerja Kepala Sekolah  
Ang

### Appendix 3 : Lesson Plan Eksperimen

#### MODUL AJAR DEEP LEARNING

#### MATA PELAJARAN : BAHASA INGGRIS

#### MATERI : HEALTH CONDITIONS AND SYMPTOMS (VOCABULARY LEARNING THROUGH TIKTOK SHORT VIDEOS)

##### A. IDENTITAS MODUL

|                        |                           |
|------------------------|---------------------------|
| Nama Sekolah           | : SMK KESEHATAN SAMARINDA |
| Nama Penyusun          | : Riwan                   |
| Mata Pelajaran         | : Bahasa Inggris          |
| Kelas / Fase /Semester | : X/ E / Ganjil           |
| Alokasi Waktu          | :                         |
| Tahun Pelajaran        | : 2025 / 2026             |
| Kelompok               | : Eksperimen              |

##### B. IDENTIFIKASI KESIAPAN PESERTA DIDIK

- **Pengetahuan Awal:** Peserta didik telah mengenal kosakata dasar bahasa Inggris yang berkaitan dengan kesehatan, seperti *fever*, *bruise*, *nosebleed*, dan *swelling*. Namun, sebagian besar peserta didik masih mengalami kesulitan dalam memahami dan menggunakan kosakata tersebut secara tepat dalam konteks.
- **Minat:** Peserta didik menunjukkan ketertarikan terhadap pembelajaran berbasis media digital, khususnya video pendek yang bersifat visual dan audio.
- **Latar Belakang:** Peserta didik berasal dari jurusan keahlian yang terbiasa menggunakan teknologi digital, sehingga pembelajaran berbasis video pendek relevan dengan karakteristik dan kebutuhan belajar mereka.

- **Kebutuhan Belajar:**
  - Paparan kosakata dalam konteks nyata
  - Pengulangan kosakata melalui media yang menarik
  - Latihan pemahaman kosakata secara objektif dan terstruktur
  - Peserta didik yang lebih cepat mungkin membutuhkan tantangan tambahan untuk mengembangkan pemahaman dan keterampilan mereka.
  - Perlu adanya variasi kegiatan untuk mengakomodasi gaya belajar yang berbeda (visual, auditori, kinestetik).

### C. KARAKTERISTIK MATERI PELAJARAN

- **Jenis Pengetahuan:** Materi berfokus pada penguasaan kosakata bahasa Inggris terkait HEALTH CONDITIONS AND SYMPTOMS, yang mencakup pengetahuan faktual (makna kosakata), konseptual (penggunaan kosakata dalam konteks), dan metakognitif (strategi memahami kosakata melalui media video).
- **Relevansi dengan Kehidupan Nyata:** Topik health conditions and symptoms sangat dekat dengan kehidupan sehari-hari peserta didik, terutama berkaitan dengan kebiasaan hidup sehat remaja.
- **Tingkat Kesulitan:** Materi disajikan secara bertahap dan disesuaikan dengan kemampuan peserta didik kelas X.
- **Integrasi Nilai dan Karakter:**
  - **Kemandirian:** mengerjakan latihan kosakata secara individu
  - **Disiplin:** mengikuti alur dan aturan pembelajaran
  - **Percaya Diri:** berani menjawab dan mengemukakan pendapat
  - **Komunikasi:** berdiskusi mengenai makna kosakata

### D DIMENSI PROFIL LULUSAN

Berdasarkan tujuan dan karakteristik materi, dimensi profil lulusan yang akan dicapai adalah:

- **Bernalar Kritis:** mengidentifikasi dan memahami makna kosakata dari video
- **Mandiri:** mengerjakan tugas kosakata secara individu
- **Komunikasi:** menyampaikan pemahaman kosakata melalui diskusi.

## DESAIN PEMBELAJARAN

### A. CAPAIAN PEMBELAJARAN (CP) NOMOR : 32 TAHUN 2024

Pada akhir pembelajaran, peserta didik diharapkan mampu memahami dan menggunakan kosakata bahasa Inggris yang berkaitan dengan **health conditions and symptoms** melalui teks lisan dan visual sederhana. Peserta didik mampu mengenali makna kosakata, memahami penggunaannya dalam konteks, serta menunjukkan peningkatan penguasaan kosakata setelah mengikuti pembelajaran menggunakan media video pendek.

### B. LINTAS DISIPLIN ILMU

- Pembelajaran ini terintegrasi dengan beberapa disiplin ilmu lain. Dari Pendidikan Jasmani dan Kesehatan, peserta didik mempelajari konsep dasar kondisi kesehatan dan gejala penyakit yang relevan dengan kehidupan sehari-hari.
- Dari bidang Teknologi Informasi dan Komunikasi, peserta didik memanfaatkan media digital berupa video pendek sebagai sumber belajar. Integrasi lintas disiplin ini membantu peserta didik
- memahami kosakata tidak hanya sebagai unsur bahasa, tetapi juga sebagai bagian dari pengetahuan kontekstual.

### C. TUJUAN PEMBELAJARAN

#### Pertemuan 1:

- Peserta didik mampu mengenali dan mengidentifikasi kosakata bahasa Inggris yang berkaitan dengan **health conditions and symptoms** melalui TikTok short videos serta memahami makna kosakata tersebut berdasarkan konteks video.

#### Pertemuan 2:

- Peserta didik mampu memahami dan menjelaskan makna kosakata terkait

**health conditions and symptoms**, serta menggunakan kosakata tersebut dalam kalimat sederhana melalui diskusi dan latihan terarah.

#### Pertemuan 3:

- Peserta didik mampu menunjukkan penguasaan kosakata terkait **health conditions and symptoms** dengan menjawab soal pilihan ganda secara tepat sebagai bentuk evaluasi pembelajaran.

### D. TOPIK PEMBELAJARAN KONTEKSTUAL

- Topik pembelajaran yang digunakan adalah **health conditions and symptoms**, yang mencakup berbagai kondisi kesehatan seperti fever, cough, bruise, nosebleed, asthma, diarrhea, dan kondisi kesehatan lainnya yang sering dialami dalam kehidupan sehari-hari. Topik ini dipilih karena dekat dengan pengalaman peserta didik dan dapat membantu mereka memahami kosakata bahasa Inggris yang berkaitan dengan kondisi kesehatan melalui contoh visual dalam video pendek.

### E. KERANGKA PEMBELAJARAN

#### Praktik Pedagogik:

- Model pembelajaran yang digunakan adalah **Direct Instruction** yang dipadukan dengan pendekatan kontekstual. Guru memberikan penjelasan kosakata secara terstruktur dan memfasilitasi peserta didik memahami makna kosakata melalui video pendek bertema **health conditions and symptoms**. Strategi pembelajaran meliputi *active learning* dan *contextual learning*. Metode yang digunakan antara lain observasi video, diskusi kelas, dan latihan kosakata secara individu.

#### Kemitraan Pembelajaran:

- Pembelajaran melibatkan interaksi antara guru dan peserta didik di dalam kelas. Peserta didik juga didorong untuk mengaitkan kosakata yang dipelajari dengan **kondisi kesehatan yang sering mereka temui dalam kehidupan sehari-hari**, baik di lingkungan keluarga maupun di lingkungan sekolah.

### **Lingkungan Belajar:**

- Pembelajaran dilaksanakan di ruang kelas dengan dukungan proyektor dan speaker. Lingkungan belajar dibangun secara kondusif agar peserta didik dapat mengikuti pembelajaran dengan baik, aktif bertanya, berdiskusi, dan berani mengemukakan pendapat.

### **Pemanfaatan Digital:**

- Media digital berupa **TikTok short videos** dimanfaatkan sebagai sumber kontekstual dalam pembelajaran kosakata. Video pendek digunakan untuk meningkatkan minat belajar peserta didik serta membantu mereka memahami makna kosakata bahasa Inggris yang berkaitan dengan kondisi kesehatan melalui konteks visual dan audio yang menarik.

## **F. LANGKAH-LANGKAH PEMBELAJARAN BERDIFERENSIASI**

### **Pertemuan 1:**

#### **PENDAHULUAN :**

- Guru memberi salam kepada peserta didik.
- Guru mengajak peserta didik berdoa sebelum memulai pembelajaran.
- Guru mengecek kehadiran peserta didik.
- Guru menyampaikan tujuan pembelajaran hari ini, yaitu untuk mengetahui kemampuan awal kosakata peserta didik serta memperkenalkan beberapa kosakata bahasa Inggris yang berkaitan dengan **health conditions and symptoms** melalui TikTok short videos.

#### **KEGIATAN INTI :**

- Guru membagikan **pre-test vocabulary** kepada peserta didik untuk mengetahui kemampuan awal mereka.
- Peserta didik mengerjakan pre-test secara individu.
- Setelah selesai, guru mengumpulkan lembar jawaban peserta didik.
- Guru menayangkan **dua TikTok short videos** yang berisi kosakata tentang kondisi kesehatan

1. <https://vt.tiktok.com/ZSu5bp7vE/>

2. <https://vt.tiktok.com/ZSu5bpSGu/>

- Peserta didik diminta mengamati video dengan seksama dan mencatat kosakata yang muncul dalam video.
- Guru membahas makna kosakata yang muncul dalam video serta memberikan contoh penggunaan kata dalam kalimat sederhana.

Sebagai bentuk diferensiasi proses :

- a. Peserta didik dengan kemampuan awal yang lebih baik diminta mencoba menebak makna kosakata berdasarkan konteks video.
- b. Peserta didik yang masih mengalami kesulitan diberikan penjelasan tambahan serta contoh visual oleh guru.

#### **PENUTUP :**

- Guru bersama peserta didik menyimpulkan kosakata yang telah dipelajari dari video.
- Guru memberikan penguatan terhadap kosakata kunci yang telah dipelajari.
- Guru menutup pembelajaran dengan salam.

#### **Pertemuan 2:**

#### **PENDAHULUAN :**

- Guru memberi salam kepada peserta didik.
- Guru mengajak peserta didik berdoa sebelum memulai pembelajaran.
- Guru mengecek kehadiran peserta didik.
- Guru melakukan **review singkat** mengenai kosakata yang telah dipelajari pada pertemuan sebelumnya. Contoh pertanyaan: What is the meaning of *fever*? What does *cough* mean?

#### **KEGIATAN INTI :**

- Guru menayangkan **empat TikTok short videos** yang berisi kosakata tentang kondisi kesehatan.
  1. <https://vt.tiktok.com/ZSu5bp7vE/>
  2. <https://vt.tiktok.com/ZSu5bpSGu/>

3. <https://vt.tiktok.com/ZSu5gt2RJ/>
4. <https://vt.tiktok.com/ZSu5gfaMb/>

- Dua video merupakan video yang sudah ditampilkan pada pertemuan pertama dan dua video lainnya merupakan video baru.
- Peserta didik diminta mengamati video dan mencatat kosakata yang muncul.
- Guru menjelaskan arti kosakata yang terdapat dalam video serta memberikan contoh penggunaan kata dalam kalimat sederhana.
- Guru mengajak peserta didik berdiskusi mengenai makna kosakata yang telah dipelajari.

### **PENUTUP :**

- Guru meminta beberapa peserta didik menyebutkan kembali kosakata yang telah dipelajari.
- Guru memberikan penguatan terhadap kosakata yang telah dipelajari.
- Guru memberikan motivasi kepada peserta didik untuk terus meningkatkan kemampuan kosakata bahasa Inggris.
- Guru menutup pembelajaran dengan salam.

### **Pertemuan 3:**

#### **PENDAHULUAN :**

- Guru memberi salam kepada peserta didik.
- Guru mengajak peserta didik berdoa sebelum memulai pembelajaran.
- Guru mengecek kehadiran peserta didik.
- Guru menyampaikan tujuan pembelajaran hari ini yaitu melakukan review kosakata yang telah dipelajari dan mengerjakan tes kosakata.

#### **KEGIATAN INTI :**

- .Guru melakukan **review singkat** terhadap kosakata yang telah dipelajari pada pertemuan sebelumnya.
- Guru memberikan beberapa pertanyaan kepada peserta didik untuk mengingat kembali kosakata yang telah dipelajari dari video TikTok.
- Guru membagikan **post-test vocabulary** kepada peserta didik.

- Peserta didik mengerjakan post-test secara individu.
- Setelah waktu selesai, guru mengumpulkan lembar jawaban peserta didik.

#### **PENUTUP :**

- Guru memberikan apresiasi kepada peserta didik atas partisipasi mereka selama pembelajaran.
- Guru menekankan bahwa penguasaan kosakata sangat penting dalam pembelajaran bahasa Inggris.
- Guru menutup pembelajaran dengan salam.

### **G. ASESMEN PEMBELAJARAN**

#### **A. Asesmen Diagnostik :**

Asesmen diagnostik dilakukan pada awal pembelajaran melalui **pre-test vocabulary** untuk mengetahui kemampuan awal peserta didik dalam memahami kosakata bahasa Inggris yang berkaitan dengan **health conditions and symptoms**. Pre-test diberikan sebelum peserta didik mendapatkan perlakuan pembelajaran menggunakan TikTok short videos.

#### **Tujuan:**

Mengetahui kemampuan awal kosakata peserta didik sebelum diberikan perlakuan pembelajaran menggunakan media TikTok short videos.

## **B. Asesmen Formatif**

Asesmen formatif dilakukan selama proses pembelajaran melalui observasi terhadap keaktifan peserta didik dan pemahaman mereka terhadap kosakata yang muncul dalam video TikTok.

### **Bentuk Asesmen:**

- Observasi keaktifan peserta didik dalam mengamati video dan mendiskusikan kosakata yang muncul dalam video.
- Tanya jawab antara guru dan peserta didik mengenai makna kosakata yang dipelajari.

### **Aspek yang Dinilai:**

- Pemahaman makna kosakata yang terdapat dalam video.
- Kemampuan peserta didik dalam menjelaskan arti kosakata secara sederhana.
- Partisipasi peserta didik selama kegiatan pembelajaran berlangsung.

### **Tujuan:**

Memantau perkembangan penguasaan kosakata peserta didik selama proses pembelajaran dan memberikan umpan balik secara langsung.

### **C. ASESMEN SUMATIF**

Asesmen sumatif dilakukan pada akhir pembelajaran melalui **post-test vocabulary** dalam bentuk soal pilihan ganda untuk mengukur penguasaan kosakata peserta didik setelah mengikuti pembelajaran menggunakan TikTok short videos

#### **Tujuan:**

Mengukur hasil belajar peserta didik secara individual serta memperoleh data kuantitatif untuk keperluan penelitian.

Samarinda, 11 Maret 2026

Mengetahui,

Guru Mata Pelajaran

  
SMK NESEHAT  
Samarinda

Sitti Nurwanna, M.Pd

Peneliti



Riwan

#### **Appendix 4 : Lesson Plan Control**

### **MODUL AJAR DEEP LEARNING**

### **MATA PELAJARAN : BAHASA INGGRIS**

**MATERI : Health Conditions and Symptoms (Pembelajaran Kosakata  
melalui Penjelasan Langsung Guru)**

#### **A. IDENTITAS MODUL**

**Nama Sekolah : SMK KESEHATAN SAMARINDA**

**Nama Penyusun : Riwan**

**Mata Pelajaran : Bahasa Inggris**

**Kelas / Fase /Semester : X/ E / Ganjil**

**Alokasi Waktu :**

**Tahun Pelajaran : 2025 / 2026**

**Kelompok : Kontrol**

## **B. IDENTIFIKASI KESIAPAN PESERTA DIDIK**

- **Pengetahuan Awal:** Peserta didik telah mengenal beberapa kosakata dasar bahasa Inggris yang berkaitan dengan kesehatan. Namun, sebagian peserta didik masih mengalami kesulitan dalam memahami kosakata yang berkaitan dengan **kondisi kesehatan dan gejala penyakit**, seperti *fever*, *cough*, *bruise*, dan *nosebleed*, serta dalam menggunakan kosakata tersebut secara tepat dalam kalimat sederhana.
- **Minat:** Peserta didik menunjukkan minat yang beragam terhadap pembelajaran bahasa Inggris. Sebagian peserta didik lebih tertarik pada pembelajaran yang melibatkan penjelasan langsung dari guru serta contoh penggunaan kosakata dalam konteks sederhana.
- **Latar Belakang:** Peserta didik berasal dari jurusan keahlian yang terbiasa menerima pembelajaran melalui penjelasan langsung dari guru dan kegiatan tanya jawab di kelas.
- **Kebutuhan Belajar:**
  - Penjelasan kosakata secara langsung dan sistematis oleh guru
  - Contoh penggunaan kosakata dalam kalimat sederhana
  - Latihan kosakata untuk membantu peserta didik memahami makna kata dengan lebih baik
  - Pendekatan pembelajaran yang jelas dan terarah agar peserta didik dapat memahami kosakata bahasa Inggris dengan lebih mudah

## **C. KARAKTERISTIK MATERI PELAJARAN**

- **Jenis Pengetahuan:** Materi pembelajaran berfokus pada penguasaan kosakata bahasa Inggris yang berkaitan dengan **kondisi kesehatan dan gejala penyakit (health conditions and symptoms)**. Materi ini mencakup pengetahuan faktual, yaitu makna kosakata, serta pengetahuan konseptual, yaitu penggunaan kosakata tersebut dalam kalimat sederhana.
- **Relevansi dengan Kehidupan Nyata:** Kosakata yang dipelajari berkaitan dengan kondisi kesehatan yang sering dijumpai dalam kehidupan sehari-hari, seperti *fever*, *cough*, *bruise*, dan *nosebleed*. Hal ini membantu peserta didik memahami kosakata bahasa Inggris yang berkaitan dengan kesehatan.

- **Tingkat Kesulitan:** Materi disajikan secara bertahap dan disesuaikan dengan kemampuan peserta didik kelas X.
- **Integrasi Nilai dan Karakter:**
  - **Disiplin:** mengikuti aturan dan instruksi pembelajaran
  - **Tanggung jawab:** mengerjakan latihan secara individu
  - **Percaya diri:** menjawab pertanyaan dari guru

## D DIMENSI PROFIL LULUSAN

Berdasarkan tujuan dan karakteristik materi, dimensi profil lulusan yang akan dicapai adalah:

- **Bernalar Kritis:** memahami makna kosakata bahasa Inggris yang berkaitan dengan kondisi kesehatan
- **Mandiri:** mengerjakan latihan kosakata secara individu
- **Komunikasi:** menjawab pertanyaan guru serta menyampaikan pemahaman kosakata secara lisan

## DESAIN PEMBELAJARAN

### A. CAPAIAN PEMBELAJARAN (CP) NOMOR : 32 TAHUN 2024

Pada akhir Fase E, peserta didik mampu memahami dan menggunakan kosakata bahasa Inggris yang berkaitan dengan **kondisi kesehatan dan gejala penyakit (health conditions and symptoms)**. Peserta didik mampu mengenali makna

kosakata serta menunjukkan penguasaan kosakata melalui kegiatan latihan dan tes tertulis.

## B. LINTAS DISIPLIN ILMU

- Pembelajaran ini terintegrasi dengan **Pendidikan Jasmani dan Kesehatan**, melalui pemahaman tentang kondisi kesehatan dan gejala penyakit yang sering dialami dalam kehidupan sehari-hari. Integrasi ini membantu peserta didik memahami kosakata bahasa Inggris yang berkaitan dengan kondisi kesehatan sebagai bagian dari pengetahuan kontekstual

## C. TUJUAN PEMBELAJARAN

### Pertemuan 1:

- Peserta didik mampu mengenali dan memahami makna kosakata bahasa Inggris yang berkaitan dengan **kondisi kesehatan dan gejala penyakit** melalui penjelasan langsung dari guru.

### Pertemuan 2:

- Peserta didik mampu menggunakan kosakata yang berkaitan dengan **kondisi kesehatan dan gejala penyakit** dalam kalimat sederhana melalui latihan yang diberikan oleh guru.

### Pertemuan 3:

- Peserta didik mampu menunjukkan penguasaan kosakata yang berkaitan dengan **kondisi kesehatan dan gejala penyakit** melalui tes pilihan ganda secara individu.

## D. TOPIK PEMBELAJARAN KONTEKSTUAL

- Topik pembelajaran yang digunakan adalah **Health Conditions and Symptoms**, yang mencakup berbagai kondisi kesehatan seperti *fever, cough, bruise, nosebleed*, dan kondisi kesehatan lainnya yang sering ditemui dalam kehidupan sehari-hari.
- Topik ini dipilih karena dekat dengan pengalaman peserta didik dan membantu mereka memahami kosakata bahasa Inggris yang berkaitan dengan kondisi kesehatan.

## E. KERANGKA PEMBELAJARAN

### Praktik Pedagogik:

Model pembelajaran yang digunakan adalah **Direct Instruction**. Guru menyampaikan kosakata secara langsung dan sistematis melalui penjelasan, pemberian contoh penggunaan kata dalam kalimat, serta latihan kosakata secara individu. Strategi pembelajaran bersifat **teacher-centered** dengan metode ceramah, tanya jawab, dan latihan individu.

### Kemitraan Pembelajaran:

Pembelajaran melibatkan interaksi langsung antara guru dan peserta didik di dalam kelas melalui kegiatan tanya jawab serta latihan kosakata yang diberikan oleh guru.

### Lingkungan Belajar:

pembelajaran dilaksanakan di ruang kelas dengan menggunakan papan tulis sebagai media utama. Lingkungan belajar dikelola secara kondusif agar peserta didik dapat mengikuti pembelajaran dengan fokus dan terarah.

### Pemanfaatan Digital:

Pemanfaatan media digital tidak menjadi fokus utama dalam pembelajaran kelompok kontrol. Pembelajaran dilakukan melalui penjelasan langsung dari guru serta latihan kosakata secara individu

## **F. LANGKAH-LANGKAH PEMBELAJARAN BERDIFERENSIASI**

### **Pertemuan 1:**

#### **PENDAHULUAN :**

- Guru memberi salam kepada peserta didik.
- Guru mengajak peserta didik berdoa sebelum memulai pembelajaran.
- Guru mengecek kehadiran peserta didik.
- Guru menyampaikan tujuan pembelajaran hari ini.

#### **KEGIATAN INTI :**

- Guru membagikan **link Google Form** kepada peserta didik untuk mengerjakan **pre-test kosakata**.
- Peserta didik membuka link tersebut melalui telepon genggam masing-masing dan mengerjakan pre-test secara individu.
- Setelah semua peserta didik selesai mengerjakan, guru memastikan bahwa jawaban telah terkirim melalui Google Form. Kemudian pembelajaran dilanjutkan:
- Guru menjelaskan beberapa kosakata bahasa Inggris yang berkaitan dengan **kondisi kesehatan**, seperti: fever, cough, bruise, nosebleed
- Guru menuliskan kosakata tersebut di papan tulis dan menjelaskan maknanya. Contoh penjelasan: Fever berarti demam, Cough berarti batuk
- Guru memberikan contoh penggunaan kosakata dalam kalimat sederhana. Contoh: She has a fever. He has a cough.

#### **PENUTUP :**

- Guru bersama peserta didik menyimpulkan kosakata yang telah dipelajari.
- Guru memberikan penguatan terhadap kosakata yang telah dipelajari.
- Guru menutup pembelajaran dengan salam.

### **Pertemuan 2:**

#### **PENDAHULUAN :**

- Guru memberi salam kepada peserta didik
- Guru mengajak peserta didik berdoa
- Guru mengecek kehadiran peserta didik.
- Guru melakukan **review singkat**. Contoh pertanyaan: “What is the meaning of cough?” “What does bruise mean?”

#### **KEGIATAN INTI :**

- Guru kembali menjelaskan kosakata yang berkaitan dengan kondisi kesehatan. Contoh kosakata: fever, cough, bruise, nosebleed, asthma
- Guru memberikan contoh kalimat menggunakan kosakata tersebut. Contoh: He has asthma. She has a nosebleed.
- Peserta didik diminta mencatat kosakata dan maknanya di buku catatan.
- Guru memberikan **latihan kosakata** kepada peserta didik. Contoh latihan: **A. Match the words with their meanings** : Fever, Cough, Bruise (a. Batuk, b. Memar, c. Demam)
- Guru meminta peserta didik membuat **kalimat sederhana** menggunakan kosakata yang telah dipelajari. Contoh: I have a cough. My brother has a fever.
- Guru memantau kegiatan peserta didik dan memberikan bimbingan jika terdapat kesalahan.

#### **PENUTUP :**

- Guru memberikan umpan balik terhadap jawaban peserta didik.
- Guru mengingatkan kembali kosakata yang telah dipelajari.
- Guru menutup pembelajaran dengan salam.

#### **Pertemuan 3 :**

##### **PENDAHULUAN :**

- Guru memberi salam kepada peserta didik
- Guru mengajak peserta didik berdoa.
- Guru mengecek kehadiran peserta didik.
- Guru menjelaskan tujuan pembelajaran. Contoh: “Hari ini kita akan mengulang kembali kosakata yang sudah dipelajari, kemudian kalian akan mengerjakan tes kosakata.”

#### **KEGIATAN INTI :**

- Guru membagikan **link Google Form** kepada peserta didik untuk mengerjakan **pre-test kosakata**.

- Peserta didik membuka link tersebut melalui telepon genggam masing-masing dan mengerjakan pre-test secara individu.
- Setelah semua peserta didik selesai mengerjakan, guru memastikan bahwa jawaban telah terkirim melalui Google Form. Kemudian pembelajaran dilanjutkan:
- Guru menjelaskan beberapa kosakata bahasa Inggris yang berkaitan dengan **kondisi kesehatan**, seperti: fever, cough, bruise, nosebleed
- Guru menuliskan kosakata tersebut di papan tulis dan menjelaskan maknanya. Contoh penjelasan: Fever berarti demam . Cough berarti batuk
- Guru memberikan contoh penggunaan kosakata dalam kalimat sederhana. Contoh: She has a fever. He has a cough.

#### **PENUTUP :**

- Guru memberikan motivasi kepada peserta didik untuk terus meningkatkan kemampuan kosakata bahasa Inggris.
- Guru menutup pembelajaran dengan salam.

### **G. ASESMEN PEMBELAJARAN**

#### **Asesmen pada Awal Pembelajaran (Diagnostik):**

Asesmen diagnostik dilakukan pada awal pembelajaran melalui tanya jawab lisan untuk mengetahui pengetahuan awal peserta didik tentang kosakata *healthy lifestyle*. Hasil asesmen digunakan oleh guru untuk menyesuaikan tingkat penjelasan kosakata selama proses pembelajaran. Asesmen diagnostik dilakukan pada awal pembelajaran melalui **pre-test kosakata** yang diberikan kepada peserta didik menggunakan **Google Form**. Pre-test ini bertujuan untuk mengetahui kemampuan awal peserta didik dalam memahami kosakata bahasa Inggris yang berkaitan dengan **kondisi kesehatan dan gejala penyakit (health conditions and symptoms)**. Hasil asesmen ini digunakan oleh guru

untuk mengetahui tingkat pemahaman awal peserta didik sebelum diberikan pembelajaran

### **Asesmen pada Proses Pembelajaran (Formatif)**

Asesmen formatif dilakukan selama proses pembelajaran melalui observasi terhadap keaktifan peserta didik dan hasil latihan kosakata yang diberikan oleh guru.

#### **Bentuk Asesmen:**

- Observasi partisipasi peserta didik selama kegiatan tanya jawab di kelas
- Penilaian hasil latihan kosakata yang dikerjakan oleh peserta didik

#### **Aspek yang Dinilai:**

- Pemahaman makna kosakata yang berkaitan dengan kondisi kesehatan
- Ketepatan penggunaan kosakata dalam kalimat sederhana
- Partisipasi dan keterlibatan peserta didik selama kegiatan pembelajaran berlangsung

#### **Tujuan:**

Memantau perkembangan pemahaman kosakata peserta didik selama proses

pembelajaran serta memberikan umpan balik untuk membantu peserta didik memahami kosakata dengan lebih baik.

#### **Asesmen pada Akhir Pembelajaran (Sumatif):**

Asesmen sumatif dilakukan pada akhir pembelajaran melalui **post-test kosakata** dalam bentuk soal pilihan ganda yang diberikan kepada peserta didik menggunakan **Google Form**. Tes ini bertujuan untuk mengukur penguasaan kosakata peserta didik yang berkaitan dengan **kondisi kesehatan dan gejala penyakit** setelah mengikuti proses pembelajaran

#### **Tujuan:**

Mengukur pencapaian hasil belajar peserta didik secara individual serta memperoleh data yang diperlukan untuk keperluan penelitian.

Samarinda, 11 Maret 2026

Mengetahui,

Guru Mata Pelajaran



Sitti Nurwanna, M.Pd

Peneliti



Riwan

### Appendix 5 : Pre-Test Questions and Answer Key

1. What is this?



- a. Flu
- b. Fever
- c. Vomiting
- d. cough

2. What does she have?



- a. Sprain      c. Headache
- b. Cramp      d. Bump

3. What is this?



- a. Stomachache      c. Swelling
- b. Sore throat      d. Bruise

4. What is this injury called?



- a. Fever      c. Pimple
- b. Flu         d. Sprain

5. What does he have?



- a. Asthma      c. Nosebleed
- b. Dizzy       d. Diarrhea

6. What does he have?



- a. Asthma      c. Runny nose
- b. Bump        d. Diarrhea

7. Pain in your tooth is called?

- a. Fever      c. Nosebleed
- b. Sprain      d. Toothache

8. Pain in your back is called?

- a. Bruise      c. Backache
- b. Swelling   d. Fever

9. A red spot on your face is called?

- a. Bump      c. Cramp
- b. Sprain      d. Pimple

10. A blue mark after falling is called?

- a. Bump      c. bruise
- b. Swelling   d. pimple

11. Passing loose stool many times is called?

- a. Vomiting   c. fever
- b. Cough      d. Diarrhea

12. A ringing sound in the ear is called?

- a. Tinnitus    c. sore throat
- b. Cough      d. Sprain

13. Pain in the chest is called ?

- a. Headache              c. Flu
- b. Chest pain            d. Stomachache

14. Rina has a cold. Water comes out from her nose. What does she have?

- a. Scald          c. Dandruff
- b. Dizzy        d. Runny nose

15. Andi cannot stop making sound from his nose loudly. What is he doing?

- a. Cough        c. Dandruff
- b. Dizzy        d. Sneeze

16. Siti makes a strong sound from her throat many times. What is she doing?

- a. Swelling    c. Sneeze
- b. Fever        d. cough

17. Budi feels that everything is moving around him. How does he feel?

- a. Headache        c. flu
- b. Sprain            d. dizzy

18. Lina feels pain in her lower stomach during her period. What does she have ?

- a. Sneeze        c. Asthma
- b. Cramp        d. Period cramps

19. After studying in a dusty room, Rina's eyes become red and painful. What does she have?

- a. Nosebleed        c. Eye infection
- b. Asthma            d. Dandruff

20. Dika feels very sad for many months and does not enjoy activities. He may have?

- |               |                  |
|---------------|------------------|
| A. Fever      | c. Eye infection |
| B. Depression | d. Plantar warts |

**ANSWER KEY :**

1. C
2. C
3. A
4. D
5. C
6. A
7. D
8. C
9. D
10. C
11. D
12. A
13. B
14. D

15. D

16. D

17. D

18. D

19. C

20. B

#### **Appendix 6 : Post-Test Questions and Answer Key**

1. Dika feels very sad for many months and does not enjoy activities. He may have?
  - a. Fever
  - b. Depression
  - c. Eye infection
  - d. Plantar warts
  
2. A ringing sound in the ear is called?
  - a. Tinnitus
  - b. Cough
  - c. sore throat
  - d. Sprain
  
3. What does he have?



- a. Asthma      c. Runny nose
- b. Bump      d. Diarrhea

4. Pain in the chest is called ?

- a. Headache      c. Flu
- b. Chest pain      d. Stomachache

5. Rina has a cold. Water comes out from her nose. What does she have?

- a. Scald      c. Dandruff
- b. Dizzy      d. Runny nose

6. Andi cannot stop making sound from his nose loudly. What is he doing?

- a. Cough      c. Dandruff
- b. Dizzy      d. Sneeze

7. What does he have?



- a. Asthma      c. Nosebleed
- b. Dizzy      d. Diarrhea

8. After studying in a dusty room, Rina's eyes become red and painful. What does she have?

- a. Nosebleed      c. Eye infection
- b. Asthma      d. Dandruff

9. Lina feels pain in her lower stomach during her period. What does she have ?

- a. Sneeze      c. Asthma
- b. Cramp      d. Period cramps

10. What does she have?



- a. Sprain      c. Headache
- b. Cramp      d. Bump

11. Pain in your back is called?

- a. Bruise      c. Backache
- b. Swelling      d. Fever

12. Pain in your tooth is called?

- a. Fever      c. Nosebleed
- b. Sprain      d. Toothache

13. A red spot on your face is called?

- a. Bump      c. Cramp
- b. Sprain    d. Pimple

14. What is this?



- a. Flu              c. Vomiting
- b. Fever          d. cough

15. What is this?



- a. Stomachache      c. Swelling
- b. Sore throat        d. Bruise

16. A blue mark after falling is called?

- a. Bump      c. bruise
- b. Swelling   d. pimple

17. Passing loose stool many times is called?

- a. Vomiting   c. fever
- b. Cough      d. Diarrhea

18. What is this injury called?



- a. Fever      c. Pimple
- b. Flu        d. Sprain

19. Budi feels that everything is moving around him. How does he feel?

- a. Headache      c. flu
- b. Sprain        d. dizzy

20. Siti makes a strong sound from her throat many times. What is she doing?

- a. welling      c. Sneeze
- b. Fever      d. cough

**ANSWER KEY :**

- 1. B
- 2. A
- 3. A
- 4. B
- 5. D
- 6. D
- 7. C
- 8. C
- 9. D
- 10. C
- 11. C
- 12. D
- 13. D

14. C

15. A

16. C

17. D

18. D

19. D

20. D

#### **Appendix 7 : BluePrint**

#### **BLUE PRINT PRE-TEST AND POST-TEST INSTRUMENT**

Nama Sekolah : SMK Kesehatan Samarinda

Mata Pelajaran : Bahasa Inggris

Kelas : X

Semester : 2

Bentuk Soal : Pilihan Ganda

| <b>Materi</b> | <b>Capaian<br/>Pembelajara</b> | <b>Tujuan<br/>Pembelajaran</b> | <b>Indikator</b> | <b>Nomor Soal</b> |
|---------------|--------------------------------|--------------------------------|------------------|-------------------|
|               |                                |                                |                  |                   |

|                                              | n                                                                                                                                                                     |                                                                                                  |                                |                                                    |
|----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|--------------------------------|----------------------------------------------------|
| Health<br>Condition<br>s and<br>Symptom<br>s | Peserta didik<br>mampu<br>memahami<br>kosakata<br>yang<br>berkaitan<br>dengan<br>kondisi<br>kesehatan dan<br>gejala<br>penyakit<br>dalam<br>kehidupan<br>sehari-hari. | Peserta didik<br>mampu<br>mengenal<br>makna<br>kosakata<br>kesehatan.                            | Word<br>Meaning<br>Recognition | 7, 8, 9, 10, 11, 12,<br>13,22,24,31,32,33<br>36,37 |
|                                              | Peserta didik<br>mampu<br>memahami<br>kosakata<br>kesehatan<br>yang<br>berkaitan                                                                                      | Peserta didik<br>mampu<br>mengidentifikasi<br>kosakata<br>kesehatan yang<br>tepat<br>berdasarkan | Vocabulary<br>Identification   | 1,2,3,4,5,6,23,27,<br>30<br>34,35,38               |

|  |                                                                            |                                                                                                                 |                                         |                                                   |
|--|----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|-----------------------------------------|---------------------------------------------------|
|  | dengan kondisi atau gejala penyakit.                                       | gambar atau pertanyaan langsung.                                                                                |                                         |                                                   |
|  | Peserta didik mampu memahami kosakata kesehatan melalui deskripsi situasi. | Peserta didik mampu menentukan kosakata kesehatan yang tepat berdasarkan deskripsi atau situasi yang diberikan. | Vocabulary Recognition from Description | 14, 15, 16, 17, 18, 19, 20,21,25,26,28,29 , 39,40 |

## **Appendix 8 : Validity & Reability Test Result**

### **VALIDITY TEST RESULT**

<sup>\*\*\*</sup> Coefficient is significant at the 0.01 level (2-tailed).90

|    |       |       |       |
|----|-------|-------|-------|
| 8  | 0,679 | 0,355 | Valid |
| 9  | 0,686 | 0,355 | Valid |
| 10 | 0,489 | 0,355 | Valid |
| 11 | 0,713 | 0,355 | Valid |
| 12 | 0,593 | 0,355 | Valid |
| 13 | 0,707 | 0,355 | Valid |
| 14 | 0,545 | 0,355 | Valid |
| 15 | 0,702 | 0,355 | Valid |
| 16 | 0,693 | 0,355 | Valid |
| 17 | 0,443 | 0,355 | Valid |
| 18 | 0,595 | 0,355 | Valid |
| 19 | 0,591 | 0,355 | Valid |
| 20 | 0,596 | 0,355 | Valid |

The validity test is conducted to determine whether each item in the questionnaire is capable of accurately measuring the research variable. Based on the analysis of 31 respondents, the r-table value is 0.355. The results indicate that all questionnaire items have r-count values exceeding the r-table value. Therefore, all 20 items are considered valid and are suitable for use as research instruments

## REABILITY TEST RESULT

### Case Processing Summary

|       |                       | N  | %     |
|-------|-----------------------|----|-------|
| Cases | Valid                 | 31 | 100.0 |
|       | Excluded <sup>a</sup> | 0  | .0    |

|       |    |       |
|-------|----|-------|
| Total | 31 | 100.0 |
|-------|----|-------|

a. Listwise deletion based on all variables in the procedure.

### Reliability Statistics

| Cronbach's<br>Alpha | N of Items |
|---------------------|------------|
| .921                | 20         |

The reliability test aims to assess the consistency of the research instrument. The results show that the Cronbach's Alpha value is 0.921, which exceeds the minimum acceptable threshold of 0.70. Therefore, the instrument is considered highly reliable. This result indicates that all questionnaire items demonstrate strong internal consistency and are dependable for data collection in this study.

## Appendix 9 : Documentation

