Students' English Vocabulary through "Kate Kulp" Tiktok Videos

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Abstract

This study investigates the students' English vocabulary through "Kate Kulp" TikTok videos at Eighth Grade of MTs Nur El Falah Kubang. This research was conducted based on the statement of the problem: (1) How is the students' vocabulary mastery of eighth-grade MTs Nur El Falah Kubang? (2) How is the effect of "Kate Kulp" TikTok videos on students' English vocabulary mastery? This study used a quasi-experimental method with two classes: class VIII B as the experimental class and class VIII A as the control class. After collecting the data, the researchers analyzed the data using the t-test. Based on the results, the average pre-test in the experimental class is 42 and the average post-test in the experimental class is 88.33. Meanwhile, the average pre-test in the control class is 44.33 and the average post-test value in the control class is 79. According to the result of the data, the value of $t_{observation}$ (3,18) > t_{table} (1,67) in 5%, and $t_{observation}$ (3,18) > t_{table} (2,39) in 1%. So, H_o is rejected and H_a is accepted, which means "Kate Kulp" TikTok videos are effective towards students' English vocabulary mastery.

Keywords: English vocabulary, "Kate Kulp" TikTok videos, video

Introduction

Every language relies heavily on vocabulary to express ideas, desires, and feelings as well as to interact with others. At any time when it needs to communicate with people using a language, vocabulary is one of the elements that help the speakers. It implies that the key component of communication is language. One utilizes vocabulary to properly listen, read, speak, and write. Both directly and indirectly, students pick up the language. Vocabulary is the language's foundation, hence in order to become proficient in a language, one must first learn it. Once the fundamentals of the language have been grasped, anyone can speak English fluently. A person's vocabulary is a collection of words (Nunan, 2005). Vocabulary serves as

the language's building block. Importantly, it must first be mastered (Schmitt, 2009).

Learning new vocabulary is still regarded as being less significant. Despite being aware of the benefits, many people are too sluggish to remember terminology. As a result, one method for learning vocabulary in the classroom needs to be fun, different, and repeated until the learner masters it. This strategy also needs to call for the learner to be able to pronounce the vocabulary they have learned with the appropriate intonation in accordance with the culture of the language they have learned.

Students have less vocabulary because they have no interest in learning vocabulary. However, teacher uses no media. The learning process is undoubtedly impacted by

the consumption of monotonous media, particularly when acquiring new words. As a result, it is important for instructors and students to be able to match the appropriate media to students' interests.

At this time, information and communication technology (ICT) has a great influence on the field of education. Information and communication technology (ICT) is able to assist teachers and students in finding language learning media easily. ICT tools are able to create and improve learning media for foreign language learning and teaching (Guan, 2018). Many teachers already use ICT in their learning activities. However, some of them still use the same media. Most teachers still use media such as just a conversation between two people or reading English texts, and the topic is usually not in accordance with the current situation of students. One of the media from ICT that can be used by teachers and has often been used by students is TikTok.

TikTok is currently among the most widely used social networking platforms. It has received a lot of attention from the students. There are many things to do in TikTok and as a result, the enormous use of TikTok as a social media platform can provide an excellent environment for students. Students can study other languages and subject abilities to learn as often as they like. TikTok is a social networking platform that allows users to post material in the form of a short video. There are videos and audio

on TikTok that can assist students in explaining the meaning of vocabulary and increase students' interest in studying vocabulary. All of the pictures and voice instructions in the TikTok videos can assist students in conveying the meaning of vocabulary and increase students' English vocabulary mastery (Palupi, 2020).

One of the TikTok accounts that can be used by students is "Kate Kulp" TikTok videos. Many of Kate Kulp's movies discuss vocabulary discrepancies between native speakers and textbooks or English language learners, synonyms, differences between American and British orthography, and slang terms. Researchers frequently employ "Kate Kulp" TikTok videos because they contain simple vocabulary that is simple to interpret, vocabulary that is not overly long and intriguing content that stimulates students' interest in learning the language (Ayu, 2016).

With the this problem, the researchers carried out this study there. Also, the video from Kate Kulp makes it simpler for students at MTs Nur El Falah to develop a greater interest in studying English vocabulary mastery. The researchers aim to gain an understanding of the effects of using "Kate Kulp" TikTok Videos on Students' English Vocabulary Mastery at MTs Nur El Falah Kubang.

The formulation of the research questions is stated as follows: (1) How is the students' vocabulary mastery of eighth-grade MTs Nur El Falah Kubang? (2) How is the

effect of "Kate Kulp" TikTok videos on students' English vocabulary mastery?

The objectives of the study in this research are (1) to describe students' vocabulary mastery of eighth-grade MTs Nur El Falah Kubang, and (2) to investigate the effect of "Kate Kulp" TikTok videos on students' English vocabulary mastery.

In this research, the researcher assumes that the hypothesis of research is as follows: (Ha): "Kate Kulp" TikTok videos are effective in improving students' English vocabulary mastery; (Ho): Kate Kulp" TikTok videos are not effective in improving students' English vocabulary mastery.

Theoretical Review

Vocabulary mastery

One aspect of language that must be mastered is vocabulary. Given that the definitions of new words are frequently highlighted in texts and classroom settings alike, vocabulary learning is a crucial component of learning a foreign language. Vocabulary development often starts in the fourth or fifth grade, while in some situations it may not start until high school (Dickinson, 2009). Vocabulary is acknowledged as a legitimate problem for foreign language learners. Vocabulary should be learned because of this (Sealey, 2009). According to Schmitt, vocabulary is the foundation of the language. It must first be mastered, which is crucial (Schmitt, 2009). To understand English successfully, students need to have a wide vocabulary. They are able to generate and comprehend some oral and written conversations if they have mastered a variety of vocabulary. Some scholars have provided a number of meanings for vocabulary.

A person's vocabulary is a collection of words (Lines, 2005). The notion is that one's education, intelligence, or level of reading may be gauged by the amount of one's vocabulary and that an educated person demonstrates this in their spoken interactions. Word boundaries are assigned to the vocabulary (Sealey, 2009). It is possible to define vocabulary as all the words that a person knows or employs when speaking about a certain topic in a specific language. Vocabulary is a feature of language that helps people communicate successfully, including words used in speaking (expressive vocabulary) and words used in listening (receptive vocabulary). Vocabulary development is crucial for later literacy, expanding one's vocabulary is related to developing more complex discourse abilities, and that participation in extended discourse that calls for decontextualized language abilities encourages literacy development. Vocabulary is one of the most important aspects of learning and teaching a foreign language since it provides access to all kinds of oral and written communication for language learners. It is tough for both the instructor and the pupils to grasp vocabulary. If one were to learn a foreign language with a great expert in it, acquiring vocabulary would

be quite helpful since doing so would help you achieve in every aspect of your life. This indicates that we may utilize the language commutatively and employ vocabulary to enhance four skills. Because it is simpler for people to communicate their views and ideas, mastering vocabulary would be extremely helpful. It could be concluded that vocabulary is one aspect of language that may be interpreted as one of the words in a particular language. Vocabulary is a crucial aspect to improve and needs to focus on the capability of college students in a language teaching method.

Types of vocabulary

To generate the language, a learner must comprehend vocabulary information and try to improve it. Knowing a word therefore entails comprehending a wide range of lexical information, which is a multifaceted and intricate construct.

Nagy (2001) states that there are two kinds of vocabulary, namely receptive vocabulary and productive vocabulary. Productive vocabulary is a word that is spoken or expressed through speaking or writing that has a meaning. While receptive vocabulary is trying to understand the other speech, both spoken and written.

ICT as learning tools

Information and communication technologies (ICT) are a collection of different information and communication technology types that have been combined to optimize their advantages for developing and enhancing multimedia content used in teaching and learning (Azzam, 2021). The learning medium is undoubtedly changed significantly by the usage of ICT in education. Video is one of the mediums that may be utilized to increase students' comprehension of what they are studying. ICT makes learning for students more convenient and fun. The term "multimedia learning environment" describes the use of technology to provide a combination of several media types, such as text, picture, graphics, drawing, sound, video, and animations, with the aim of enhancing understanding or memorization (Guan, 2021). In order for language learning to be successful in the 21st century, both teachers and students must be able to utilize and maximize the use of information and communication technologies in the language learning process.

The use of technology in the teaching and learning process, according to Richard (2016), has many benefits, including raising English proficiency, increasing the potential for authentic interaction, showcasing various teaching and learning techniques, and promoting a variety of language skills. ICT has many benefits in learning English; with ICT students are able to find a variety of learning media that can help them improve their ability in English. The topics that can be used are topics that are in accordance with real life that exists at this time, a way that learning is simple for students to

comprehend. Additionally, ICT use might boost students' interest in studying languages. If properly implemented into English teaching and learning, ICTs may typically benefit both language teachers and students by enhancing classroom interaction, motivating learners, and giving realistic language input from real life (Trinh, 2018).

"Kate Kulp" TikTok videos

Social media is an online organization-based application built on the theoretical and technological underpinnings of Web 2.0 and designed to facilitate the production and sharing of information that is produced by users. Social media employs web-based, mobile, and other technological means to provide an extremely enjoyable platform where people and groups can share, work together on, debate, and alter user-generated material. This significantly improves communication between the organizational community and each person and fosters understanding (Kietzmann, 2011).

One of the things that has many positive effects is social media, which not only gives people the freedom to express themselves verbally online but also allows them to get the most recent information from a variety of news sources anywhere in the world or to connect with friends through online services. TikTok may be utilized as a tool for linguistic communication in the form of news stories with greater language and brand promotions.

One of the popular apps during the outbreak is TikTok. Based on the Google Play Store application, the number of downloads increased by 100 million. The recipe for globalization, Yiming Zhang, the founder and CEO of ByteDance, aims to provide international products supplied with localized content (Yulun & Hu, 2021).

The majority of TikTok users are often teenagers. They frequently look for trendy or viral entertainment and quickly follow it without screening the first. The majority of teenagers struggle to identify entertainment or movies that are worthwhile for following, liking, sharing, and imitating. Talking about followers on the TikTok app has a big influence on a user's life. An account's owner is more well-known the more followers the account has. People who follow an account do so because they are interested in the account owner and want to make sure they miss any of the most current videos the account has released.

"Kate Kulp" TikTok videos is a TikTok account that can be used as authentic vocabulary mastery from the view of second language learning and teaching. Filmmaker Kate Kulp, who was born in Estonia, enjoys using humor to develop concepts and tell tales while also delivering a deeper message to her audience. She moved to London in 2022 to pursue a Bachelor of Arts in Filmmaking at the London Film Academy in order to gain experience, expertise, and a network of fellow creatives. Kate has learned

over her first year at LFA that she loves every aspect of filmmaking; helping to develop and deliver a narrative is her passion, and with TikTok, she has 99.6M likes and 2.1M followers (Ella, 2020). Many of Kate Kulp's movies discuss discrepancies between native speakers and textbooks or English language learners, synonyms, differences between American and British orthography, and slang terms (Ella, 2020).

"Kate Kulp" TikTok as learning media in English vocabulary mastery

In this digital era, technology has developed a lot and affects many things in human life, one of which is in the field of education. Teachers must be able to incorporate technology into instructional materials. Multimedia resources are one of the tools that might aid students in learning a second language. The use of multimedia resources can assist students in gathering their own information (Ayu, 2016). The method of teaching vocabulary mastery requires the usage of real resources; authentic materials include news broadcasts, videos, TikTok, YouTube, films, and music.

The use of multimedia helps students improve their vocabulary mastery. Audiovisual is a medium that simultaneously displays sound and images. The use of this media is able to attract students' focus and harmonize the information they hear with the help of visualization. So, they can gain a good understanding. One of the media in learning vocabulary is a video (Ayu, 2016).

"Kate Kulp" TikTok is a fantastic tool for improving vocabulary and listening skills. Because of their ease with the speakers' language and subject matter, students find TikTok videos to be amusing and interesting. In addition, compared to other forms of media, TikTok may potentially be a more engaging medium. There are reasons why TikTok is more interactive, Students were first taught to pay attention by watching "Kate Kulp" TikTok videos, which helped them become more focused and involved in the learning process. The discourse flowed more naturally because the speakers used their native accents and dialects, allowing the students to hear English spoken as closely as possible in everyday life (Ella, 2020). Finally, the topics feel connected to students and pique their attention at the same time because the speakers discuss issues that are related to daily life while sharing their thoughts and inventions. Therefore, the researcher wanted to know the effect of "Kate Kulp" TikTok videos on students' English vocabulary mastery.

Method

This research used a quantitative approach with quasi-experimental method. This research was conducted in eighth grade at MTs Nur El Falah Kubang. The researchers used to conduct research for two to three weeks. In the first week, the researcher carried out a pre-test and in the last week, the researcher gave a post-test.

The researcher takes the population of this research as the eighth grade of MTs Nur El Falah Kubang. The researcher only used two classes of eighth grade in MTs Nur El Falah Kubang. The first class was the control class and the experimental class. In this research, the researcher has taken only two classes in eighth grade, there are VIII A which consisted of 30 students, and VIII B which consisted of 30 students.

Technique of data collecting

The test is a method for assessing a person's ability, knowledge, or performance in a matter. This is an instrument or technique that requires the performance of the test taker. In this study, there are two tests, namely the pretest and post-test (Brown, 2007). Before completing the research, this stage determined the students' English vocabulary mastery and served as a comparison between the two courses. The researchers gave students some videos from "Kate Kulp" TikTok videos related to the subject matter based on the syllabus and lesson plan for the students of eighth grade. The researchers instructed them to do an exercise on paper related to the subject. The questions in the form of multiple choice, 20 questions related to the video shown.

The post-test was used to compare student vocabulary mastery between experimental and control classrooms that had received various treatments. Although the test instructions are the same as the pretest, the substance is different. Then, the researchers compared the results of the pre-test and post-test to determine the effect of "Kate Kulp" TikTok videos on students' English vocabulary mastery.

Data analysis

The technique used to analyze the data is the t-test. The t-test is often used for second language research when it comes to comparing the mean scores for two groups (Sudijono, 2019). In this study, the t-test was used to determine whether the experimental class and the control class would have the same score or not when given the same test. T-test was used to determine the effect of "Kate Kulp" TikTok videos on students' English vocabulary mastery.

Result

The result shows the students in the experiment class pre-test and post-test scores for English vocabulary mastery. The pre-test high test score is 85, the pre-test low test score is 20, and the pre-test average test score is 42. Following the pre-test, students underwent four meetings of treatment utilizing "Kate Kulp" TikTok videos. Then, the researchers conducted a post-test to see if the "Kate Kulp" TikTok videos affected the students' command of English vocabulary. With a high-test score of 100 and a low-test score of 60, the post-test has an average score of 88.33. Based on the information given, it can be determined that the average value grew by 46.33. Utilizing "Kate Kulp" TikTok videos to practice mastering English

vocabulary helped the student's to increase their scores between the pre-test and post-test.

The results of the pre-test and post-tests for the control class students' English vocabulary mastery. As can be seen, the pre-test average score is 44.33, the pre-test high test score is 60, and the pre-test low test score is 30. The control class just receives routine teaching because they are not subjected to any therapy. The post-test has an average score of 79, the highest post-test score is 100, and the lowest post-test score is 55. Based on the information given, it can be observed that the average value grew by 34.67. Nevertheless, the class growth does not outperform the growth of the experimental class.

After collecting data from both classes, the researchers took the following steps to evaluate it using the t-test procedure with significance levels of 5% and 1%.

Table 1. The Score of Distribution Frequency

	X	Y	(X-M_x)	(Y-M_y)		
Σ	2650	237			3349.87	3820
Mean	88.33	79			111.66	137.3

Next, the researchers do the statistical analysis of the data using the T-test formula with levels of significance of 5% and 1%. The formula is as follows:

Determining the t-Test:

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\Sigma x^2 + \Sigma y^2}{N_x + N_y - 2}\right)\left(\frac{N_x + N_y}{N_x \cdot N_y}\right)}}$$

$$t = \frac{88,33 - 79}{\sqrt{\left(\frac{3349,87 + 3820}{30 + 30 - 2}\right)\left(\frac{30 + 30}{30.30}\right)}}$$

$$t = \frac{9,33}{\sqrt{\left(\frac{7169,87}{58}\right)\left(\frac{60}{900}\right)}}$$

$$t = \frac{9,33}{\sqrt{123,61 \cdot 0,07}}$$

$$t = \frac{9,33}{\sqrt{8,65}}$$

$$t = \frac{9,33}{2,94}$$

$$t = 3.18$$

The value of t_o (t observation) is determined to be 3.18 from the results of the calculation above. The researcher compared the data with t_{table} after finding it (t table).

Determining t-table:

df = Nx + Ny – 2

df = 30 + 30– 2

df = 60 – 2

df = 58

Based on the assumption data, it is obtained that the value of $t_{observation}$ is 3.18 and the degree of freedom (df) is 58. In degree of significant 5% from t_{table} is 1.67 and in degree of significant 1% is 2.39.

After got the data, the researcher compared it with t table both in degree significant 5% and 1% by formula:

t_o : t_t = 3,18 > 1,67 in degree of significant 5%

t_o : t_t = 3,18 > 2,39 in degree of significant 1%

According to the data above, t_o (t observation) is higher than t_t (t table) in degree of significance 5% and 1%. So, it can be said that "Kate Kulp" TikTok videos have a considerable impact on students' English vocabulary mastery.

Researchers discovered that the experimental class's highest post-test score was 100 and its lowest was 60 according to the research. In the meanwhile, the post-test average score is 88.33. As can be seen, the highest score on the pre-test and post-test has increased. Moreover, the experimental class's average score has increased to 46.33. Students in the control class, which did not watch "Kate Kulp" TikTok videos, tended to use the teacher's methods. The average score for the control class has increased to 34.67 as well. This demonstrates that an increase in the control class's average score is not as significant as an increase in the experimental class's average score.

Before deciding the result of hypothesis, the researcher proposes interpretation toward to with procedure as follow: Ha: $t_{observation} > t_{table}$, it means there is a significant effect of "Kate Kulp" TikTok videos on students' English vocabulary mastery; and Ho: $t_{observation} > t_{table}$, means there is no significant effect of "Kate Kulp" TikTok videos on students' English vocabulary mastery. According to the result, $t_{observation}$ (3,18) $> t_{table}$ (1.67) in 5%, and $t_{observation}$ (3,18) $> t_{table}$ (2.39) in 1%. So, H_o is rejected and H_a is accepted, which means that "Kate Kulp" TikTok videos are effective towards students' English vocabulary mastery.

Conclusion

Based on the research of the formulation of the research, the condition of students' English vocabulary mastery in eighth grade of MTs Nur El Falah Kubang, the researchers conclude several results. The level of the student's English vocabulary before watching "Kate Kulp" TikTok videos is weak. The average pre-test score for the experimental class is 42, whereas the average pre-test score for the control class is 44.33, as can be observed. After watching "Kate Kulp" TikTok videos as a part of their instruction, English vocabulary increased. This is demonstrated by an increase in the experimental class's average post-test value, which is 88.33, compared to the control class's average post-test value, which is 79. The experimental class's increase exceeds that of the control class. Furthermore, the test analysis conducted by the t-test produced $t_o = 3.18$. These results show that $t_o = 3.18$ higher than $t_t = 1.67$ at 5% and $t_o = 3.18$ higher than $t_t = 2.39$ at 1%. This means that "Kate Kulp" has a significant effect on students' English vocabulary mastery at eighth-grade of MTs Nur El Falah Kubang.

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