The Effectiveness of Tiktok Application in Improving Regular Verb Learning among Tenth Grade Students of SMK Negeri 6 Pekanbaru

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Abstract

This study examines the effectiveness of the TikTok application in enhancing regular verb learning among tenth-grade students at SMK Negeri 6 Pekanbaru. A quasi-experimental research design was applied, involving two classes: an experimental class of 36 students, who used TikTok-based learning activities, and a control class of 36 students, who were taught using conventional methods. The research instrument consisted of a multiple-choice test. To determine significant differences between the two groups, statistical data analysis, including a paired sample t-test, was conducted. The results showed that the experimental class exhibited a notable improvement, with their post-test scores increasing from an average of 51.39 to 76.94, reflecting a gain of 25.55 points. Meanwhile, the control class, which followed traditional teaching methods, demonstrated only a minor improvement from 56.11 to 61.25. The significance level (sig. 2-tailed) of 0.000, which is lower than the standard alpha level of 0.05, confirmed that the alternative hypothesis (Ha) was accepted. These findings suggest that the TikTok application significantly enhances regular verb learning among tenth-grade students at SMK Negeri 6 Pekanbaru.

Keywords: Regular verbs, TikTok, digital learning, language acquisition

Introduction

English, as a global language, serves as a crucial tool for communication in various domains, including education and international exchange (Baker, 2017). One of the most essential elements of language learning is vocabulary acquisition, particularly the mastery of verbs, which are fundamental for expressing actions and events (Afzal, 2019; Fasold & Connor-Linton, 2006). Among verbs, regular verbs form the cornerstone of grammatical development due to their consistent "-ed" pattern in past tense construction (Fitria, 2021).

However, students often struggle with effectively learning and applying regular verbs, especially when taught through conventional methods that rely heavily on memorization and repetition (Richards & Rodgers, 2014; Anumanthan& Hashim, 2022). At SMK Negeri 6 Pekanbaru, students frequently display a lack of engagement in English learning, often resorting to cheating or copying due to disinterest and difficulty in mastering verb usage. Traditional teaching practicessuch as textbook exercises and sentence translation are insufficient in fostering a deep understanding of verb application.

To address these challenges, educators are encouraged to integrate engaging digital tools that align with students' interests. TikTok, a social media platform known for its short-form videos, offers potential as an educational medium. Research highlights TikTok's ability to deliver bite-sized, engaging content suited to students' attention spans and preferences (Yang et al., 2021; Khlaif& Salha, 2021). Despite its popularity, the application of TikTok in language learning, particularly in vocabulary acquisition, remains underexplored.

Given the observed habits of students at SMK Negeri 6 Pekanbaru and their familiarity with TikTok, this study investigates the platform's effectiveness in improving regular verb learning. It aims to determine whether integrating TikTok into the classroom can significantly enhance students' understanding, retention, and usage of regular verbs.

Methodology

This research employed a quasi-experimental design to determine the effectiveness of the TikTok application in improving regular verb learning. The design involved a pre-test, a treatment phase, and a post-test administered to both experimental and control groups.

The study was conducted at SMK Negeri 6 Pekanbaru from September 1 to October 1, 2024. A total of 72 tenth-grade students were selected using simple random sampling. These students were divided into two groups: an experimental group (36 students) who received TikTok-based instruction, and a control group (36 students) who received conventional instruction.

The research instrument was a multiple-choice test consisting of 20 questions related to regular verb usage. Each correct answer was awarded 5 points, yielding a maximum possible score of 100. The test was designed to assess students' understanding before and after the treatment.

Data were collected through pre-tests and post-tests conducted for both groups. The experimental group received instruction using TikTok-based activities over six sessions, while the control group followed traditional learning methods.

The collected data were analyzed using the IBM SPSS Statistics 25 software. The following statistical tests were applied:

1. Normality Test: To determine whether the data distribution in each group was normal. The Kolmogorov-Smirnov test was used, with a significance value $(p) > 0.05$ indicating normal distribution.
2. Homogeneity Test: To check whether the variances between groups were equal. A significance value $(p) > 0.05$ indicated homogeneous variance.
3. Paired Sample t-Test: To evaluate the significance of the improvement between pre-test and post-test scores within each group. A significance value $(p) < 0.05$ was considered to indicate a statistically significant effect of the treatment.

These procedures ensured the validity of the results and helped determine whether the TikTok application significantly improved students' regular verb learning.

Results and Discussion

To answer the research questions, the researcher conducted the study at SMK Negeri 6 Pekanbaru, located on Seroja Street, SialangRampai, Tenayan Raya, Pekanbaru City, from September 1 to October 1, 2024. The sample for this study was divided into two classes: X-1 (consisting of 36 students) as the experimental class and X-8 (consisting of 36 students) as the control class. A pre-test was given to the students before the treatment, and a post-test was conducted at the end of the treatment. The study was carried out in eight meetings. In the first meeting, a pre-test was conducted for both classes to determine students initial understanding of regular verbs. From the second to the seventh meeting, the experimental class received treatment using the TikTok application, while the control class was taught using traditional methods. Finally, at the eighth meeting, a post-test was administered to both classes to measure and compare the improvement in students understanding of regular verbs.

1. Pre-Test Results

The data were collected from the results of the pre-test conducted in both classes. The purpose of the pre-test was to assess the students understanding of regular verb learning before receiving treatment. The detailed pre-test results are as follows:

Table 1. Descriptive Statistics of Pre-Test

	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Descriptive Statistics								
Experimental	36	65	20	85	1850	51.39	16.887	285.159
Control	36	65	20	85	2020	56.11	16.085	258.730

Before the treatment, both groups had low average scores in regular verb understanding, with the control class slightly outperforming the experimental group.

2. Post-Test Results

This part presented the score of the post-test in both classes. Before getting the post-test, experimental class got the treatment of using TikTok Application while the students of control class got the treatment of using traditional method. The detailed post-test result could be identified as follows:

Table 2. Descriptive Statistics of Post-Test

	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Descriptive Statistics								
Experimental	36	35	60	95	2270	76.94	10.370	107.540
Control	36	70	45	100	2205	61.25	15.136	229.107

Post-treatment, the experimental group exhibited a substantial increase of 25.55 points in the average score, compared to just 5.14 points in the control group.

3. The Differences Students Pre-Test and Post-Test Score

To determine the improvement in students' regular verb learning through the use of the TikTok application, the researcher compared the average results of the pre-test and post-test for each class. The average scores of students from the experimental class and control class are presented in the following graph:

Figure 1. Pre-Test and Post Test Mean Score
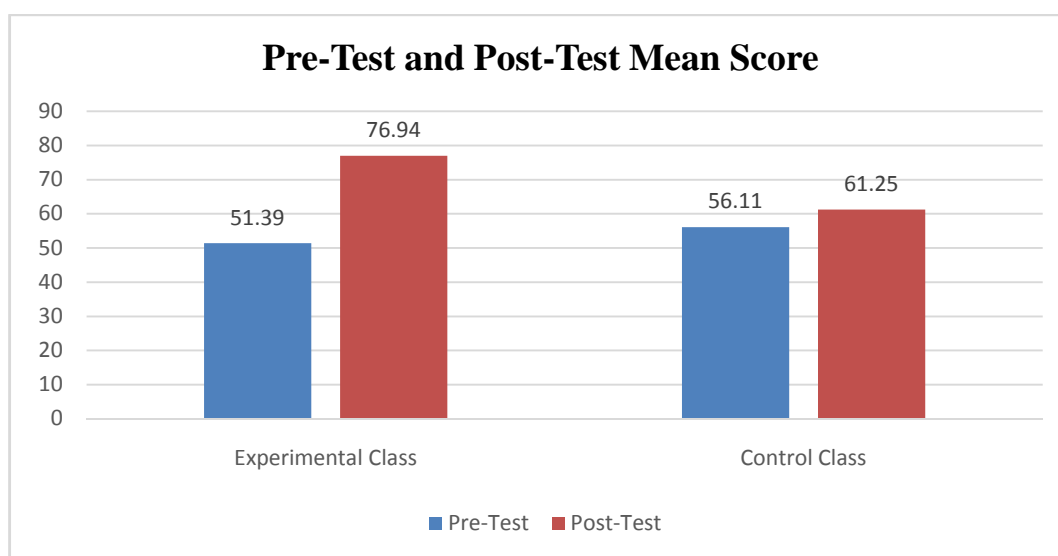
The experimental class improved from a pre-test average of 51.39 to a post-test average of 76.94, showing a gain of 25.55 points. Meanwhile, the control class increased from 56.11 to 61.25, a smaller gain of 5.14 points. These results indicate that using the TikTok application was more effective than traditional methods in improving students' regular verb learning.

4. Normality Test

Normality test was conducted to find out whether the data of the research was in the normal distribution or not. The normality test was done with the score of the pre-test in experimental class and control class. To find the result of the normality test, the researcher used IBM SPSS 25 with Kolmogorov-Smirnov. The summary of the normality test could be seen in table 4.9 with the analysis for testing the normality is as follows:

a.   If Sig. or P-value > 0.05 the data is normally distributed.

b.   If Sig. or P-value < 0.05 the data is not normally distributed.

Table 3. The Result of Normality Test by Using SPSS

Tests of Normality				
Class		Kolmogorov Smirnov		
		Statistic	df	Sig.
Objective Test Score	Pre-Test Experimental	.120	36	.200
	Post-Test Experimental	.120	36	.200
	Pre-Test Control	.111	36	.200
	Post-Test Control	.116	36	.200

The normality test results using the Kolmogorov-Smirnov method showed significance values of 0.200 for all groups, including pre-test and post-test scores in both the experimental and control classes. Since all values exceed 0.05, the data are considered to be normally distributed.

5. Homogeneity Test
The homogeneity test was used to know the variant of the two or more distributions was the same or not. The analysis could be seen as follows:
a.   If Sig. or P-value > 0.05 the data is homogeneous
b.   If Sig. or P-value < 0.05 the data is non-homogeneous

The result of the of the homogeinity test could be seen in the following table:

Table 4. The Result of Homogeinity Test by Using SPSS

Test of Homogeneity of Variances		Levene Statistic	df1	df2	Sig.
Post-Test Score	Based on Mean	3.212	1	70	.077
	Based on Median	2.741	1	70	.102
	Based on Median and with adjusted df	2.741	1	60.215	.103
	Based on trimmed mean	3.036	1	70	.086

The homogeneity test for the post-test scores produced a significance value of 0.077, which is greater than the alpha level of 0.05. Therefore, it can be concluded that the data variances are homogeneous.

6. Hypothesis Test
The hypothesis in this study used the independent sample t-test analysis. This t-test was used to measure two paired related groups. This test was conducted by using IBM SPSS Statistic 25 with:
a.   If the probability or Sig. < 0.05 then the Ha was accepted
b.   If the probability or Sig. > 0.05 then the Ha was rejected
The result of the paired samples test could be seen in the following table:

Table 5. The Result of Paired Samples Test by Using SPSS 25

Paired Samples Test							
			Paired Differences				
	Mean	Std. Deviation	Std. Mean Error	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
Pre Exp– Post Exp	-25.556	12.805	2.134	-29.888	-21.223	.000	15.694	.000
Pre Control – Post Control	-5.139	15.094	2.516	-10.246	-0.32	.000	15.694	.000

The independent sample t-test showed a significance value (Sig. 2-tailed) of 0.000, which is below 0.05. This means the alternative hypothesis is accepted, indicating that TikTok had a significant effect on improving regular verb learning among tenth-grade students at SMK Negeri 6 Pekanbaru.

The results indicate that TikTok, when integrated into a language learning environment, contributes to higher engagement and better retention of regular verbs. The visual, creative, and concise format of TikTok videos aligns well with students' digital habits, encouraging participation and contextual learning. These findings are consistent with studies by Anumanthan& Hashim (2022) and Khlaif& Salha (2021), which support the use of TikTok as a pedagogical tool in language acquisition.

Conclusion
This study concludes that the TikTok application significantly improves regular verb learning among tenth-grade students. The findings support the integration of digital tools, particularly TikTok, in language classrooms to foster active participation and improve educational outcomes. Teachers and curriculum designers are encouraged to explore creative uses of social media platforms to enhance student engagement and language proficiency.

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