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THE CONTRIBUTION OF TIKTOK BILINGUAL POST IN ENHANCING STUDENT'S VOCABULARY

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Abstract:

This research has two objectives: 1)To know the translation techniques used in bilingual TikTok posts. 2)To describe the TikTok learning media to increase students' vocabulary. Research method used is a classroom action research. Data collection carried out in five ways: observation, interviews, field note, tests and documentation. This research also took data from TikTok to analyze the translation technique. Data analysis was done by data reduction, data presentation and conclusion drawing or verification. Data validity was done by method triangulation technique. Subjects of this research were students of class VII C at SMP Muhammadiyah 3 Yogyakarta. Object of this research is vocabulary mastery. Results of this research show positive results that the use of TikTok bilingual posts can help improve the vocabulary mastery by students. The increase is seen from the calculation of the percentage of student passed KKM, pre-test 41.93%, post-test 1 51.61% and post-test 2 93.54%. Test results are supported by the results of interviews with students. Interview results stated according to the students, learning using TikTok media helped in improving vocabulary. In addition, results of the analysis of translation techniques in 69 sentences from TikTok posts show that there are four types of translation techniques used, establish equivalent, borrowing, amplification and description. Based on the results of this research, it can be concluded that the use of TikTok bilingual posts as learning media at SMP Muhammadiyah 3 Yogyakarta can help improving students' vocabulary and has a positive response.

Keywords:

Technology; TikTok; Learning Media; Translation Technique

INTRODUCTION

Technology has developed rapidly every year following human needs in various aspects of life (Fenwick, M., Kaal, W. A., & Vermeulen, E. P. M., 2016). This development at least had an impact on everyday life, because of the ease of obtaining information. Therefore, based on Aspi & Syahrani (2022), with the development of technology, especially in the ease of obtaining information, is considered to have a positive impact and also provide changes to the world of education. In line with this, in this digital era the education sector is also taking part in collaborating learning with technology-based interactive learning media.

In this digital era, the development of technology is also accompanied by the emergence of various types of social media among society. Social media which provides video creation is interesting and is a sign of technological progress (Bulele, 2020). Instagram, YouTube and TikTok are social media that present posts in video form. TikTok is a social media application that can be used to create and share various content in the form of short videos. Currently, the types of posts on the TikTok social media platform are very diverse, for example content that containing entertainment, projects, marketing, information, and also content aims to educate other users.

Bahri et al (2022) found that there are four types of posts for learning English on TikTok, including types of posts for learning English in the scope of vocabulary, grammar, pronunciation and common mistakes. Apart from that, in the TikTok application there are bilingual posts, so in this case it can help find out new vocabulary and will indirectly add information about translation and the techniques used in it. In language learning, vocabulary is an important thing to teach and learn.

There are opinions about the importance of learning and adding new vocabulary to understand a language. Based on Megawati (2017:107) cited in Hestiana & Anita (2022), vocabulary is an important point in the acquisition of a new language for a person. This opinion is strengthened by the opinion according to Zhang (2012) cited in Hestiana & Anita (2022) that rather than grammar, vocabulary is more important especially in delivering a message quickly so that it can express what we feel and communicate with native speakers. This opinion is in line with the opinion from Berliani & Katemba (2021), vocabulary is an important thing that must be mastered to support the ability to communicate so that it is delivered without experiencing miscommunication in order to create good interactions in oral or written form. Therefore, based on these opinions, it can be concluded that vocabulary is an important thing and foundation to master a language, especially to communicate with others without encounter any obstacles.

Researcher has conducted observations and interviews with 15 or 16 students from SMP Muhammadiyah 3 Yogyakarta before conducting the research. The observation results show that TikTok has not been used as an English learning media to improve vocabulary. Apart from that, the interview results show three important points that can be taken regarding interest in learning English and the use of learning media used during class. The results of the interviews include: (1) Most of the interviewees have an interest in learning English, (2)TikTok social media has never been used as a learning media, (3)Most of the interviewees like learning English using media, (4)Some had problems with meaning and memorizing new vocabulary.

METHOD
This research was conducted at SMP Muhammadiyah 3 Yogyakarta which is located at Jalan Captain Piere Tendean No. 19 Wirobrajan, Yogyakarta City, Yogyakarta Special Region 55252. This research was conducted in October-December 2023 using classroom action research method by Kemmis and McTaggart (1997). Data sources were obtained from the Tiktok social media platform. Data sources from this social media are collected by researchers in the form of videos. The TikTok account that is the source of this research is an account with the username @haicansu. The data from this research are video posts uploaded in TikTok social media and presented in two languages, English and Indonesian.

In this research, the collection was done in two parts. First, data used to analyze the translation techniques were collected using quota sampling technique. This was done to limit the amount of data that was too much from predetermined data sources. Based on Acharya et al (2013), quota sampling requires a procedure to determine certain characteristics of sample to match those desired by the researcher. Therefore, researchers determined the characteristics of the data taken, which are posts consisting of two languages (English and Indonesian). Examples of bilingual post from TikTok accounts:

Figure 1 Example of tiktok bilingual post

Figure 2 Example of tiktok bilingual post

Second, data collected through classroom action research to determine its contribution in improving students' vocabulary. Data collection is done through five ways: observation, interviews, field notes, tests and documentation. Research data that has been obtained and collected, then the data must go through the analysis stage. Data analysis in this research used data analysis based on Miles & Huberman (1994:10) that consist of three flows including data reduction, data display and conclusion drawing or verification. To analyze the test results, researchers used mean formulation (Gaurifa & Harefa, 2023) and percentage formula of minimum criteria:

(1) Mean Formulation

$$x = \frac{\Sigma n}{N}$$

(2) Percentage Formula of Minimum Criteria

$$P = \frac{F}{N} \times 100\%$$

Meanwhile, to analyze the data of translation technique analysis, researcher used the translation technique from Molina & Hurtado Albir (2002), there are 18 translation techniques consisting of: adaptation, amplification, borrowing, calque, compensation, description, discursive creation, establish equivalent, generalization, linguistic amplification, linguistic compression, literal translation, modulation, particularization, reduction, substitution (linguistic, paralinguistic), transposition and variation.

RESULTS AND DISCUSSION
Results
Translation Technique used in Bilingual Post

The translation technique used to analyze the data is from Molina & Hurtado Albir (2002). There are 69 sentences taken from bilingual TikTok posts and have gone through the translation technique analysis stage. Following is a presentation of data on the types of translation techniques used in bilingual posts:

Table 1 Translation technique data presentation

No	Translation Technique	Frequency	Percentage
1	Establish Equivalent	363	92.13%
2	Borrowing	24	6.09%
3	Amplification	6	1.52%
4	Description	1	0.25%

Bilingual TikTok can Improve Students Vocabulary Mastery by Using Classroom Action Research Method

This classroom action research consisted of two cycles. In each implementation there were two meetings and went through four stages: planning, action, observation, and reflection. Before carrying out the action stage in cycle one, researchers gave question sheets to students in the form of multiple choice. This was done with the aim of obtaining data in the form of student scores before treatment using TikTok bilingual posts. In cycle one (Pre-test), students who did not reach the completion criteria were 18 students and on the other hand students who had reached the Minimum Completion Criteria (KKM) were only 13 students. Therefore, because the number of students who did not reach the KKM was more than those who had reached the minimum completion criteria. Researcher decided to conduct the next test, that is post-test 1 which was carried out in cycle 1 at the next meeting after the pre-test had been carried out.

In the post-test 1, there were 16 students who had reached the KKM. However, there are some students who have shown an increase even though they have not reached KKM, for example, a student with the initials KAAR who experienced an increase in score of 32, where the score in the pre-test was 28 and then increased in the post-test 1 with the score of 60. Although the number of students who have reached the KKM is half of the total number of students, the researchers decided to conduct post-test 2 in cycle two to help students who have improved but have not yet reached the specified KKM.

In post-test 2 carried out there were six students who achieved perfect scores, these students had the initials ASDL, CAM, FNI, IAL, NAB, and RAK. There are several students who have experienced a steady increase from pre-test to post-test 2. Students who experienced stable improvement with the initials AMS, FIAA, and GRY. In line with the results of pre-test 2 which showed the percentage of students who had reached the KKM was 93.54% and had reached the indicator of action success. So the researcher decided not to do post-test 3.

Table 2 Result of pre-test, post-test 1 and post-test 2

No	Name	KKM	Cycle 1				Cycle 2	
			Pre-Test	Cate Gory	Post-Test 1	Cate gory	Post-Test 2	Cate Gory
1	AFH	75	72	U	60	U	36	U
2	AZHP	75	28	U	28	U	72	U
3	AZYP	75	64	U	68	U	84	P
4	AAF	75	76	P	36	U	88	P
5	AMS	75	80	P	84	P	96	P
6	AH	75	68	U	76	P	92	P

7	ANR	75	84	P	96	P	92	P
8	ASDL	75	84	P	88	P	100	P
9	ACP	75	84	P	92	P	76	P
10	ARS	75	64	U	64	U	88	P
11	AK	75	44	U	60	U	96	P
12	ANS	75	56	U	64	U	92	P
13	CAM	75	80	P	100	P	100	P
14	DDA	75	64	U	48	U	84	P
15	FIAA	75	64	U	80	P	92	P
16	FNI	75	84	P	96	P	100	P
17	GRY	75	80	P	88	P	92	P
18	HRA	75	60	U	60	U	92	P
19	IAL	75	84	P	92	P	100	P
20	KAAR	75	28	U	60	U	80	P
21	MHAEG	75	72	U	80	P	88	P
22	MIFH	75	60	U	24	U	82	P
23	NAB	75	84	P	92	P	100	P
24	NFG	75	40	U	84	P	76	P
25	NKK	75	32	U	64	U	96	P
26	NPV	75	52	U	44	U	76	P
27	NAZEP	75	84	P	96	P	96	P
28	QF	75	76	P	92	P	96	P
29	RAK	75	84	P	92	P	100	P
30	TEJW	75	36	U	40	U	92	P
31	ZWH	75	48	U	36	U	96	P
TOTAL			**2016**		**2184**		**2750**	
Student Passed KKM			**13**		**16**		**29**	

Based on the table above, to find out whether this research is successful or not, the data above needs to be calculated to determine the mean and percentage of student passed KKM. This is done to determine the improvement in each cycle that has been carried out as well as the percentage of the completion criteria in each cycle. Therefore, following is a table of calculations of mean and percentage of student passed KKM:

Table 3 Result of mean and percentage of students passed KKM

Cycle	Test	Mean	Percentage of student passed KKM
1	Pre-Test	65.03	41.93%
	Post-Test 1	70.45	51.61%
2	Post-Test 2	88.71	93.54%

After the class action research was completed, the researcher conducted interviews with students. This was done to support data on student test results in cycles 1 and 2. The interview shows that the use of learning media in the form of TikTok bilingual posts can help improve vocabulary in students. This is shown from the answers of respondents who said that they agreed that learning using TikTok helped improve vocabulary. With the answers from these respondents, this is in line with the research question of this study regarding TikTok to improve vocabulary in students. In addition, the interview results also showed positive responses from students regarding learning using TikTok bilingual posts. This is shown from the answers of respondents who said that they think learning using TikTok is more fun and not easily bored and helps them to understand new vocabulary.

Question 1. What do you think about English lessons after using TikTok learning media?
R1 : It's very exciting, I love it, it's really exciting.
R2 : In my opinion, well, when we learn English using TikTok media, it makes it easier to understand new vocabulary.

Then I can get rid of my boredom. Usually, teachers only use power points if not told us to open a book. Now when using TikTok, I think it's more exciting and less boring.

Question 2. Does TikTok learning media in English learning help improve your vocabulary?
R1 : Yes, because it added new vocabulary like what is it, there are many things.
R2 : Yes, because from social media we can learn a lot of vocabulary not only from books.
: Yes some of it, like for example there is accounting, that's new. The pre-test questions, I forgot what the video was, but I also added vocabulary.

Question 3. While learning English using TikTok learning media to improve your vocabulary, are you having difficulty?
R1 : It doesn't, actually help me to learn more effectively.
R2 : No, in fact, it's easier

Question 4. Do you like learning English to improve your vocabulary using TikTok media?
R1 : Like it, really like it
Anyway I like it
Anyway I like that
R2 : Yeah, obviously, because TikTok is easier to understand, anyway it's easier to understand.

Discussion
There are four types of translation techniques used in TikTok bilingual posts. First establish equivalent. According to Molina & Hurtado Albir (2002), establish equivalent technique is a commonly used term or expression that exists in the target language dictionary. As an example of the results of the analysis of translation techniques from TikTok bilingual posts is the word **"handmade"**. The word is translated into the target language into **"buatan tangan"**, so the translation is included in the establish equivalent translation technique.

Second, borrowing. According to Molina & Hurtado Albir (2002), borrowing translation technique is used by borrowing words or expressions from the source language. To give an overview of this definition, it can be seen from the results of the data analysis of translation techniques on the word **"Representative"**, then the word is translated into the target language into **"Representatif"**. The word that has been translated into the target language is the result of borrowing translation technique from the source language.

Third, amplification. According to Molina & Hurtado Albir (2002) is a translation technique used by adding information or details that are not in the source language. For example, from the data analysis of translation technique, the sentence **"Prepare for tomorrow"** in the source language is translated into the target language into **"Menyiapkan keperluan hari esok"**. In translating the sentence into the target language, there is an addition of the word **"keperluan"** which does not exist in the source language.

Fourth, description. According to Molina & Hurtado Albir (2002), this technique is used by adding a description to a term in source language into target language with the aim of making it easier for readers to understand information. An example of this translation technique can be seen from the data analysis of the translation technique in the sentence **"Two main equipments to make Batik are canting and malam (candle)"** which is then translated into **"Dua peralatan utama untuk membuat Batik adalah canting dan malam (lilin)"**. The word in brackets is an example of description translation technique, where the word in brackets provides information on the previous word **"malam"** which is candle, a main equipment to make batik carving.

The results of pre-test, post-test 1, and post-test 2 and then calculated the mean and percentage of students who have reached the KKM. In cycle 1, the mean pre-test and post-test 1 increased by 5.42. Similarly, the mean number of post-tests in cycle 2, compared to the mean results of the previous post-test, the mean in the post-test cycle 2 has increased by 18.26. As for the percentage of student passed KKM, it also shows an increase in each cycle. The percentage shown in the pre-test in cycle 1 was 41.93% while in the post-test 1 in cycle 1 it was 51.61%. This shows that during cycle 1 there has been an increase of 9.68%. Although the cycle 1 (Post-Test 1) percentage not met the predetermined indicators of action success. However, in cycle 2, the percentage of student passed KKM reached 93.54%. Where this is a big improvement than before. The percentage difference in the cycle 1 post-test and cycle 2 post-test is 41.93%. In line with the results of the percentage of student passed KKM in cycle 2 and there is an indicators of actions success that have been determined in this study regarding if 75% of students have reached the completion criteria, then this research is considered successful. Therefore, based on the results in post-test 2 which show that 93.54% of students have reached the completion criteria, and this percentage has exceeded the predetermined indicator of action success.

In addition, the data from the results of class action research are also supported by data from interviews conducted after the research was conducted. Based on the results of interviews during class action research using technology (TikTok bilingual posts), students showed a positive attitude and felt that learning using technology (TikTok bilingual posts) was more exciting and not boring.

CONCLUSION
Based on the results of the analysis of translation techniques from 69 sentences taken from TikTok bilingual post, it shows that there are four types of translation techniques used. Establish equivalent is the translation technique that has the most frequency of use, which is 363 and with a percentage of 92.13%. In addition, there are three other translation techniques including borrowing, amplification and description. Borrowing has a larger percentage than amplification which is 6.09%. Meanwhile, amplification with a percentage of 1.25% is greater than description with a percentage of 0.25%. With the results of the analysis of translation techniques, it can be seen that in TikTok posts that are presented in two languages, the most widely used translation technique is establish equivalent.

Based on the results of classroom action research it can be concluded that learning using TikTok bilingual post can improve vocabulary of students in VII C at SMP

Muhammadiyah 3 Yogyakarta. This increase in student vocabulary can be seen from the results of student tests in each cycle, especially in percentage of student passed KKM. In the first cycle (pre-test), percentage of student passed KKM was 41.93% with an mean student score 65.03, then the percentage increased in the first cycle post-test 1 by 9.68% became 51.61% with mean student score 70.45. This can be the evidence of an increase in cycle 1. In connection with that, percentage of student passed KKM also experienced an increasing in the second cycle (post-test 2). The percentage of student passed KKM increased by 41.93% from the previous post-test and became 93.54% with mean student score 88.71. Therefore, with the results of the student test shown from the percentage of student passed KKM, it can be concluded that there was an increase in student vocabulary during the given action from cycle 1 to cycle 2. In relation to this, it can be interpreted that the use of TikTok bilingual post as learning media can increase students' vocabulary during learning in English subjects and this research can be considered as successful because it has achieved the indicator of action success.

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