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## The Effect of Using The Media Application Tiktok in Learning The Japanese Language Learning : A Study at Sma Negeri 1 Tondano

Justien R. Wuisang<sup>1\*</sup>, Marenita J. Sirait<sup>2</sup>, Sherly F. Lensun<sup>3</sup>

<sup>123</sup> Foreign Language Department, Faculty of Language and Arts, Universitas Negeri Manado, Indonesia

<sup>\*)</sup> Corresponding Author: [justienwuisang@unima.com](mailto:justienwuisang@unima.com)

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### Article History

Submitted : February 2<sup>nd</sup>, 2024

Revised : March 22<sup>nd</sup>, 2024

Accepted : May 27<sup>th</sup>, 2024

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### KEYWORDS

Media,  
Tik-Tok Application,  
Japanese Vocabulary.

### ABSTRACT

The effect of using the media application of Tik-Tok in learning at SMA Negeri 1 Tondano. It is one of the alternative effective learning media in Japanese vocabulary. This study aims to improve student learning outcomes in Japanese subjects by teaching using the Tik-Tok application so students can understand Japanese vocabulary. The research method used in this research is the experimental method, and the research technique is data processing based on the t-test. From the results of the pretest and post-test, the result of hypothesis testing using t-test statistics, the results are obtained where  $\text{count} = 6,4 > \text{tabel} = 1,704$  so that the average students learning outcomes taught using the Tik-Tok application media were better than the average students learning outcomes taught without using the Tik-Tok application.

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### INTRODUCTION

These language skills are writing, reading, listening, and speaking. "Every language has certain usage guidelines or rules that should be learned so that it can be used properly and correctly to cause a response (good feedback between users of the language)" Rakian Sandra (2018: 3) To be able to master language skills must master an extensive vocabulary. The language skills that a person has clearly depend on the quality of his vocabulary. The more vocabulary we have, the more likely we are to be skilled in language (Tarigan, 1986: 2). Japanese language learning is a teaching and learning process that aims for students to have the ability to communicate (communicative) by using spoken and written language as close as possible to the ability of Japanese language proficiency with native speakers. To be able to communicate well, students need to learn the rules that apply to the target language, such as phonetics, phonology, vocabulary, language words, writing/letters, and others. (Lensun, 2014: 14). Language learning, more specifically vocabulary, experiences various obstacles because the target language is a new language for learners, so they are faced with the bad habit of just memorizing as many words as possible without understanding how to use these words. Learning methods that are inappropriate and targeted at Japanese vocabulary must be learned more than once because memorizing kanji must also be copied in romaji and then looked for understanding. Learners feel bored with the condition of vocabulary learning in the classroom. Generally, teaching only tells learners to look up in the dictionary if vocabulary is not understood (Wuisang 2015: 2).

Two aspects of learning are most prominent, namely learning methods and educational media as teaching aids. Utilization of learning methods and utilization of educational media that have not been fully implemented and only in the form of monotonous delivery of material will cause boredom for students. Hamalik (1982: 30) suggests that using learning media in the teaching and learning process can arouse new desires and interests, generate motivation, and stimulate new activities. Teaching variation is a way to reduce one factor of boredom. "Education has a goal in achieving it by carrying out teaching and learning in accordance with the mission in carrying it out, and the school is a formal institution" (Kaunang, Meyny S.C.). 2021, and also, the strategy chosen by educators is one that can give students confidence that they can learn. Also, teaching and learning strategies that can utilize the potential of students as widely as possible " (Toliwongi, Mariam 2021:)

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Media is a tool that can be used as a channel for messages to achieve teaching goals. Educational media serves to help teachers enrich the insights of students, so it can be understood that the media is a tool in the teaching and learning process, and it is the teacher who uses it to teach students in order to achieve teaching goals. The use of appropriate learning media in the process of delivering messages or learning materials so that learning objectives can be achieved optimally. Media is a form of communication, both print and audio-visual, as well as its equipment. As stated by Azhar (2011), "Learning media is a tool in the learning process both inside and outside the classroom." It is further explained that learning media is a component of learning resources or physical vehicles that contain instructional material in the student environment that can stimulate students to learn. Meanwhile, Russell (1993) argues that "media is a communication channel. In learning situations, messages must be communicated". The message is usually the content of the theme or topic of learning. "The use of media for students so that students can create something new and take advantage of something that already exists to be used in other forms and variations that are useful in life" (Pardaus Rudy, 2019).

Learning media functions to guide students in gaining experience in learning. Learning experience depends on student interaction with the suitable media and in accordance with learning objectives, will increase learning outcomes. The use of media in the teaching and learning process is not an additional function, but has its own function as a tool to realize an effective teaching and learning situation. The use of learning media is an integral part of the overall teaching situation. This means that teaching media is one of the elements that must be developed by the teacher. Learning media in teaching, integral use with the objectives and content of the lesson. This function implies that the use (utilization) of the media must look at the objectives and subject matter. Media use in learning is not merely a means of entertainment; it is used only to complement the learning process and make it more attractive for students. Media use in learning is prioritized to accelerate the teaching and learning process and help students capture the understanding given by the teacher. The use of media in learning is prioritized to improve the quality of teaching and learning. In other words, using the media will result in the learning outcomes students achieve being long-lasting in students' minds, so they have high value.

Learning media is also the most critical factor in the learning and teaching process because it dramatically assists teachers in delivering teaching materials to make them more efficient and accessible for students to understand. The TikTok application is a short-duration video-based social application that is in great demand as similar social applications, namely YouTube, Likee, and Snapchat. Social media is Internet-based media that allows users the opportunity to interact and present themselves, either immediately or delayed, with a broad audience, which encourages the value of user-generated content and the perception of interaction with others. Users can easily participate, share, and create content, including blogs, social networks, wikis, forums, and virtual worlds. Blogs, social networks, and wikis are the most common forms of social media used by people around the world. As internet and mobile phone technology has advanced, social media has grown rapidly. Now, accessing Instagram, for example, can be done anywhere and anytime using only a mobile phone. The speed at which people can access social media has resulted in a significant phenomenon in the flow of information not only in developed countries but also in Indonesia. Because of its speed, social media has also begun to replace the role of conventional mass media in disseminating news.

In 2020, social media experienced rapid development, so it became a popular culture in Indonesia, namely the TikTok application. Previously, the TikTok application was not a new social media that was popular in Indonesia. Three years ago, the TikTok application was blocked by the Ministry of Communication and Information because the TikTok application produced harmful content. Three years after the TikTok app was blocked, it is now a new trend in Indonesia. TikTok is a Chinese social network and music video platform launched in September 2016 by Zhang Yiming. TikTok is an audio-visual-based social media application that contains short videos made by you or made by others that are entertaining and have exciting features such as the latest music, unique face filters, and others. This study uses Uses and Gratifications Theory to determine individual satisfaction using TikTok social media. This Tik-Tok application media can send short videos to each other, which can contain content with various themes, Tik-Tok application users can get to know each other, help, and interact from the videos they share on their respective Tik-Tok accounts, which can be seen by other users. In the Tik-Tok application, many videos contain how to learn, tricks and tricks of doing things, tutorials and so on. The app allows users to create their own short music videos. The number of enthusiasts for this application can be utilized by making short videos that aim to educate. It is hoped

that using this TikTok application media in Japanese language learning can facilitate material absorption and improve student learning outcomes in Japanese lessons.

## METHOD

This research is experimental research with a quasi experiment. Quasi-experimental research attempts to reveal the causal relationship by involving a control group and an experimental group, but the selection of the two groups is not randomized; both groups exist naturally (Nursalam 2003: 89).

	Pre-test		Post-test
Experiment Group	T <sub>1</sub>	X	T <sub>2</sub>
Control Group	T <sub>2</sub>		T <sub>2</sub>

To implement this method, the researcher experimented on the experimental group and the control group. The control group learning will apply the lecture method, while the experimental group learning will use the TikTok application media with the same material from the study book used in the research school. In this study, researchers collected data in a way:

1. First, the experimental class was given a pre-test before entering the learning material to see an overview of students' mastery of the material to be given.
2. Second, providing learning materials to the experimental class using the Tik-Tok application.
3. Third, After the learning activities ended the experimental class was given a post-test to determine the final ability of the students.

In this study, the data obtained was not immediately carried out. Data that is temporarily collected and existing data can be analyzed to draw conclusions and be easily understood. The steps for data analysis are as follows. The first is that the data obtained from the first test results (initial) and the second test (final) in both classes are entered into tables, and the average value of each class is calculated after it is entered into the t-test formula. Data were analyzed using the t-test formula. The following is the t-test formula by Shavelson (1981: 424).

$$t = \frac{(x_1 - x_2) / \sqrt{((n_1 - 1) s_1^2 + (n_2 - 1) s_2^2) / (n_1 + n_2 - 2) \left\{ \frac{1}{n_1} + \frac{1}{n_2} \right\}}}{1}$$

Description:

x<sub>1</sub>: The mean value of the experimental group

x<sub>2</sub>: The mean score of the control group

n<sub>1</sub>: Total number of experimental group students

n<sub>2</sub>: Total number of control group students

s<sub>1</sub>: Calculation of variance of the experimental group

s<sub>2</sub>: Calculation of variance of the control group

Statistical analysis based on the following criteria aims to reject or accept the null hypothesis:

Accept H<sub>0</sub> if the t-test value ≤ the t-value in the table, where α:0.05

Reject H<sub>0</sub> if the t-test value ≥ the t-value in the table, where α:0.05

## FINDINGS

Research on the use of Tik-Tok application media in improving the ability to master Japanese vocabulary has been conducted at SMA Negeri 1 Tondano, class XI Combined, 2020/2021 school year. This data is taken through the average pre-test and post-test whose results can be seen in the table below.

Calculation of Experimental Group Results.

NAME	x <sub>1</sub>	$\bar{x}_1$	x <sub>1</sub> · $\bar{x}_1$	x <sub>1</sub> · $\bar{x}_1^2$
GM	60	63,9	-3.9	15.2
CK	60	63,9	-3.9	15.2
AP	80	63,9	16.1	259.2
KP	90	63,9	26.1	681.2
CM	65	63,9	1.1	1.2
SW	40	63,9	-23.9	571.2
DI	50	63,9	-13.9	193.2
AS	50	63,9	-13.9	193.2

SR	40	63,9	-23.9	571.2
AH	70	63,9	6.1	37.2
IW	80	63,9	16.1	259.2
AM	90	63,9	26.1	681.2
EK	60	63,9	-3.9	15.2
MS	70	63,9	6.1	37.3
AP	55	63,9	8.9	79.2
TOTAL	959			3610.2

The table above is a table of calculation results from the experimental class that was given treatment with the media studied during the study.

Calculation of Results from the Control Group

NAME	$x_1$	$\bar{x}_1$	$x_1\bar{x}_1$	$x_1\cdot\bar{x}_1^2$
GM	35	38.3	-3.3	10.9
CK	30	38.3	-8.3	68.9
AP	40	38.3	1.7	2.9
KP	35	38.3	-3.3	10.9
CM	45	38.3	6.7	44.9
SW	20	38.3	-18.3	334.9
DI	45	38.3	6.7	44.9
AS	45	38.3	6.7	44.9
SR	40	38.3	1.7	2.9
AH	50	38.3	11.7	136.9
IW	35	38.3	-3.3	10.9
AM	30	38.3	-8.3	68.9
EK	50	38.3	11.7	136.9
MS	40	38.3	1.7	2.9
AP	35	38.3	-3.3	10.9
TOTAL	575			933.4

The table above is a table of calculation results from the control class which aims as a comparison with the class given the media studied during the study.

Average Results of Pre-Test Group and Post-test Group

Name	Experiment Group	Name	Control Group
GM	60	GM	35
CK	60	CK	30
AP	80	AP	40
KP	90	KP	35
CM	65	CM	45
SW	40	SW	20
DI	50	DI	45
AS	50	AS	45
SR	40	SR	40
AH	70	AH	50
IW	80	IW	35
AM	90	AM	30
EK	60	EK	50
MS	70	MS	40
AP	55	AP	35
Total	959		575

The table above is a table of the results of the first test (initial) and the second test (final) of the experimental class and the control class studied during the study.

Student Learning Outcomes of Experimental Classes and Control Classes.

NAME	EXPERIMENTAL CLASS		CONTROL CLASS	
	TEST 1	TEST 2	TEST 1	TEST 2
GM	TEST 1	TEST 2	TEST 1	TEST 2
CK	30	80	10	60
AP	20	90	20	60
KP	20	100	20	70
CM	10	90	10	50
SW	20	90	20	70
DI	10	80	10	70
AS	20	100	20	80
SR	20	90	20	60
AH	10	100	30	70
IW	30	90	30	70
AM	10	100	10	60
EK	20	100	10	80
MS	10	70	10	70
AP	20	80	10	70
TOTAL	250	1260	230	940
AVERAGE	17.9	90	16	67.1

The table above is a table Calculating the learning outcomes of the experimental class and control class, it can be seen the difference in values / numbers in each class.

Furthermore, the data is calculated using the t-test formula and the result is  $t = 4.62$ . The following is the determination of degrees of freedom with the formula:  $df : n1 + n2 - 2$  (Shavelson, 1988:247).

df :  $n1 + n2 - 2$   
:  $15 + 15 - 2$   
:  $30 - 2$   
: 28

After being seen in the table if df 28 at :0.05, the t table value is 1.701. Statistical analysis is based on the following criteria:

Accept  $H_0$  if the t-test value  $\leq$  the t-value in the table, where  $\alpha : 0.05$

Reject  $H_0$  if the t-test value  $\geq$  the t-value in the table, where  $\alpha : 0.05$

Because the value of  $t\text{-hitung} = 6.4$  and  $t\text{tabel}$  where  $df = 28$  at  $\alpha : 0.05$  is 1.701, thus, the value of  $t\text{-hitung}$  is greater than  $t\text{tabel}$  ( $6.62 > 1.701$ ),  $H_0$  is rejected and thus  $H_1$  is accepted.

Critical Value of t Distribution

d.f	$t_{0.10}$	$t_{0.05}$	$t_{0.025}$	$t_{0.01}$	$t_{0.005}$
1	3,078	6,314	12,706	31,821	63, 657
2	1,886	2,920	4,303	6,965	9,925
3	1,638	2,353	3,182	4,541	5,841
4	1,533	2,132	2,776	3,747	4,604
5	1,476	2,015	2,571	3,365	4,032
6	1,440	1,943	2,447	3,143	3,707

7	1,415	1,895	2,365	2,998	3,499
8	1,397	1,860	2,306	2,896	3,355
9	1,383	1,833	2,262	2,821	3,250
10	1,372	1,812	2,228	2,764	3,169
11	1,363	1,796	2,201	2,718	3,106
12	1,356	1,782	2,179	2,681	3,055
13	1,350	1,771	2,160	2,650	3,012
14	1,345	1,761	2,145	2,624	2,977
15	1,341	1,753	2,131	2,602	2,947
16	1,337	1,746	2,120	2,583	2,921
17	1,333	1,740	2,110	2,567	2,898
18	1,330	1,734	2,101	2,552	2,878
19	1,328	1,729	2,093	2,539	2,861
20	1,325	1,725	2,086	2,528	2,845
21	1,323	1,721	2,080	2,518	2,831
22	1,321	1,717	2,074	2,508	2,819
23	1,319	1,714	2,069	2,500	2,807
24	1,318	1,711	2,064	2,492	2,797
25	1,316	1,708	2,060	2,485	2,787
26	1,315	1,706	2,056	2,479	2,779
27	1,314	1,703	2,052	2,473	2,771
28	1,313	<b>1,701</b>	2,048	2,467	2,763
29	1,311	1,699	2,045	2,462	2,756
30	1,310	1,697	2,042	2,457	2,750

Thus the hypothesis can be accepted, namely the use of TikTok application media in improving the ability to master Japanese vocabulary.

## DISCUSSIONS

Based on the results of the research and hypothesis testing, there is a significant difference between student learning outcomes before and after the teaching treatment using TikTok application, in this method using one experimental group and one control group where the experimental group is given treatment and the control group is not given treatment. The results of the data analysis using t-test statistics show that Tik-Tok application has a positive impact on the learning outcomes of Japanese language subjects as seen from the previous class average score of 20 which was very

poor, it can be increased to 67.1. This is shown by the results of the data hypothesis calculation, where  $t_{hitung} = 6.4$  is greater than  $t_{table} = 1.701$ , thus that mastering vocabulary using TikTok application media is one of the important and effective alternatives that must be applied by teachers in learning at school to improve student learning outcomes in Japanese vocabulary introduction material. This is shown by the results of the data hypothesis calculation, where  $t_h = 6.4$  is greater than  $t = 1.70$ , thus applying TikTok application media is one of the alternatives that can be used by teachers in learning at school to improve student learning outcomes and is also an alternative media that has a positive effect on Japanese vocabulary introduction material.

First, there is a difference in the average learning outcomes of students before being taught using TikTok application and after being taught using TikTok application, where the average learning outcome of students taught using TikTok application is 90.1, higher than the average learning outcome of students taught without using TikTok application which is 67.1. Secondly, TikTok application is effective in learning to master Japanese vocabulary and can also be used anytime anywhere in learning vocabulary. Third The statistical results can be seen that  $t_{hitung} = 6.4$  while  $t_{table} = 1.701$ . This means that  $t_{hitung} = 6.4 > t_{table} = 1.701$ , so reject  $H_0$  and accept  $H_1$ , it can be concluded that the average learning outcomes of students taught using the TikTok application are higher than the learning outcomes of students without being taught using the TikTok application and it is proven that using TikTok application media in the teaching and learning process can provide better results for the development of the educational process.

## CONCLUSION

Judging from the conclusions of the researchers, the suggestions or input put forward by the researchers are as follows. In learning activities, teaching teachers should utilize learning media in order to achieve better results in the teaching and learning process, teachers or instructors can use any media that can increase interaction, attractiveness to students can be with learning media that has been around for a long time or by finding or utilizing new learning media. The TikTok application which is utilized as a learning media can make students who are initially less active and rarely take part in the learning process become more active because of enthusiasm. In this way, TikTok application media can also be used as an effective alternative or substitute media in the language learning process. Students should pay attention to the lessons given by the teacher, be more serious in the teaching and learning process, therefore the teacher or teacher must also have a series of systems, activities or planned treatments to attract enthusiasm, have attractiveness besides that, to improve student learning outcomes, teachers or teachers can use or apply learning media, which in this study such as, the TikTok application media which is used even during learning and in leisure time. This research can provide benefits or advantages and add insight to improve and understand the importance of using learning media to achieve good results to students or other students and also learning media that are attractive to students or other students in the process of teaching and learning Japanese, especially vocabulary.

## ACKNOWLEDGMENTS

With respect, the research team expresses praise and gratitude to God Almighty for His abundance of Grace in completing this research. The researchers would like to thank the Dean of FBS UNIMA and all parties who played a role in the implementation of the research and the preparation of this work. Thanks to the help of these various parties, both financially and non-financially, this research can be completed and the researcher can present it in this work. Hopefully this work can enrich insights and make a major contribution to the wider community.

## COMPETING INTERESTS

The authors declare that they have no competing interests.

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