

**THE EFFECTIVENESS OF TIKTOK APPLICATION IN MASTERING
THE VOCABULARY OF SECOND-GRADE STUDENTS AT SMPN 3
CAMPALAGIAN**



A Thesis

Submitted in Partial Fulfillment of the Requirements for the Degree of
Sarjana Pendidikan (S.Pd.) in English Education Study Program
Tarbiyah and Teaching Training Department
State Islamic College of Majene

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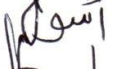

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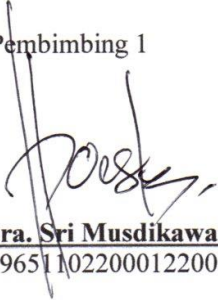
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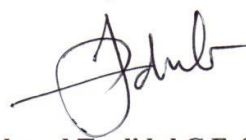
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Polewali Mandar, 22 August 2024
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ABSTRACT

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Title : The Effectiveness of TikTok Application in Mastering The Vocabulary of Second-grade Students at SMPN 3 Campalagian

Mastery of vocabulary in second grade students at SMPN 3 Campalagian is still lacking, so this study aims to determine whether the TikTok application is effective in mastering the vocabulary of second grade students of SMPN 3 Campalagian. The method used in this research is quantitative with quasi-experimental research design of control group pre-test and post-test design or non-equivalent control group design. The researcher involved class VIII A as the experimental class that received treatment using TikTok application and class VIII B as the control class. Based on the results of the pre-test and post-test average score data from both classes. In the pre-test score, the experimental class obtained 6.78 while the control class obtained 8.46. In the post-test score, the experimental class obtained 49.35 while the control class obtained 29.26. Furthermore, based on the results of hypothesis testing, a significance value of $0.001 < 0.05$ was obtained so that H1 was accepted and H0 was rejected. Thus, it can be concluded that the TikTok application is effective on the vocabulary mastery of class VIII students of SMPN 3 Campalagian in the experimental class.

Keywords : Mastery, TikTok, Vocabulary.

Penguasaan kosakata pada siswa kelas dua di SMPN 3 Campalagian masih kurang, sehingga penelitian ini bertujuan untuk mengetahui apakah aplikasi TikTok efektif terhadap penguasaan kosakata siswa kelas dua SMPN 3 Campalagian. Metode yang digunakan dalam penelitian ini adalah kuantitatif dengan desain penelitian kuasi eksperimen control group pre-test and post-test design atau desain kelompok kontrol non-ekuivalen. Peneliti melibatkan kelas VIII A sebagai kelas eksperimen yang mendapatkan perlakuan dengan menggunakan aplikasi TikTok dan kelas VIII B sebagai kelas kontrol. Berdasarkan hasil data nilai rata-rata pre-test dan post-test dari kedua kelas. Pada nilai pre-test, kelas eksperimen memperoleh nilai 6,78 sedangkan kelas kontrol memperoleh nilai 8,46. Pada skor post-test, kelas eksperimen memperoleh 49,35 sedangkan kelas kontrol memperoleh 29,26. Selanjutnya, berdasarkan hasil uji hipotesis diperoleh nilai signifikansi sebesar $0,001 < 0,05$ sehingga H1 diterima dan H0 ditolak. Dengan demikian, dapat disimpulkan bahwa aplikasi TikTok efektif terhadap penguasaan kosakata siswa kelas VIII SMPN 3 Campalagian pada kelas eksperimen.

Kata kunci : Penguasaan, TikTok, Kosa-kata.

CHAPTER I

INTRODUCTION

A. Research Background

English is a universal language, so it is very necessary to learn and master. In this digital era, English learning is now at a very important position in Indonesian education (Lamb & Coleman, 2008). The existence of English language learning in Indonesia is expected to be able to build the ability of Indonesian people to establish communication with people from various countries. Indonesian people need to master English, because it can open a window of knowledge for the Indonesian people in learning science and technology from other countries that continue to develop (Sholah, 2021). The importance of English for Indonesians is such that English language learning is included in the Indonesian education curriculum.

The English curriculum in Indonesia as a whole focuses on communicative competence. Communicative competence is the ability to communicate effectively. In this case, the ability in question is the correct use of language in social interaction which includes grammatical aspects, language components, psycholinguistics and sociolinguistics (Bambang & Cahyono, 2006). On the language component, consisting of grammar, pronunciation, and vocabulary.

The position of vocabulary learning in the English curriculum in Indonesia has changed in terms of its objectives and teaching methods based on the current curriculum. Students are required to have sufficient vocabulary to be able to pass the English exam with satisfactory results. Therefore, teachers need to work on

students' vocabulary development. In addition, the list of vocabulary to be taught is not explicitly stated in the curriculum, so teachers have to be selective in analysing and facilitating the vocabulary needed by students (Cahyono & Widiati, 2008).

Based on the researcher's initial observation by interviewing the second-grade English teacher at SMPN 3 Campalagian. The teacher said vocabulary is taught by integrating the material in the lesson plan. Therefore, teachers must be creative in teaching vocabulary to students, so that learning objectives can be achieved. In this case, methods and media are needed that can support the success of vocabulary learning.

In vocabulary learning, the second-grade teacher at SMPN 3 Campalagian which is divided into two classes, namely classes A and B uses the memorization method. The teacher gives a list of vocabulary to the students, then asks them to memorize the vocabulary. Unfortunately, this method is less effective in student vocabulary mastery, so that students are only limited to knowing so that they easily forget the vocabulary that has been memorised. This is shown by the results of students' vocabulary exams who get poor grades. This problem is also related to the learning media used, which only uses textbooks, while students prefer digital-based learning media. This was proven in the researcher's interview with the second-grade students at the school, that students would be happier if they used digital-based media. In this case, the teacher had used power point, but it was still ineffective in students' vocabulary mastery. This makes the

teacher still confused in determining what digital-based media is suitable for students' vocabulary mastery.

In overcoming this problem, researcher offer the TikTok application as a solution to the existing problems. The researcher chose TikTok as a learning media, because TikTok could be a potential educational tool in the future. TikTok can transmit short lessons to learners. Creating and channelling creative learning through TikTok can benefit pedagogical methodologies. It relies on nano-learning principles to provide high quality E-Learning content (Khlaif & Salha, 2021) Furthermore, the TikTok app is one of the interesting and effective learning media, because the TikTok application can be a solution that suits students' learning needs. Then, the Tik Tok application is a novelty that can attract students' interest and the TikTok application can adjust the characteristics of students who are attached to the digital world (Veronika Unun, Yemima Mawar Naftali, 2022)..

The researcher is interested in using the TikTok *@InstantEnglish* and *@BlackScreenEnglish* accounts in teaching vocabulary to students, because the videos contents from *@InstantEnglish* and *@BlackScreenEnglish* are related to the materials contained in the lesson plan of second-grade in SMPN 3 Campalagian. In addition, TikTok videos made by *@InstantEnglish* have their own characteristics. For example, vocabulary learning videos are accompanied by visuals in the form of images or actions depending on the type of vocabulary. Not only that, every vocabulary mentioned is accompanied by how to write it. Thus, the videos presented are more interesting and also not boring, because the duration of each TikTok video is only a few seconds. Meanwhile, for videos from *@BlackScreenEnglish*, the account displays learning videos with very clear

explanations of the material and also accompanied by examples to make it easier to understand.

In this case, the researcher assumes that the *@InstantEnglish* and *@BlackScreenEnglish* accounts on TikTok application can solve the problems found in learning and mastery of vocabulary in second-grade students at SMPN 3 Campalagian. Thus, to prove this assumption, the researcher will conduct research with the title **“The Effectiveness of TikTok Application in Mastering the Vocabulary of Second-grade Students at SMPN 3 Campalagian”**.

B. Research Problem

Based on the explanation in the background above, the researcher formulates a question, the question is as follows: Is TikTok Application effective in mastering the vocabulary of second-grade students at SMPN 3 Campalagian?

C. Research Objectives

Based on the question above, the researcher want to find out whether TikTok Application is effective in mastering the vocabulary of second-grade students at SMPN 3 Campalagian.

D. Research Significance

The findings of this study will make theoretical and practical contributions, as follows:

1. Theoretically contribution

This study provides information to readers regarding the effectiveness of TikTok application in mastering the vocabulary student as the researcher's

hypothesis if there is effectiveness, this study will show how significant the effectiveness of TikTok application in mastering the vocabulary of students.

2. Practically contribution

- a. For students, this research is expected to motivate the students to developing their vocabulary and students can find out that TikTok application is effective for them in mastering their vocabulary.
- b. For teachers, this research is expected to be able to provide information to teachers about the use of TikTok application in the learning process, so that it can solve the problems found in students' vocabulary mastery.
- c. For the next researchers, This research is expected to be a source of reference when conducting research on similar topics, so as to better understand the effectiveness of TikTok application in students' vocabulary mastery.

E. Research Scope

This research focuses on vocabulary mastery achieved through vocabulary learning process using TikTok application by involving *@InstantEnglish* and *@BlackScreenEnglish* accounts. Vocabulary that will be given to students are adjectives, nouns, and preposition of place and time. The vocabulary selection is based on the learning materials listed in the English lesson plan for the 2023/2024 academic year.

CHAPTER II

LITERATURE REVIEW

A. Previous Related Studies

The researcher obtained the following previous research related to the study to be conducted based on the findings of previous research:

1. The research was conducted by Mahdiyah (2024) with the title “The Effectiveness of Tiktok Media to Increase English Vocabulary Mastery at Junior High School.”

The purpose of this study is to determine whether there is effectiveness in TikTok videos @*JohnPare's* in mastery of students' vocabulary. The differences from the two previous studies. The researcher in this study makes TikTok videos on @*JohnPare's* account as the object of research on students' vocabulary mastery. This research uses quasi-experimental. The results of the research conducted show that there is an effectiveness of using TikTok @*JohnPare* videos on students' vocabulary mastery.

2. The research was conducted by Eva, Nuriadi, and Lalu (2024) with the title “The Effectiveness of TikTok Application to Improve Students' Vocabulary: a Study of Eight Grade at MTS MT Belanting”.

The objective of this research is to ascertain the significance of vocabulary in English language learning and to highlight the importance of vocabulary in four language skills, namely writing, speaking, reading, and listening. This research places greater emphasis on the role of vocabulary in English language learning, with a particular focus on the four language skills. In order to investigate the effectiveness of vocabulary learning, the

research employs the use of the TikTok application. The hypothesis is that the use of TikTok can enhance vocabulary acquisition, given the crucial role of vocabulary in English language learning. This research employs a quasi-experimental methodology. The results of the research conducted show that the use of TikTok application in improving students' vocabulary is effective.

3. The research was conducted by Nadia, David, and Basar (2022) with the title “The Effect Of Using Tiktok Application on Students’ Vocabulary Mastery at SMA Negeri 3 Pematangsiantar.”

The purpose of this study is to determine whether there is an effect of the use of the TikTok application on students' vocabulary learning. Similar to the above study, the researchers in this study also used the TikTok application that was used in learning without using videos from a specific account as experimental material in vocabulary learning. This research uses a quasi-experimental method where the sample is divided into two, namely the experimental class and the control class. The results of the research conducted show that there is an impact of using the TikTok application on students' vocabulary mastery.

4. The research was conducted by Aida, Muin, Rohbiah. (2023) with the title “Students’ English Vocabulary through “Kate Kulp” Tiktok Videos”.

The objective of this study is to ascertain the extent to which eighth-grade students of MTs Nur El Falah Kubang have acquired vocabulary mastery and to evaluate the impact of Kate Kulp's TikTok video on students' vocabulary mastery. Consequently, the focus of the research is on the impact of Kate Kulp's TikTok video on students' vocabulary mastery. This research uses

quasi-experimental. The results of the research conducted show that the TikTok video 'Kate Kulp' is effective in mastering students' vocabulary.

The findings of the previous studies were considered in this study, which revealed both similarities and differences. The similarities between this study and the previous ones were the use of the TikTok application in research and the application of similar research method. However, the main difference was in the subject and object of research. In the research subject, the TikTok video of the *@InstantEnglish* and *@BlackScreenEnglish* account was used with regard to the object of research, the study focused on second – grade students at SMPN 3 Campalagian.

B. Some Pertinent Ideas

1. Vocabulary

a. Definition of Vocabulary

Vocabulary is the group of words of a particular language that are spoken and written. Stated by Nitika Nathan (2013) that “Vocabulary is a common word used in different contexts and in different situations. Vocabulary is the group of words that a person or group of people knows how to use it. Thus, vocabulary is a list or number of words that one knows and uses it regularly in daily life”.

b. The Role of Vocabulary

“Vocabulary is one component of those skills. One cannot express his idea if he lacks of vocabulary” (Munir, 2016). Vocabulary is of paramount importance in the acquisition of a language. A similar argument can be made about the learning of English without a solid grasp

of vocabulary, it is unlikely that one will be able to master the English language. Furthermore, a lack of vocabulary learning will also impact other components of the English language. (Yasminto, 2023).

In Bai (2018) posits that the acquisition of vocabulary in the English language is a crucial stepping stone for learners, as vocabulary represents the most fundamental aspect of language learning. Those engaged in the process of learning English, the role of vocabulary is of paramount importance. A lack of vocabulary knowledge among learners will impede their ability to comprehend the ideas of others and their own ideas (Rashid, M. H. et al., 2022.). Therefore, in order to develop better and more fluent English skills and comprehension, learners should be more productive in expanding their vocabulary (Guardado et al., 2018).

c. Vocabulary Mastery

Mastery of vocabulary is very important for everyone who learns a language, because vocabulary is the capital for someone to master a language. In learning English, vocabulary needs to be considered. As stated by Richards (1976) and Nation (2001) in McCarten (2007) that to master vocabulary, students have to know the meaning of words, write the words, classify word classes, know synonyms and antonyms of words and use the vocabulary. Based on this theory, students must be able to fulfil several categories in order to be said to master English.

In mastering English, appropriate media, techniques, and methods are needed. A cited from Oxford & Crookall (1990) , there are

techniques that can be used in the process of mastering English, as follows:

1) Word grouping

This is done by grouping words based on their word classes such as nouns, adjectives and others. Grouping makes vocabulary learning easier, as the learner can find out about previously unknown material.

2) Visual imagery

This technique is done by collaborating images or visuals with words. This theory allows learners to associate words with visual images in their memory, making learning more efficient.

3) Listening and reading

This technique can make students easily absorb vocabulary from what they read and listen to. Furthermore, Lawson & Hogben (1996) added techniques in mastering vocabulary, as follows:

a) Repetition

- Simple word rehearsal, this technique involves the student repeating the word and its meaning at least once.
- Writing word and Meaning, this technique is done by students writing the word with its meaning.

b) Simple elaboration

- Sentence translation, this technique is done by students translating English into the target language.
- Simple use of context, this technique is done by students using other words into previously made sentences.

d. Word Classification

Based on various criteria, there are groupings of words such as monosyllabic words and multisyllabic words on phonological aspects, on social aspects, for example general vocabulary vs technical vocabulary, and historical aspects such as loanwords and native words. But technically, word classes are divided into eight categories namely, Noun, Verb, Adjective, Adverb, Pronoun, Preposition, Conjunction, Interjection (Haspelmath, 2001). The explanation is as follows:

1) Noun

Nouns usually refer to an object such as a thing, place, animal, fruit, and so on. Examples include table, banana, and school.

2) Verb

Verbs refer to activities done by a person such as, learning, writing, eating etc. Verbs are divided into two types namely, regular verbs and irregular verbs.

3) Adjective

Adjectives are words that describe a person's feelings and thoughts about something. For example, sad, happy, angry etc.

4) Adverb

Adverbs are words that give information to other words. Examples are too, very, quite etc.

5) Pronoun

Pronouns are words used to replace nouns to avoid repetition. Examples are I, you, they etc.

6) Preposition

A preposition is a word used before a noun to indicate place, time, direction, position and so on. Examples are on, in, at etc.

7) Conjunction

Conjunctions are words used to connect words with words, phrases with phrases, clauses with clauses, and sentences with sentences. For example, with, and, or etc.

8) Interjection

Interjections are exclamation words that are spoken spontaneously to describe a feeling. For example, WOW!, Oops!, Ugh!.

e. Media in Teaching Vocabulary

In study of Alam & Ashrafuzzaman (2018) There are several media in vocabulary learning. The media are as follows:

1) Contextual reading

Contextual reading includes reading materials such as books (novels, encyclopaedia, magazines, etc.) and newspapers. In his research, he found out that words in contextualised form are easier to trace the minds of learners than the use of vocabulary lists. This means that students' vocabulary knowledge will be broader when reading novels, magazines, and newspapers. In particular, using novels as reading materials is one type of learning approach called Literature-Based Learning. This approach is very suitable to be used

in building and teaching students' vocabulary. Not only that, this approach also has an impact on students' interest in reading.

The above statement is related to the results of research conducted by Puspitasari (2016) she argued that literature can help learners build their vocabulary and increase their interest in reading. She added that, in applying this approach, teachers must first know the characteristics of the students, so that they can design activities that can support the learning process. Thus, the application of this contextual reading technique can be an inspiration for teachers in teaching vocabulary to students and guiding students in mastering their vocabulary.

2) Using Dictionary

There are two types of dictionaries based on their media, namely, electronic dictionaries (e-dictionary) and dictionaries in book form. Based on the result of study by Hakim et al., (2018) He found that the use of electronic dictionaries is effective in vocabulary learning. This is because electronic dictionaries have various features. Such as finding synonyms, antonyms, and pronunciation in words. Of course, in vocabulary learning students will find it easy to acquire new vocabulary and master it.

Printed dictionaries are rarely used. This is because electronic dictionaries are more effective than printed dictionaries themselves. As with the research conducted by Uswahsadieda et al., (2020) that printed dictionaries do not have much effect on students' vocabulary

learning compared to the use of electronic dictionaries. In conclusion, whether the use of electronic dictionaries or printed dictionaries in vocabulary learning, teachers must still be able to facilitate students, so that in using any type of media, students not only increase their vocabulary knowledge but also can master the use of vocabulary in their lives (Panduangkaew, 2018).

3) Use of Social Media Platforms

The use of social media platforms in learning has become a common practice among teachers. Especially in vocabulary learning. This is because it is considered effective in increasing students' motivation and vocabulary mastery (Alharthi et al., 2020). Social media platforms are a valuable learning tool, especially in vocabulary learning. Therefore, teachers should consider social media platforms in designing and developing learning curriculum for vocabulary acquisition (Sidgi, 2021).

One of the studies on students' opinions on the use of social media platforms in vocabulary learning proved that social media platforms help students in improving their vocabulary knowledge positively. So this encourages educators to utilise social media platforms in vocabulary learning in this modern century (Al-Saggaf et al., 2021). Furthermore, Ariantini et al., (2021) stated that the use of social media platforms needs to be optimised in vocabulary learning, so that learners can improve their vocabulary mastery and English skills in this modern era. In conclusion, teachers are expected

to be able to adapt social media platforms in vocabulary learning, because social media platforms are interactive learning media that allow students to develop their knowledge and mastery of English vocabulary (Razak, 2020).

4) Films

Films can be one of the media in vocabulary learning. This technique can provide a new atmosphere in the classroom when teachers teach vocabulary, because learning by using this technique can inspire students to learn to acquire new vocabulary in the film (Sari & Aminatun, 2021). In addition, students are more active and enthusiastic in learning using this technique. This positive response, makes film as one of the suitable media in learning vocabulary and its mastery (Yuliasuti, 2021).

Films usually come with subtitles. In vocabulary learning, it is good that the film uses English subtitles. Relevant to the research conducted by Kord et al., (2022) that the impact of watching films using subtitles, makes it easier for learners to improve their vocabulary knowledge. Besides watching films using subtitles can improve students' vocabulary mastery. It can also help students in knowing what words, phrases, and sentences are spoken in the film (Islamia & Rosmaidar, 2020).

5) Audio-visual Media

In research conducted by Karami (2019) stated that the use of this strategy can improve students' vocabulary knowledge. In using

audio-visual materials, students not only listen to the sound but can also see the image of what is shown (Ariska & Khalid, 2022). There are several types of media that can be used as audio-visual materials, such as video, film, and TV (Fuady & Mutalib, 2018). In conclusion, this audio-visual material can be a tool during the English learning process, especially in vocabulary mastery, because it can allow students to actively interact during learning (Chiekezie & Inyang, 2021).

Video learning has several activities. One of them is that the teacher can interact with students about what they see and how they feel, then ask students to write down the vocabulary contained in the video. Thus, students can more easily collect a lot of vocabulary and be enthusiastic in learning (Sismona, 2020). Devanti (2018) added that the selection of videos must be in accordance with the learning theme so that it can attract students' attention and be able to support their vocabulary master

2. TikTok

a. What is TikTok?

In the study Xu et al., (2019) explain that “TikTok APP is a music creative short video social software, launched in September 2016, formerly known as A.me. After the name change, the “Tik Tok” was fully promoted in the second quarter of 2017, making the “Tik Tok” sound short in 2018”. Next, Zeng et al., (2021) added that “Since 2018, we closely observed the Chinese technological company ByteDance’s

launch of TikTok for the global market, following the swift success of its sister app, Douyin, in China”. In Indonesia itself, TikTok's presence began in 2017, then was blocked by Kominfo in 2018, but became popular again in 2020 due to the COVID-19 pandemic (Amir, 2020). TikTok became a means of entertainment to relieve people's boredom during the lockdown period (Schellewald, 2023).

The features in TikTok allow users to create videos, like, comment, and share. The users can also add music, captions and hastags to their videos (Cheng & Li, 2024). The duration of TikTok videos that can be used can be from a few seconds to a few minutes (Draganić et al., 2021). Specifically, the duration that can be used is from 15 seconds to 10 minutes. Based on CBNdata in 2017 shows that TikTok videos in terms of presenting knowledge content contain creative skills, personal experiences, science, technology and culture (Jung & Zhou, 2019). Thus, in addition to being a means of communication, TikTok can also be a place to channel and learn knowledge (Azman et al., 2021).

b. TikTok as Learning Media

Several studies have shown that the use of social media has a positive impact on learning (O'Boyle, 2014). TikTok is one of the social media that can have a good impact on learning. The impact is related to creative and active learning, practice in learning and professional development of learning media. Video on the TikTok app is the latest revolution in education that allows for the presentation of visually appealing material (Khlaif & Salha, 2021). According to Umah &

Anggraini (2022) stated to providing entertainment, TikTok is also a medium for acquiring knowledge, so it can support the learning process. TikTok is expected to provide quality learning for students (Roza et al., 2023). It can be concluded that TikTok is a creative and innovative digital English learning media.

c. The *@InstantEnglish* TikTok

One of the TikTok content creators that provides education about English is the *@InstantEnglish* account. The owner of this account is Chris with 5.3 million followers on his TikTok account. Chris is from England, so in his TikTok videos, he uses a British accent. The types of vocabulary contained in TikTok *@InstantEnglish* videos are nouns, adjectives, and prepositions. The TikTok videos on this account will be researched by researchers regarding its effectiveness in vocabulary learning.

d. The *@BlackScreenEnglish* TikTok

This TikTok account is also one of the most popular accounts on TikTok with educational content. This TikTok account also has 5.3 million followers just like the *@InstantEnglish* account. the TikTok videos presented contain quite complete English learning, such as grammar and vocabulary learning. However, TikTok videos regarding vocabulary on this account, are less than *@InstantEnglish* account. However, in terms of presenting the theory, this TikTok account is more complete than the *@InstantEnglish* TikTok account.

C. Hypothesis

The hypothesis of the research is formulated as follows:

- 1 Working Hypothesis (H1): TikTok is effective in students' vocabulary mastery in the experimental class.
- 2 Null Hypothesis (H0): TikTok is not effective in students' vocabulary mastery in the experimental class.

CHAPTER III

RESEARCH METODOLOGY

A. Research Design

Research design is a process to obtain answers to the formulation of problems in a study. In this case, researchers can use two ways, namely, quantitative or qualitative (Adebiyi & Abayomi, 2016). However, this study uses a quantitative approach. Quantitative research is research that answers a problem in research using numerical or statistical data (Watson, 2015). Furthermore, researchers applied a quasi-experimental research design in this study. Quasi-experimental is a research design intended to determine the impact or influence on a particular group or class after being given treatment. In a quasi-experimental design, researchers use a type of control group pre-test and post-test design or non-equivalent control group design, so that this study involves a control class and an experimental class. The experimental class will be given treatment, while the control class does not get treatment similar to the experimental class. The research design is as follows:

Table 3.1 Research Design

Sample	Pre-test	Treatment	Post-test
Experimental class	O ¹	X	O ²
Control class	O ¹	-	O ²

Where :

O¹ : Test results of students' vocabulary mastery before treatment.

X : Giving treatment on the experimental class.

O^2 : Test results of students' vocabulary mastery before treatment.

Based on the research design above, both classes will be given a pre-test and post-test, while the treatment is only given to one class. The treatment involves the independent variable to determine its effect on the dependent variable in the experimental class. In the control class, basically it still gets treatment, but does not involve the dependent variable in the process. The difference in treatment in these two classes is done to find out whether there is a very clear difference in the results of the control class and the experimental class. In addition, whether the treatment carried out has an impact on the dependent variable in the experimental class.

B. Population and Sample

The population in this research were students of SMPN 3 Campalagian. Meanwhile, the research sample was the second-grade students of SMPN 3 Campalagian. Then, the researcher used cluster random sampling technique by randomly selecting two classes with the same ability, namely classes VIII A as experimental class and VIII B as control class.

C. Research Variables

1. Independent variable

The independent variable is the variable that exerts influence so that there is a change in the dependent variable. In this research, the independent variable (X) is the use of the TikTok application.

2. Dependent variable

The dependent variable is the variable that gets the influence of the independent variable so that this variable is measured in the experiment to find out whether there is a change or not after getting the influence of the independent variable. In this research, the dependent variable (Y) is students' vocabulary mastery.

D. Research Instrument

In this study, researchers used tests as research instruments. There were five types of tasks given. The first task, related to the knowledge of word meaning, namely, matching the meaning of words from English to Indonesian. The second task is associated with the ability to write words in English. The third task is to associate words (recognition type) to determine the word class. The fourth task is determining the words' synonyms and antonyms. The fifth task is fill the blank and the last making sentences for vocabulary usage.

The formula used in obtaining the score results from the tests that have been given to students (Gay et al., 2012) as follows:

$$\text{Score} = \frac{\text{The number of correct answer}}{\text{The number of questions}} \times 100$$

The calculated scores are then classified into several categories (Mahdiyah, 2024) as follows:

Table 3.2. Classification Students' Score

Score	Classifications
90 – 100	Very Good
80 – 89	Good

70 – 79	Fair
60 – 69	Poor
0 – 59	Very Poor

E. Technique of Data Collection

The data is collected from the results of the tests that the researcher will conduct. The first test is the pre-test and the last test is the post-test. These two data will be compared to see the difference between the two. The difference will appear after the treatment. In conclusion, the stages in this data collection are pre-test, treatment, and post-test. In this data collection, the time taken by researchers for one months is six meetings. As for the details of these stages, as follows:

1. Pre-test

In the experimental class and the control class, initially, a pre-test will be given to measure students' vocabulary mastery. In this case, in the experimental class, a post-test is conducted to measure students' vocabulary mastery before being given the treatment. The test was printed on sheets of paper, then distributed to students from the experimental class and students from the control class. The questions in the test were the same in both classes. The pre-test will be conducted in the first meeting before treatment.

2. Treatment

At this stage, it is carried out in the experimental class. Researchers will go directly to the field to provide treatment to students for their vocabulary

mastery by using TikTok Application as teaching media. The TikTok video given is adjusted to the learning material in the lesson plan. The researcher will show the TikTok videos from *@InstantEnglish* and *@BlackScreenEnglish* using projector and also send the TikTok videos to students in WhatsApp group, while in the control class, the researcher did not use the TikTok Application. This treatment will be conducted for six meetings. As for the treatment design carried out at each meeting, the researchers are detailed as follows:

a. First meeting

The material taught at the first meeting was adjusted to the second grade lesson plan for the academic year 2023/2024 odd semester with the subject matter of Transactional Interaction text; Giving and requesting information related to the existence of people, objects, animals. as for the steps, as follows:

- 1) The researcher gave a pre-test to students for 30 minutes.
- 2) Introduction to the media to be used and the material to be taught.
- 3) The researcher asked for students' opinions on the learning media to be used as well as providing learning orientation for the upcoming meeting.

b. Second meeting

- 1) The researcher will show TikTok videos from *@BlackScreenEnglish* for explain the material about preposition and *@InstantEnglish* regarding explain about the list of noun and preposition vocabularies.

2) Provide training and quizzes for students' vocabulary mastery.

3) The researcher given the task to students.

c. Third meeting

As in the previous meeting, but this meeting will show a new vocabulary video and more exercises and quizzes.

d. Fourth meeting

At this meeting, the material studied was different. The subject matter to be discussed in accordance with the lesson plan is Transactional Interaction Text; Giving and requesting information related to the comparison of number and characteristics of people, animals and objects. as for the steps, as follows:

1) The researcher will show TikTok videos from *@BlackScreenEnglish* for explain the material about comparative and superlative sentences. Then, *@InstantEnglish* regarding explain about the list of noun and adjective vocabularies.

2) Provide training and quizzes for students' vocabulary mastery.

3) The researcher given the task to students.

e. Fifth meeting

As in the previous meeting, but this meeting will show a new vocabulary video and more exercises and quizzes.

f. Sixth meeting

Gave exercises on the two materials that had been taught before conducting a 90-minute post-test.

In the control class, it also uses the same material. The learning mechanism is almost the same as the experimental class, but the difference is that the control class does not use TikTok application.

3. Post-test

After the treatment, the post-test is the last stage, where students from experimental and control classes who do not get treatment like the experimental class will again be given a test. The test given in terms of the number and type of tests will be the same as the pre-test, but the difference is the questions in the test. Although different, but the level of difficulty is the same. The post-test will be conducted on the sixth meeting.

F. Technique of Data Analysis

1. Descriptive Statistic

Descriptive statistics is a presentation of data that displays the average value, standard deviation, to the maximum and minimum values. Descriptive statistics describe the distribution and behaviour of sample data. In this case, the data to be analysed is quantitative data. The quantitative data is the score of the measurement results of vocabulary mastery of second grade students of SMPN 3 Campalagian. In calculating the data, researchers used the Statistical Product and Service Solutions (SPSS) programme.

2. Inference Statistic

a. Normality test

Normality test is one of the classic assumption tests. This test is used to see whether the data in the study is normally distributed or not. More

clearly, this test is intended to determine whether the sample in this study comes from a normally distributed population or not. In this normality test, researchers used SPSS (Statistical Product and Service Solution) software. This normality test uses Kolmogrov Smirnov, with the following requirements:

- 1) Data is called normal, if the probability, $p > 0.05$
- 2) Data is called abnormal, if the probability, $p < 0.05$

b. Hypothesis Test

Hypothesis testing is a method used in making decisions based on data that has been analysed. This hypothesis test uses SPSS (Statistical Product and Service Solution). To decide the results of the hypothesis test, there are several conditions that must be met, namely, as follows:

- 1) T-test (Partial test)

The t-test is conducted to determine whether the independent variable has an impact on the dependent variable. In this case, the results of the t-test will show the results of whether or not the media,

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

Based on the results of the study, researchers used quantitative methods with a quasi-experimental research design with the type of control group pre-test and post-test design or non-equivalent control group design. The population of this study was class VIII students. While for the sample, namely class VIII A numbered 14 students as the experimental class while for class VIII B numbered 15 students as the control class, so the overall sample amounted to 29 second grade students of SMPN 3 Campalagian. The research that has been done involves two tests, namely, pre-test and post-test. The pre-test was given to determine students' vocabulary mastery before treatment. The experimental class was given treatment by using *@InstantEnglish* and *@BlackScreenEnglish* videos on the TikTok application. After that, both classes were given a post-test to find out whether there was an effectiveness of the TikTok application on students' vocabulary mastery in the experimental class.

The findings from the pre-test and post-test show that there is an effectiveness of TikTok application on students' vocabulary acquisition in the experimental class. The average result of the pre-test was 6.79 after then given a treatment in the form of video viewing on the TikTok application where the researcher shows TikTok videos based on the learning material in the lesson plan and also vocabulary videos. After the treatment, there was an increase that could be seen in the post-test results whose average was 49.36. The control class also experienced an increase even though it did not get the same treatment as the experimental class. This can be seen in the average pre-test score of 8.47. However, there was an increase in the average score of 29.27. This can be seen from the post-test that has been given.

Based on the explanation above, the researcher collected pretest, treatment, post-test data findings that answered the effectiveness of TikTok application in students' vocabulary acquisition. The following are explanation:

8. Classification of Student's Scores

At the first meeting and the last meeting, researcher conducted a pre-test on 12 August 2024 and post-test on 19 August 2024. Researcher gave a pre-test and post-test of 36 questions with five types of tests, namely The first task, related to the knowledge of word meaning, namely, matching the meaning of words from English to Indonesian. The second task is associated with the ability to write words in English. The third task is to associate words (recognition type) to determine the word class. The four task is determining the words' synonyms and antonyms. The last tasks are fill the blank and making sentences for vocabulary usage.

The collected score data will subsequently be classified in the form of a table. The score data comes from two classes: the experimental class and the control class. The classified scores are obtained from the pre-test and post-test. More detailed data are presented in the two tables below.

Table 4.1. The Classification Student's Scores of Experimental Class

NO	CLASSIFICATION	PRE-TEST		POST-TEST	
		F	P(%)	F	P(%)
1	Very good	0	0%	0	0%
2	Good	0	0%	0	0%
3	Fair	0	0%	2	14%

4	Poor	0	0%	2	14%
5	Very Poor	14	100%	10	72%
	Total	14	100%	14	100%

Table 4.1 shows that before the treatment, all students get 'very poor'. Whereas after the treatment, 2 students get 'Fair', 2 students get 'Poor', and 10 students get 'Very poor'. It can be seen that there is a significant difference in the percentage and frequency between the pre-test and post-test scores in the experimental class.

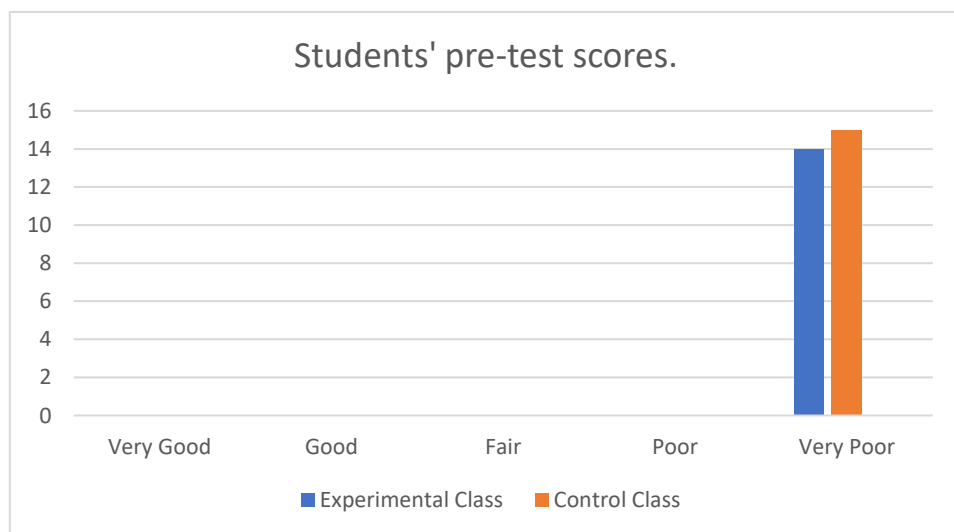
Table 4.3. The Classification Student's Scores of Control Class

NO	CLASSIFICATION	PRE-TEST		POST-TEST	
		F	P(%)	F	P(%)
1	Very good	0	0,0%	0	0,00%
2	Good	0	0,0%	0	0,0%
3	Fair	0	0,0%	0	0,0%
4	Poor	0	0,0%	0	0,0%
5	Very poor	15	100%	15	100%
	Total	15	100%	15	100%

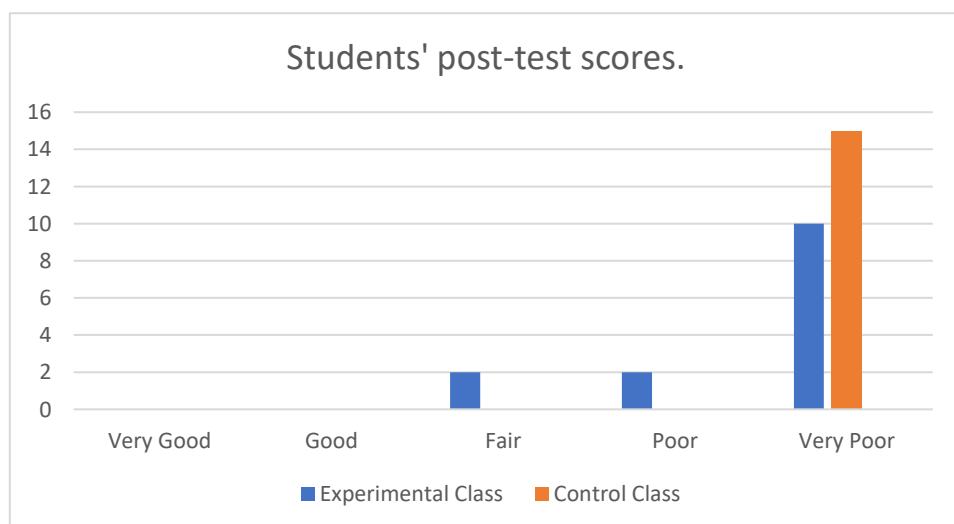
Table 4.3 shows that the classification results of scores from the control class did not change between the pre-test and post-test. The percentage and frequency remain the same. It can be seen that the classification "Very poor" in the pre-test has a frequency of 15. Similarly, in the post-test, the frequency

of "Very poor" remains 15. It can be concluded that the frequency and percentage of scores in the control class are constant or have not changed.

The classification of student scores is also presented in two bar charts below.



Figures 4.1. Diagram of Pre-test Scores



Figures 4.2. Diagram of Post-test Scores

In the two bar diagrams above, it can be seen that the percentage of student scores in the control class and experimental class in the pre-test is

the same percentage. Unlike the percentage in the second diagram, the comparison of scores in the classifications of 'Very poor', 'Poor', and 'Fair' after the post-test is clearly visible. The frequency of students in the experimental class in the 'Fair' and 'Poor' categories increased. Meanwhile, the students in the control class remained the same as the frequency during the pre-test. Then, in the 'Very poor' category, the frequency of students in the experimental class decreased from 14 students in the pre-test to 10 students in the post-test. However, the frequency of students in the control class remained the same as the frequency during the pre-test. Thus, there is a significant change between the post-test scores in the experimental class and the control class.

9. Analysis of Pre-test and Post-test Questions

In the experimental class, the pre-test questions that got the most correct answers were matching items. For the rest of the questions about associate words (recognition type), only a few students obtained 1 correct answer from 3 numbers, namely students with the initials WM, SJ and TH. In other types of questions, overall there were no students who answered correctly. That is what makes students get low pre-test scores.

In the control class, it is almost the same as the conditions in the experimental class, but the difference lies in the number of students who answered 1 out of 3 numbers correctly on the associate words (recognition type) question. The initials of these students are THD, NEA, NF, RR, SZ, AMR, FD, SA, and BM. The rest, there were no correct answers on other

types of questions. That problem also made their pre-test scores unsatisfactory.

In the experimental class, the post – test questions that got many correct answers were matching items, writing words in English, and determining the words' synonyms and antonyms. On the associate words (recognition type) question, they were able to answer 1 number correctly out of 3 numbers. Then, in the fill the blank question, almost all of them were able to answer 2 numbers correctly out of 3 numbers, but they still had difficulty in making comparative and superlative sentences.

In the control class, the questions that obtained the most correct answers were matching items. On the question of writing words in English, it shows that there are still some of them who leave the answer blank because of the difficulty in answering and many of them are wrong in answering the questions. In the question of making sentences in the comparative section, only 1 student was able to answer 1 correct out of 3 numbers, namely the student with the initials NAA, as well as in determining the words' antonyms, he was able to answer all correctly. Overall, students in the control class still had many difficulties in answering the questions correctly.

10. Material and Vocabulary Analysis

In this section, the researchers analysed the materials taught in the Experimental class using the TikTok application. The material taught is related to the material listed in the lesson plan, namely about prepositions, superlative and comparative sentences. Then analyse the types of vocabulary

taught such as, nouns, adjectives and prepositions. Based on the results of the analysis of the pre-test and post-test scores from the experimental class, it can be written that the students' ability to understand the material about Transactional Interaction Text; Giving and requesting information related to the comparison of the number and characteristics of people, animals and objects using videos from *@BlackScreenEnglish* on the TikTok application is still very lacking, this is evidenced by the students' answers to questions part G and H which overall wrote the wrong answers both in the pre-test and post-test. Meanwhile, on the Transactional Interaction text; Giving and requesting information related to the existence of people, objects, animals using videos on the same account, it shows that some of them were able to answer correctly in the post-test, but in the pre-test as a whole answered incorrectly. This is evidenced in question F.

Furthermore, for the types of vocabulary (noun, adjective, and preposition) that are most mastered by students after getting treatment using videos from *@InstantEnglish* on the TikTok application, it can be seen from the students' answer sheets in the post-test that nouns are more mastered by students, this is evidenced from the questions in parts A and B. Then for adjectives, in questions D and E some of them still answered incorrectly. Then for adjectives, in questions D and E some of them still answered incorrectly. Finally, prepositions, this is evidenced from the students' answers in part I questions showing that only a few students were able to answer all of them correctly.

11. Summary of Both Data Analysis on Vocabulary Mastery.

The results of statistical analysis of students' pre-test and post-test scores in experimental and control classes using SPSS can be seen in the table below.

		Kolmogorov-Smirnov ^a		
Class		Statistic	df	Sig.
Vocabulary Mastery Scores	Pre-test Experiment	,207	14	,105
	Post-test Experiment	,152	14	,200*
	Pre-test Control	,234	15	,026
	Post-test Control	,145	15	,200*

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

a. Lilliefors Significance Correction

Table 4.3. Descriptive statistics of students' pre-test and post-test scores

Based on the descriptive analysis table above, it can be seen that the average pre-test score in the experimental class of 14 students is 6,79 while the average pre-test score in the control class of 15 students is 8,47. Then the standard deviation of the pre-test score in the experimental class is 4,92 while for the control class is 4,05. Furthermore, on the mean post-test score, the experimental class was 49,35 while the control class was 29,26. Then for the standard deviation, the experimental class was 15,91 and the control class was 10,7.

From the explanation above, it can be concluded that the experimental class before being given treatment has less vocabulary mastery than the control class. This is evidenced in the average pre-test score of the control

class is higher than the average pre-test score in the experimental class. However, after giving treatment to the experimental class using *@InstantEnglish* and *@BlackScreenEnglish* videos on the TikTok application, the results show that the average score in the experimental class is higher than the average score in the control class. This can be proven after calculating the average post-test score of both classes. So, it can be concluded that the vocabulary mastery of the experimental class is better than the control class.

12. Normality test

The result of the normality test using SPSS in this study can be seen in the table below.

Figures 4.3. Table of Normality Test Result

	N	Minimum	Maximum	Mean	Std. Deviation
PreTest Eksperimen	14	,0	17,0	6,786	4,9292
PostTest Eksperimen	14	28,0	72,0	49,357	15,9162
PreTest Kontrol	15	3,0	17,0	8,467	4,0553
PostTest Kontrol	15	8,0	50,0	29,267	10,6986
Valid N (listwise)	14				

Based on the results above, it can be concluded that the data distributed by the results is normal. This is evidenced after conducting a prerequisite test on the normality test if the significance value is greater than 0.05 then the data is normal, otherwise if the significance value is less than 0.05 then the data is

not normal. Then, the normality test results above show that the significance value is greater than 0.05 so that the data in this study are normal.

13. Hypothesis test

The result of the normality test using SPSS in this study can be seen in the table below.

		Paired Differences				95% Confidence Interval of the Difference		t	df	Significance	
		Mean	Std. Deviation	Mean	Std. Error					Lower	Upper
Pair 1	PRETEST - POSTTEST	-42,5714	18,1975	4,8635	-53,0783	-32,0645	-8,753	13	<,001	<,001	

Figures 4.4. Table of Hypthesis Test Result

a. T-test

Based on the sample t-test results of the research data on experimental class students or class VIII A SMPN 3 Campalagian found that there is an effectiveness of TikTok application in mastering the vocabulary of second grade students of SMPN 3 Campalagian in the experimental class. This is evidenced in the results of the acquisition of hypothesis testing with a 2 tailed sig value of 0.001 smaller than 0.05 which means H1 is accepted and H0 is rejected.

14. The gain score of the students in experimental class and control class.

Gain scores are needed to clarify the significant changes observed after administering the pre-test and post-test to the experimental class and the control class.

Therefore, gain scores are presented in the table below.

Table 4.4. Descriptive statistics of students' pre-test and post-test scores

Group	Mean score	Standar Deviation
Experimental	45,18	4,9
Control	22,38	3,3

The table above shows the gain scores of the experimental class and the control class. The gain score in the experimental class is 45.18, and the standard deviation is 4.9. Meanwhile, the gain score in the control class is 22.38, with a standard deviation of 3.3. Both data sets have different average scores and standard deviations. The data above is used to determine the significant differences regarding the vocabulary mastery of students in the experimental and control classes.

B. Research Discussion

In this session, the researcher discusses the research results that have been obtained with several theories related to the research results. In this study, researchers used videos from the TikTok application as learning media in the process of mastering vocabulary and also to obtain data results from pre-test and post-test after treatment. In this case, during the vocabulary acquisition process, students really enjoy learning, because they watch while learning. This TikTok application is effective in mastering students' vocabulary, because each vocabulary in the TikTok video is accompanied by visuals and writing of the vocabulary, making it easier for students to master vocabulary.

TikTok is one of the social media platforms that contains many vocabulary learning videos that can provide education to its audience. TikTok can also be an interactive learning media. Based on research conducted by Alharthi et al., (2020) that the use of social media platforms in learning has become a common practice among teachers. Especially in vocabulary learning. This is because it is considered effective in increasing students' motivation and vocabulary mastery. The effectiveness of the TikTok application in mastering vocabulary can be seen from the results of research conducted at SMPN 3 Campalagian in class VIII A as an experimental class, where the average post-test score has increased significantly after being given treatment using videos in the TikTok application. In addition, the use of TikTok application also affects students' learning motivation. This can be seen, from their enthusiasm in learning to master vocabulary, so that the average pre-test score from 6.79 to 49.35 at the time of the post-test.

According to Chiekezie & Inyang (2021) stated that this audio-visual material can be a tool during the English learning process, especially in vocabulary mastery, because it can allow students to actively interact during learning. This was seen during the treatment, where students in the experimental class were more active in learning, because the video also invited them to repeat every vocabulary mentioned in the video. Although the explanation of the material sometimes made them confused, the visuals in the video were very clear and also accompanied by examples, so that they had no difficulty in learning. This was evidenced when in the post-test they no longer had difficulty answering the questions, which initially the maximum score was only 17 in the pre-test to

72 in the post-test. In addition, the increase can also be seen from the scores of other students in table 4.1.

Devanti (2018) added that the selection of videos must be by the learning theme, so that it can attract students' attention and be able to support their vocabulary master. In accordance with the previous explanation, researchers chose TikTok videos from *@InstantEnglish* and *@BlackScreenEnglish*, because they are in accordance with the learning theme in the lesson plan. In addition, these two TikTok accounts present videos that are interesting and easy to understand so that students are not bored during the treatment. Therefore, the role of these two TikTok accounts was able to make students in the experimental class who initially had very poor vocabulary mastery better than before. This is shown in their post-test scores which no longer obtained scores below 20. In contrast to the post-test scores of students in the control class, there were still some of them who scored below 20. For more details can be seen in table 4.2.

Based on the two research data obtained from the experimental class and control class. In the control class, the average pre-test score (8,47) is higher than the average pre-test score of the experimental class (6,79). However, after being given treatment in the experimental class involving the TikTok application as a supporting medium in the process of mastering student vocabulary. Finally, the average post-test score of both classes showed that the average score of the experimental class (49,35) exceeded the average score of the control class (29,26) which was also given treatment without involving the TikTok application as a supporting medium. As written by Umah & Anggraini (2022) that to providing entertainment, TikTok is also a medium for acquiring

knowledge, so it can support the learning process. Next, Roza et al., (2023) stated that TikTok is provide quality learning for students. Therefore, TikTok application can be an effective learning media in improving the quality of student learning.

Furthermore, according to the problems in the background of the research related to memorisation techniques. Where this technique is less effective in mastering vocabulary. So, the results in this study prove that the techniques used in mastering vocabulary do not have to be done by memorising but can also be done by reading and listening repeatedly, involving visuals, repeating the vocabulary obtained by writing down the vocabulary along with its meaning or making simple sentences using known vocabulary. These techniques are claimed to be effective by Oxford & Crookall (1990) and Lawson & Hogben (1996) in vocabulary learning, especially in students' mastery of vocabulary. This is evidenced by the increase in students' vocabulary mastery during the post-test after treatment using the TikTok application as a learning medium. However, it should also be noted that the success of learning is influenced by the suitability of learning media with learning techniques or methods.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

From the explanation in the previous chapter, it can be concluded that the TikTok application is effective in mastering the student's vocabulary. This is reinforced by the results of statistical calculations that have been carried out by researcher. After conducting descriptive analysis using SPSS, the average pre-test and post-test scores of the experimental class (VIII A) and control class (VIII B) were obtained. The average pre-test score in the experimental class was 6.79 and the average score in the control class was 8.47. From both data, the control class had better vocabulary mastery than the experimental class before being given treatment using the TikTok application.

Then, the treatment was given using TikTok application in the experimental class, while the control class did not involve TikTok application during the treatment. The final result showed that the mastery of vocabulary in the experimental class was much better than the control class. It can be proven from the acquisition of the average post-test score of the experimental class is 49,35 while the average score in the control class is 29,26. It can be concluded that TikTok application is effective in mastering the vocabulary of second grade students of SMPN 3 Campalagian. In addition, the hypothesis test shows that the significance value of 0,001 is smaller than 0,05, explaining that H1 is accepted and H0 is rejected, which means that TikTok application is effective in mastering

the vocabulary of second grade students of SMPN 3 Campalagian in class VIII A as the experimental class.

B. Suggestion

1. For the teachers

The researcher suggests that English teachers should utilise the TikTok application as a medium in mastering students' vocabulary. Based on the results of the research that has been conducted, the TikTok application is effective in the process of mastering students' vocabulary and is also able to motivate students to remain enthusiastic in mastering vocabulary. The use of TikTok application in the teaching and learning process is the right choice for better learning quality than before.

2. For the school

The researcher expects the school to be even better at facilitating students in the learning process, because the achievement of a learning goal is also influenced by adequate learning facilities. Especially facilities that can support the use of digital media in the teaching and learning process, because it can increase their enthusiasm in learning.

3. For the readers

The researcher hopes that this thesis can be useful for everyone who reads it, so as to provide new knowledge that may not be known by the reader. The researcher also reminds that in learning English, mastery of vocabulary is very important, so that this thesis provides information to readers that the TikTok application is effective in the process of mastering vocabulary.

4. For the next researchers

The researcher realises that this thesis still has many shortcomings, so the researcher suggests to future researchers to conduct better research in the future, so as to be able to cover the shortcomings that exist in this thesis.

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APPENDICES

Appendix 1 Research Permit



**PEMERINTAH KABUPATEN POLEWALI MANDAR
DINAS PENANAMAN MODAL DAN
PELAYANAN TERPADU SATU PINTU**

Jalan Manunggal Nomor 11 Pekkabata Polewali, Kode Pos 91315
Website: dpmpstp.polmankab.go.id Email: dpmpstp@polmankab.go.id

IZIN PENELITIAN

NOMOR : 500.16.7.2 /0614/IPL/DPMPSTP/VIII/2024

- Dasar :
1. Peraturan Menteri Dalam Negeri Indonesia Nomor 7 Tahun 2014 atas perubahan Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian;
 2. Peraturan Daerah Kabupaten Polewali Mandar Nomor 2 Tahun 2016 Tentang Perubahan atas Peraturan Daerah Nomor 9 Tahun 2009 tentang Organisasi dan Tata Kerja Inspektorat Bappeda dan Lembaga Teknis Daerah Kabupaten Polewali Mandar;
 3. Memperhatikan :
 - a. Surat permohonan sdr. ASMAWATI
 - b. Surat rekomendasi dari Badan Kesatuan Bangsa dan Politik Nomor: B-0614/Kesbangpol/B.1/410.7/VIII/2024, Tgl 06-08-2024

MEMBERIKAN IZIN

Kepada : Nama : ASMAWATI
NIM/NIDN/NIP/NPn : 10256120004
Asal Perguruan Tinggi : STAIN MAJENE
Fakultas : -
Jurusan : TARBIYAH DAN KEGURUAN
Alamat : BARU KEC. LUYO
KAB. POLEWALI MANDAR

Untuk melakukan penelitian di SMPN 3 Campalagian Kabupaten Polewali Mandar yang dilaksanakan Pada bulan Agustus s/d September 2024 dengan proposal berjudul "THE EFFECTIVENESS OF TIKTOK APPLICATION IN MASTERING THE VOCABULARY OF SECOND-GRADE STUDENTS AT SMPN 3 CAMPALAGIAN"

Adapun izin penelitian ini dibuat dengan ketentuan sebagai berikut :

1. Sebelum dan sesudah melaksanakan kegiatan, harus melaporkan diri kepada Pemerintah setempat;
2. Penelitian tidak menyimpang dari izin yang diberikan;
3. Mentaati semua peraturan perundang-undangan yang berlaku dan mengindahkan adat istiadat setempat;
4. Menyerahkan 1 (satu) berkas copy hasil penelitian kepada Bupati Polewali Mandar up. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu;
5. Surat izin penelitian akan dicabut dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin penelitian tidak mentaati ketentuan-ketentuan tersebut di atas.
6. Izin penelitian ini hanya berlaku 6 bulan sejak diterbitkan.

Demikian izin penelitian ini dikeluarkan untuk dipergunakan sebagaimana mestinya.



Ditetapkan di Polewali Mandar
Pada Tanggal, 06 Agustus 2024
KEPALA DINAS PENANAMAN MODAL DAN
PELAYANAN TERPADU SATU PINTU



INENGAH TRI SUMADANA, AP.M.Si
Pangkat : Pembina Utama Muda
NIP : 196760522 1994 12 1 001

Tembusan :

1. Unsur forkopin di tempat

Appendix 2 TikTok Accounts

← **Instant English** 🔔 ➦




@instantenglish

794 Mengikuti | **5,3 jt** Pengikut | **60,2 jt** Suka

✉️ Pesan

British English lessons 🇬🇧
400M YouTube views 🌐

← **Black Screen English** 🔔 ➦



@blackscreenenglish

0 Mengikuti | **5,3 jt** Pengikut | **29,5 jt** Suka

Kirim 🖐️

📌📌 Click Here 📌📌

Appendix 3 Instrument 1 : Pre – test

PRE-TEST

NAME :

CLASS :

A. Matching the items in part A with the correct answers in part B!

A	B
Bonfire ◦	◦ Anak harimau
Fire fighter ◦	◦ Anak anjing
Orange ◦	◦ Api unggun
Peacock ◦	◦ Jeruk
Snail ◦	◦ Belatung
Oyster ◦	◦ Merak
Puppy ◦	◦ Siput
Cub ◦	◦ Anak babi
Maggot ◦	◦ Tiram
Piglet ◦	◦ Pemadam kebakaran

B. Change the word into English!

1. Kereta gantung =
2. Tomat kalengan =
3. Tukang las =
4. Stadion =

5. Anak kelinci =

C. Read each of the following lists five words. One word does not belong in each list. Put a circle round the odd word in each list!

Noun	Adjective	Preposition
Corn Cucumber Hot Cheese Flip flop	Wet Soft Dry Cold Around	Yarn Among Accross Againts Through

D. Write down the antonyms of the words below!

1. Push (.....)
2. Win (.....)
3. Low (.....)
4. Beautiful (.....)

E. Write down the synonyms of the words below!

1. Very small (.....)
2. Very happy (.....)
3. Very pretty (.....)
4. Very rich (.....)

F. Fill in the blank sentences below using the preposition (on, in or at)

correctly!

1. I saw my friend 4pm.
2. He started work Tuesday.
3. She often goes out night.

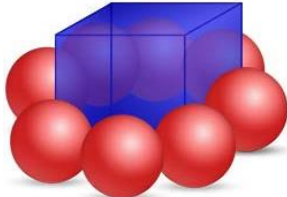
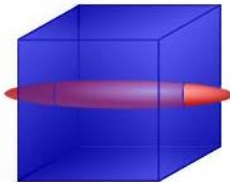
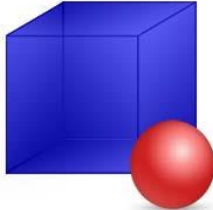
G. Make comparative sentences from the word below!

1. Dirty :
2. Fast :
3. Beautiful :

H. Make superlative sentences from the word below!

1. Clean :
2. Happy :
3. Beautiful :

I. Write the correct preposition in the picture below!

		
.....

Appendix 4 Instrument 2 : Post – test

POST-TEST

NAME :

CLASS :

A. Matching the items in part A with the correct answers in part B!

A	B
Firework ◦	◦ Anak domba
Wildfire ◦	◦ Anak kucing
Banana ◦	◦ Kebakaran
Jellyfish ◦	◦ Pisang
Squid ◦	◦ Anak sapi
Aubergine ◦	◦ Ubur-ubur
Kitten ◦	◦ Cumi-cumi
Lamb ◦	◦ Anak kambing
Calf ◦	◦ Terong
Kid ◦	◦ Kembang api

B. Change the word into English!

1. Kotak suara =
2. Kayu gelondongan =
3. Teh boba =
4. Televisi =

5. Anak ayam =

C. Read each of the following lists five words. One word does not belong in each list. Put a circle round the odd word in each list!

Noun	Adjective	Preposition
Cabbage	Awake	Beside
Slow	Deep	Behind
Sweet potato	Pull	Nest
Chips	Beneath	Above
Umbrella	Dark	Under

D. Write down the antonyms of the words below!

1. Soft (.....)
2. Light (.....)
3. Blunt (.....)

E. Write down the synonyms of the words below!

1. Very big (.....)
2. Very sad (.....)
3. Very ugly (.....)

F. Fill in the blank sentences below using the preposition (on, in or at) correctly!

1. He goes to beach sunday.
2. She is the garden.
3. I will meet you the school.

G. Make comparative sentences from the word below!

1. Sad :

2. Big :

3. Beautiful :

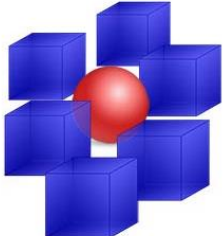
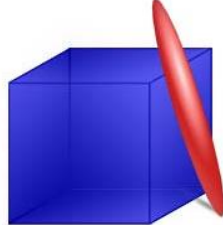
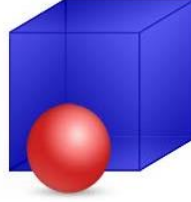
H. Make superlative sentences from the word below!

1. Small :

2. Dirty :



3. Beautiful :

I. Write the correct preposition in the picture below!


		
<p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p>

Appendix 5 TikTok Videos

A. First meeting

 <p>fast faster fastest</p> <p>The car is faster than the bike. The plane is the fastest.</p>	<p>Comparative</p> <p>tall ... taller... small ... smaller... fast ... faster... happy ... happier... funny ... funnier...</p> <p>expensive ... more expensive... Beautiful ... interesting ...</p> <p>good ... bad ... far ... many ... much ...</p> 	<p>at - on - in</p> <p>1- 1996 2- 5:30 pm 3- May 4- Tuesday 5- winter 6- 2 O'clock 7- June 15, 2024</p>	<p>Prepositions of place</p> <p>in - on - at</p> <p>1- Canada 2- the airport 3- Oxford Street 4- 25 Oxford Street 5- Paris</p>
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B. Second meeting

<p>What's your English level?</p> <p>A1 🌽 Corn A2 🍕 Pizza B1 🍟 B2 🥬 C1 🍇 C2 🍷</p>	<p>What's your English level?</p> <p>A1 🍌 Banana A2 🩴 Flip flop B1 🛒 B2 🐌 C1 🌳 C2 🧑</p>	<p>The ball is the box</p> 
<p>I will see you ___ Friday 📅</p> <p>IN AT ON</p>	<p>I saw her _____ 5pm 👁️</p> <p>IN AT ON</p>	

What's YOUR English level?

- A1** 🍋 **Lemon**
- A2** 🍆
- B1** 🍆
- B2** 🍆
- C1** 🍆

at - on - in

- 1- 1996
- 2- 5:30 pm
- 3- May
- 4- Tuesday
- 5- winter
- 6- 2 O'clock
- 7- June 15, 2024

Prepositions of place

in - on - at

- 1- Canada
- 2- the airport
- 3- Oxford Street
- 4- 25 Oxford Street
- 5- Paris

C. Third meeting

Pretty **Open**

Very Bad **Very Cute**

Tiny **Very Funny**

Very Important **Wealthy**

Very Poor **Very Sad**

Very Boring **Very Detailed**

Ecstatic **Very Busy**

Very Wet **Very Scared**

Very Weak **Very Ugly**

What's the opposite?

Do YOU know the opposites?

Comparative

tall	- taller -	
small	- smaller -	
fast	- faster -	
happy	- happier -	
funny	- funnier -	
expensive	- more expensive -	
Beautiful	
interesting	
good	
bad	
far	
many	
much	

D. Fourth meeting

The thumbnails for the fourth meeting are:

- Thumbnail 1:** "What's your English level?" with levels A1 (Heart), A2, B1, B2, C1, and C2.
- Thumbnail 2:** "Stationery Vocabulary" listing Pen, Pencil, Crayon, Paper clip, Ruler, and Scissors.
- Thumbnail 3:** "Animal" and "Baby" categories with items like Dog, Cat, Chicken, Rabbit, Puppy, Kitten, and Chick.
- Thumbnail 4:** "What's YOUR English level?" with levels A1 (Cheese), A2 (Foot), B1, B2, C1, and C2.
- Thumbnail 5:** "What's your English level?" with levels A1 (Cat), A2 (Orange), B1, B2, C1, and C2.
- Thumbnail 6:** "This is a bonfire" with a picture of a bonfire and the man pointing upwards.
- Thumbnail 7:** "Position Prepositions" showing Above, Across, Against, and Among with 3D block diagrams.
- Thumbnail 8:** "She is ___ the garden" with options ON, IN, and AT.

E. Fifth meeting

The thumbnails for the fifth meeting are:

- Thumbnail 1:** Adjectives: Quiet, Boiling, Very Close, Very Painful, Very Unskilled, Very Tough.
- Thumbnail 2:** Adjectives: VERY COMPETITIVE, VERY HUNGRY, AWFUL, VERY SLOW, VERY ANGRY, VERY CONFUSED.
- Thumbnail 3:** "Can YOU name these tastes in English?" with "Sweet" and a list of S___, B___, S___, S___, S___ with corresponding food icons.

Appendix 6 Research Documentation





Appendix 7 Students Test Result Sheet

PRE-TEST

NAME : Fred Louisa
 CLASS : VIII A

A. Matching the items in part A with the correct answers in part B!

A	B
1 Bonfire	Anak harimau
2 Fire fighter	Anak anjing
3 Orange	Api unggun
4 Peacock	Jeruk
5 Snail	Belatung
6 Oyster	Merak
7 Puppy	Siput
8 Cub	Anak babi
9 Maggot	Tiram
10 Piglet	Pemadam kebakaran

B. Change the word into English!

- Kereta gantung = gantungan
- Tomat kalengan = kalangan
- Tukang las = las
- Stadion = stadion
- Anak kelinci = pajinci

$\frac{1}{38} \times 100 = 2.63$

C. Read each of the following lists five words. One word does not belong in each list. Put a circle round the odd word in each list!

Noun	Adjective	Preposition
Com	Wet	Yarn
Cucumber	<u>Suit</u>	Among
Hot	Dry	Across
<u>Cheese</u>	Cold	Against
Flip flop	Around	<u>Through</u>

D. Write down the antonyms of the words below!

- Push (... Pushover ...)
- Win (... Loss ...)
- Low (... High ...)
- Beautiful (... Ugly ...)

E. Write down the synonyms of the words below!

- Very small (... tiny ...)
- Very happy (... Happy ...)
- Very pretty (... Beautiful ...)
- Very rich (... Rich ...)

F. Fill in the blank sentences below correctly!

- I saw my friend at 4pm.
- He started work on Tuesday.
- She often goes out at night.

G. Make comparative sentences from the word below!

- Dirty : lebih kotor
- Fast : lebih cepat
- Beautiful : cantik

H. Make superlative sentences from the word below!

- Rich : tersebut
- Happy : senang
- Beautiful : cantik

C. Give the name to the picture below correctly!

to	on	off

PRE-TEST

NAME : Nonunggi Rini Alfaris
 CLASS : VIII B

A. Matching the items in part A with the correct answers in part B!

A	B
1 Bonfire	Anak harimau
2 Fire fighter	Anak anjing
3 Orange	Api unggun
4 Peacock	Jeruk
5 Snail	Belatung
6 Oyster	Merak
7 Puppy	Siput
8 Cub	Anak babi
9 Maggot	Tiram
10 Piglet	Pemadam kebakaran

H. Change the word into English!

- Kereta gantung = _____
- Tomat kalengan = _____
- Tukang las = _____
- Stadion = stadion
- Anak kelinci = Baby kelinci

$\frac{1}{38} \times 100 = 2.63$

C. Read each of the following lists five words. One word does not belong in each list. Put a circle round the odd word in each list!

Noun	Adjective	Preposition
Corn	Wet	Yarn
Cucumber	Soft	Among
Hot	Dry	Across
(Cheese)	Cold	Against
Flip flop	Around	(Through)

D. Write down the antonyms of the words below!

- Push (pus ~~gila~~ ~~haap~~ ..)
- Win (menang ~~menang~~ ..)
- Low (rendah ..)
- Beautiful (cantik ..)

E. Write down the synonyms of the words below!

- Very small (kecil ..)
- Very happy (gembira ..)
- Very pretty (indah ..)
- Very rich (kaya ..)

F. Fill in the blank sentences below correctly.

- I saw my friend at 4pm.
- He started work on Tuesday.
- She often goes out at night.

G. Make comparative sentences from the word below!

- Dirty : ..
- Fast : lebih cepat
- Beautiful : cantik

H. Make superlative sentences from the word below!

- Smart : cerdas
- Happy : gembira
- Beautiful : cantik

I. Give the name to the picture below correctly!

in on off

POST-TEST

NAME : YUDA 20/11/20
 CLASS : VIII B

A. Matching the items in part A with the correct answers in part B!

A	B	
Firework	Anak domba	anak domba = kambing ✓
Wildfire	Anak kucing	anak kucing = kucing ✓
Banana	Kebakaran	kebakaran = wildfire ✓
Jellyfish	Pisang	pisang = banana ✓
Squid	Anak sapi	anak sapi = sapi ✓
Aubergine	Ubur-ubur	ubur ubur = jellyfish ✓
Kitten	Cumi-cumi	cumi cumi = squid ✓
Lamb	Anak kambing	anak kambing = kid ✓
Calf	Terong	terong = aubergine ✓
Kid	Kembang api	kembang api = firework ✓

B. Change the word into English!

- Kotak suara = box ✓
- Kayu gelondongan = logs ✓
- Tea boba = bubble tea ✓
- Televisi = television ✓
- Anak ayam = chick ✓

C. Read each of the following lists five words. One word does not belong in each list. Put a circle round the odd word in each list!

Noun	Adjective	Preposition
Cabbage	Awake	Beside
(Shaw)	Deep	Behind
Sweet potato	Full	(Nest)
Chips	Beneath	Above
Umbrella	(Dark)	Under

D. Write down the antonyms of the words below!

- Soft : (Hard) ✓
- Light : (Dark) ✓
- Blunt : (Sharp) ✓

E. Write down the synonyms of the words below!

- Very big : (Smallest) ✓
- Very sad : (Distraught) ✓
- Very ugly : (Hideous) ✓

F. Fill in the blank sentences below correctly.

- He goes to beach on Sunday.
- She is in the garden.
- I will meet you at the school.

G. Make comparative sentences from the word below!

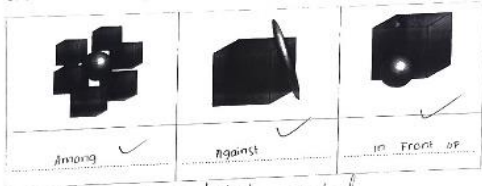
- Sad : sadder
- Big : bigger
- Beautiful : more beautiful

H. Make superlative sentences from the word below!

- Smart : smarter smartest

2. Dirty : Dirtyest Dirtyest ✓
 3. Beautiful : Beautiful most beautiful ✓

G. Give the name to the picture below correctly?



⇒ r. lubang > r. label = valid
 ⇒ r. lubang < r. label = tidak valid.

r. label 29 = 0,367

POST-TEST

NAME : Nam Nur Rini Rizka
 CLASS : VIII B

W = 50
 97

A. Matching the items in part A with the correct answers in part B!

- | A | B |
|--------------|--------------------|
| 1. Firework | Anak domba ✓ 8 |
| 2. Wildfire | Anak kucing ✓ X 2 |
| 3. Banana | Kebakaran ✓ ✓ 3 |
| 4. Jellyfish | Pisang ✓ ✓ 3 |
| 5. Squid | Anak sapi ✓ X 4 |
| 6. Aubergine | Ubur-ubur ✓ ✓ 5 |
| 7. Kitten | Cumi-cumi ✓ ✓ 6 |
| 8. Lamb | Anak kambing ✓ ✓ 6 |
| 9. Cat | Terong ✓ ✓ 1 |
| 10. Kid | Kembang api ✓ ✓ 1 |

B. Change the word into English!

1. Kotak suara = Box ✓
 2. Kayu gelondongan = logs ✓
 3. Teh boba = Bubble Tea ✓
 4. Televisi = Television / Televisyen ✓
 5. Anak ayam = chick ✓

C. Read each of the following lists five words. One word does not belong in each list. Put a circle round the odd word in each list!

Noun	Adjective	Preposition
Cabbage	Awake	Beside
(Slow)	Deep	(Behind)
Sweet potato ✓	(Pull)	Near ✓
Clips	Beneath	Above
Umbrella	Dark	Under

D. Write down the antonyms of the words below!

1. Soft (.....) ✓
 2. Light (.....) ✓
 3. Blunt (.....) ✓

E. Write down the synonyms of the words below!

1. Very big (.....) ✓
 2. Very sad (.....) ✓
 3. Very ugly (.....) ✓

F. Fill in the blank sentences below correctly.

1. He goes to beach on Sunday. ✓
 2. She is in the garden. ✓
 3. I will meet you at the school. ✓

G. Make comparative sentences from the word below!

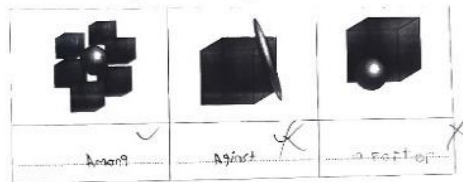
1. Sad : sedih ✓
 2. Big : terbisa besar ✓
 3. Beautiful : cantik ✓

H. Make superlative sentences from the word below!

1. Small : kecil

2. Dirty ✓
 3. Beautiful ✓

G. Give the name to the picture below correctly!



19 ³⁹/₁₃₈

POST-TEST

NAME : Suci
CLASS : VIII

A. Matching the items in part A with the correct answers in part B:

<p>A</p> <ul style="list-style-type: none"> 1. Firework 2. Wildfire 3. Banana 4. Jellyfish 5. Squid 6. Aubergine 7. Kitten 8. Lamb 9. Calf 10. Kid 	<p>B</p> <ul style="list-style-type: none"> 1. Anak domba 2. Anak kucing 3. Kebakaran 4. Pisang 5. Anak sapi 6. Ubur-ubur 7. Cumi-cumi 8. Anak kambing 9. Terong 10. Kembang api
---	---

B. Change the word into English!

- Kotak suara = Speaker ✓
- Keyu gelondongan = Key ✓
- Teh boba = Bubble tea ✓
- Televizi = Television ✓
- Anak ayam = Chicken ✓

C. Read each of the following lists five words. One word does not belong in each list. Put a circle round the odd word in each list!

Noun	Adjective	Preposition
Cabbage <u>Slow</u> Sweet potato Chips Umbrella	Awake Deep <u>Full</u> Densely Dark	Beside Behind Next Above <u>Under</u>

D. Write down the antonyms of the words below!

- Soft (.....) Hard ✓
- Light (.....) Dark ✓
- Blunt (.....) Sharp ✓

E. Write down the synonyms of the words below!

- Very big (.....) I am bigger ✓
- Very sad (.....) I am so sad ✓
- Very ugly (.....) No, sorry lol you ✓

F. Fill in the blank sentences below correctly.

- He goes to beach on Sunday.
- She is at the garden.
- I will meet you at the school.

G. Make comparative sentences from the word below!

- Sad : Lebih sedih
- Big : Lebih besar I am bigger than you ✓
- Beautiful : cantik




H. Make superlative sentences from the word below!

- Small : I am smallest ✓

2. Dirty : I am dirtiest

3. Beautiful : cantik / sempurna

G. Give the name to the picture below correctly!

		
ak	in	an

PRE-TEST D ✓

NAME : Suci
CLASS : VIII A

A. Matching the items in part A with the correct answers in part B:

<p>A</p> <ul style="list-style-type: none"> 1. Bonfire 2. Fire fighter 3. Orange 4. Peacock 5. Snail 6. Oyster 7. Puppy 8. Cub 9. Maggot 10. Piglet 	<p>B</p> <ul style="list-style-type: none"> 1. Anak harimau 2. Anak anjing 3. Api unggun 4. Jeruk 5. Belatung 6. Merak 7. Siput 8. Anak babi 9. Tiram 10. Pemadam kebakaran
--	--

H. Change the word into English!

- Kereta gantung = gondola
- Tomat kalengan = tomato
- Tukang las = Welder
- Stadion = Stadium
- Anak kelinci = Kitten

C. Read each of the following lists five words. One word does not belong in each list. Put a circle round the odd word in each list!

Noun	Adjective	Preposition
Corn	Wet	Yarn
Cucumbers	<u>Soft</u>	Among
Hot	Dry	Across
<u>Cheese</u>	Cold	Against
Flip-flop	Around	<u>Through</u>

D. Write down the antonyms of the words below!

1. Push (Push)

2. Win (lose)

3. Low (high)

4. Beautiful (ugly)

E. Write down the synonyms of the words below!

1. Very small (tiny)

2. Very happy (glad)

3. Very pretty (lovely)

4. Very rich (wealthy)

F. Fill in the blank sentences below correctly.

1. I saw my friend at 4pm.

2. He started work on Tuesday.

3. She often goes out at night.

G. Make comparative sentences from the word below!

1. Dirty (cleaner)

2. Fast (faster)

3. Beautiful (more beautiful)

H. Make superlative sentences from the word below!

1. Clean (cleanest)

2. Happy (happiest)

3. Beautiful (most beautiful)

I. Give the name to the picture below correctly!



in



on



off

Appendix 8 Normality Test

Tests of Normality

Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Vocabulary Mastery Scores	Pre-test Experiment	,207	14	,105	14	,167
	Post-test Experiment	,152	14	,200 [*]	14	,174
	Pre-test Control	,234	15	,026	15	,050
	Post-test Control	,145	15	,200 [*]	15	,899

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

a. Lilliefors Significance Correction

Appendix 9 T-Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRETEST	6,786	14	4,9292	1,3174
	POSTTEST	49,357	14	15,9162	4,2538

Paired Samples Correlations

		N	Correlation	Significance	
				One-Sided p	Two-Sided p
Pair 1	PRETEST & POSTTEST	14	-,341	,116	,233

Paired Samples Test

		Paired Differences					Significance			
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	One-Sided p	Two-Sided p
					Lower	Upper				
Pair 1	PRETEST - POSTTEST	-42,6	18,2	4,86	-53,1	-32,1	-8,75	13	,000	,000

Appendix 10 Gain Score Test

Descriptives

	Kelas	Statistic	Std. Error	
N_gainPresentase Experim mental	Mean	45.18	4.896	
	95% Confidence Interval for Mean	Lower Bound	34.60	
		Upper Bound	55.76	
	5% Trimmed Mean	45.19		
	Median	42.89		
	Variance	335.598		
	Std. Deviation	18.319		
	Minimum	19		
	Maximum	71		
	Range	52		
	Interquartile Range	38		
	Skewness	.182	.597	
	Kurtosis	-1.473	1.154	
	Kontrol	Mean	22.38	3.293
		95% Confidence Interval for Mean	Lower Bound	15.32
Upper Bound			29.44	
5% Trimmed Mean		22.05		
Median		23.40		
Variance		162.617		
Std. Deviation	12.752			

Minimum	2	
Maximum	48	
Range	46	
Interquartile Range	19	
Skewness	.072	.580
Kurtosis	-.146	1.121

CURRICULUM VITAE



Asmawati, was born in Malise, Baru Village, West Sulawesi, on 13 February 2002. The researcher attended elementary school at SDN 046 INP. Baru II graduated in 2014. Then, the researcher continued the education at SMPN 2 Campalagian and graduated in 2017. Furthermore, the researcher continued his senior

High-school at MAN 1 Polewali Mandar, majoring in natural science, and graduated in 2020. In 2020, the researcher became one of the students who passed the SPAN-PTKIN route at STAIN Majene. In the Tarbiyah and Teacher Training Department, the English education study programme.

