

**TIKTOK @ZULFAZIDA IN IMPROVING
VOCABULARY MASTERY OF THE SEVENTH
GRADE STUDENTS AT MTSN 2 PONOROGO**

THESIS



By

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ABSTRACT

MARDIKASARI, RETNANI PUPUNG. 2021. *TikTok @zulfazida in Improving Vocabulary Mastery of the Seventh Grade Students at MTsN 2 Ponorogo.* Thesis, English Education Department, Faculty of Tarbiyah and Teacher Training, State Institute of Islamic Studies Ponorogo. Advisor: Dr. Dhinuk Puspita Kirana, M.Pd.

Keywords: *Teaching English, TikTok, Students' Vocabulary Mastery*

Vocabulary is a basic part of language. Vocabulary mastery is very crucial that must be mastered by someone in learning English, which is a foreign language. However, many students have problems in memorizing and they feel confuse using new vocabulary. Therefore, the teacher needs interesting and funny media in teaching-learning process to improve students' vocabulary mastery. One of the media is TikTok @zulfazida. TikTok @zulfazida can be an alternative media to learn vocabulary. It can improve students' vocabulary mastery. The objective of this research is to find out the significant difference between students'

vocabulary mastery who are taught by using TikTok @zulfazida and those who are not taught by using TikTok @zulfazida.

This research was conducted in MTsN 2 Ponorogo in academic year 2020/2021. This research applied a quantitative research used quasi experimental design. In this research, the population was the seventh grade students of MTsN 2 Ponorogo. The sample was 54 students. The VII E class as the experimental class and the VII D class as the control class. Both of them consist of 27 students. The data were gathered through test and documentation. This research was conducted by applying the following procedures giving a pre-test, applying the treatment, and giving a post-test.

After getting the score of the test, the data were analyzed and processed using the T-test formula by using SPSS program 26 version. The result of this research showed that the value of t-test is 8,299. The result computation using t-test formula of 5% significant level with df 52 is 2,00 ($t\text{-test} > t\text{-table}$). So, H_a is accepted and H_o is rejected. Therefore, it can be concluded that there is a significant difference between students vocabulary mastery who are taught by using TikTok @zulfazida and who are not

taught by using TikTok @zulfazida of the seventh grade students at MTsN 2 Ponorogo.



APPROVAL SHEET

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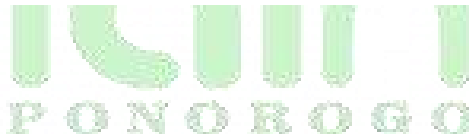

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CHAPTER I

INTRODUCTION

In this chapter, there are several explanations regarding background of the study, scope and limitation of the study, research questions, research objectives, significance of the study and organization of the study.

A. Background of the Study

Nowadays social networking plays a pivotal role in education which includes young learners who are exposed to the use of social media at a young age. Yunus stated that most students spend a considerable amount of time in using social media.¹ It means that students are working towards gaining knowledge independently with the presence of social media. The popularity of social media use among students has raised the interest of language teachers around the world in exploring the potential of utilizing social media in certain aspects of language learning.

¹ M. Yunus M. & Salehi, H., Shojaee, M., Fei, Y. W., *Activities and Suggestions for Using Social Networking in Teaching ESL Writing*. (Journal of Theoretical and Applied Information Technology, 2016), 84 (2), p.170-182.

The use of social media for language teaching can have positive effects on learning process and can improve 'desire for learning or students' abilities in the expected skills they want to develop. As one of the most popular social media applications, TikTok also takes a place in the international field, comparable to Twitter, YouTube, Instagram, and so on.² In this era we can use several ways to improve vocabulary mastery, one of those are using TikTok application. TikTok is a massively popular application that lets users create and share videos up to 3 minutes long. According to Riska, TikTok is audio visual media. This media is a video and photos made by juxtaposed with various music.³

There are a lot of students using TikTok, they are using TikTok to entertained themselves. Because in TikTok everyone especially student can see various videos with different music. Based on

² Huining Yang, *Secondary-school Students' Perspectives of Utilizing TikTok for English learning in and beyond the EFL classroom*. International Conference on Education Technology and Social Science (ETSS: 2020), 3, 162-179.

³ Riska Mariani, *Pengaruh Media Sosial TikTok terhadap Prestasi belajar Peserta Didik di SMPN 1 Gunung Sugih Kab. Lampung Tengah*, (Universitas Islam Negeri Raden Intan Lampung, 2019)

interview with some students of MTsN 2 Ponorogo, say that TikTok is very keep them entertained with various videos, but at the same time it makes them forget to learn English.⁴

Vocabulary is the basic element of a language. People need to master the vocabulary in order to speak and understand what they have already read or listened to. As the basic parts of language, vocabulary expands together with language development that enables people to communicate with others nowadays. It means that language and vocabulary are always developed on the same time.⁵ In communication, students need vocabulary which can support them to understand the meaning of the sentences because vocabulary is part of sentences. By this reason, students have to develop their vocabulary and master it to be able to communicate with other.

Vocabulary is the basic part of a language. People need to master the vocabulary so as to talk

⁴ Interviewed on Friday, 16th April 2021.

⁵ Julianvita Wijaya, Urai Salam, Eusabinus Bunau, *The Effectiveness of Educational Video in Teaching Vocabulary*, (Tanjungpura University, 2012), p.2.

and perceive what they need already browse or listened to. As the basic part of language, vocabulary expands along with language development that permits folks to speak with others nowadays. It means language and vocabulary area unit always developed on the same time.

Previously, the researchers had conducted real teaching at the seventh grade students of MTsN 2 Ponorogo. From this real teaching, the researcher found that the student do not have a high enough level of vocabulary and struggling with grammar rules. Increasing their vocabulary is difficult because students have not found a suitable method for them at class and while studying at home.

Vocabulary is very important in teaching and learning process, because learning English cannot be separated from vocabulary. It means that to learn English successfully, people must be study vocabulary. Based on interview with English teacher and students in MTsN 2 Ponorogo, some students have problems in memorizing and they feel confuse using new vocabulary. The teacher had already tried different media to teaching English, especially to

increase their English vocabulary, including games to introduce fun ways to learn words.⁶

Understanding vocabulary is generally considered an important part of the process of learning a language. Vocabulary mastery is the most basic thing that must be mastered by someone in learning English, which is a foreign language. Students are often learn new vocabulary as part of a particular subject and vocabulary formation as an interesting and educational activity. Students have adequate English vocabulary, it is automatically support the achievement of the four competences in English. One of the areas of language learning that can benefit from using social media is vocabulary.

Seeing the condition, TikTok from account @zulfazida was used by the researcher as a media to teaching vocabulary mastery. The researcher chose TikTok @zulfazida because in the content of this account contains videos about vocabulary. In pre-research, the researcher interviewed with some students. They said that TikTok @zulfazida is simple to comprehend, and the delivery is ideal for

⁶ Interviewed on Monday, 26th October 2020.

beginners. Also they said that it is simple to comprehend in terms of teaching, which has become more modern as a result of technology improvements in the field of information connected to teaching and learning, and it was easily digested as basic foreign language learning materials. ⁷According to Heinich, teachers need to use instructional media to achieve their objectives. Media are called instructional media when they convey a message related to instructional objectives, such as facilitating communication.⁸

A teachers must develop their ability to use media to understand how to incorporate into lessons effectively. Improving vocabulary mastery is important for students, because weak vocabulary, their language skill cannot be honed properly, so the use of TikTok @zulfazida can be an alternative media to learn vocabulary, especially in noun. In relation to description above, there are several research which investigated same variables.

⁷ Interviewed on Friday, 16th April 2021.

⁸ Robert Heinich, et. al., *Instructional Media and the New Technologies of Instruction*, (Canada: John Willy and Sons, Inc, 1993)

It is supported by Huining Yang at the secondary-school student in Chinese in 2020, secondary-school students held positive attitudes towards introducing TikTok as video aids into EFL classroom teaching meanwhile using it as an English learning strategy out of class. Moreover, students expressed strong desire for being guided and supported by their teachers to effectively utilize TikTok for English learning.⁹ The other previous research by Riska Marini, at the Eight Grade Students of SMPN 1 Gunung Sugih, Central Lampung, there is a very positive influence between TikTok social media and students' achievements.¹⁰ The differences are in these previous research that had been done by Huining Yang and Riska Mariani, they said that TikTok is effective for English learning and the other one that TikTok gives very positive influence between TikTok social media and

⁹ Huining Yang, *Secondary-school Students' Perspectives of Utilizing TikTok for English learning in and beyond the EFL classroom*. International Conference on Education Technology and Social Science (ETSS: 2020), 3, 162-179.

¹⁰ Riska Mariani, *Pengaruh Media Sosial TikTok terhadap Prestasi belajar Peserta Didik di SMPN 1 Gunung Sugih Kab. Lampung Tengah*, (Universitas Islam Negeri Raden Intan Lampung, 2019).

students' achievement. Meanwhile, in this research the researcher will use TikTok @zulfazida to improve students' vocabulary mastery. Based on the background above, the researcher can conduct an exploration entitled **“TIKTOK @ZULFAZIDA IN IMPROVING VOCABULARY MASTERY OF THE SEVENTH GRADE STUDENTS AT MTSN 2 PONOROGO”**

B. Scope and Limitation of the Study

This study will be focused on knowing whether the use of TikTok @zulfazida as a tool for teaching vocabulary mastery. This study will be conducted on seventh grade students. Media will be used to improve vocabulary mastery.

C. Research Question

Is there any significant difference between students' vocabulary mastery who are taught by using TikTok @zulfazida and those who are not?

D. Research Objective

To find out the significant difference between students' vocabulary mastery who are taught by using TikTok @zulfazida and those who are not.

E. Significances of the Study

The study is expected to be able to give contribution in the teaching learning process both academically and practically:

1. Academically, to help teacher or researcher to find out the alternative way to teaching English as foreign language, especially knowing the effectiveness of TikTok *@zulfazida* for teaching vocabulary mastery at the seventh grade student of MTsN 2 Ponorogo.
2. Practically, there are many practical significances of this study:
 - a. For the students, it can provide motivation to learn English and can increase their vocabulary in fun way.
 - b. For the teachers, this study will help the teacher to apply another model for teaching vocabulary.
 - c. For the next researcher, this study is expected to be useful for reference for the next research about teaching vocabulary by using TikTok.

F. Organization of the Thesis

The researcher writes this thesis in five chapters. They are:

Chapter I (Introduction), the first of organization is Introduction. Introduction is general description of the thesis. The first chapter consists of background study, limitation and statement of the problem, objective, and significance of the study, and organization of the study. The researcher also explains the importance of teaching-learning vocabulary and the difficulties of learning vocabulary.

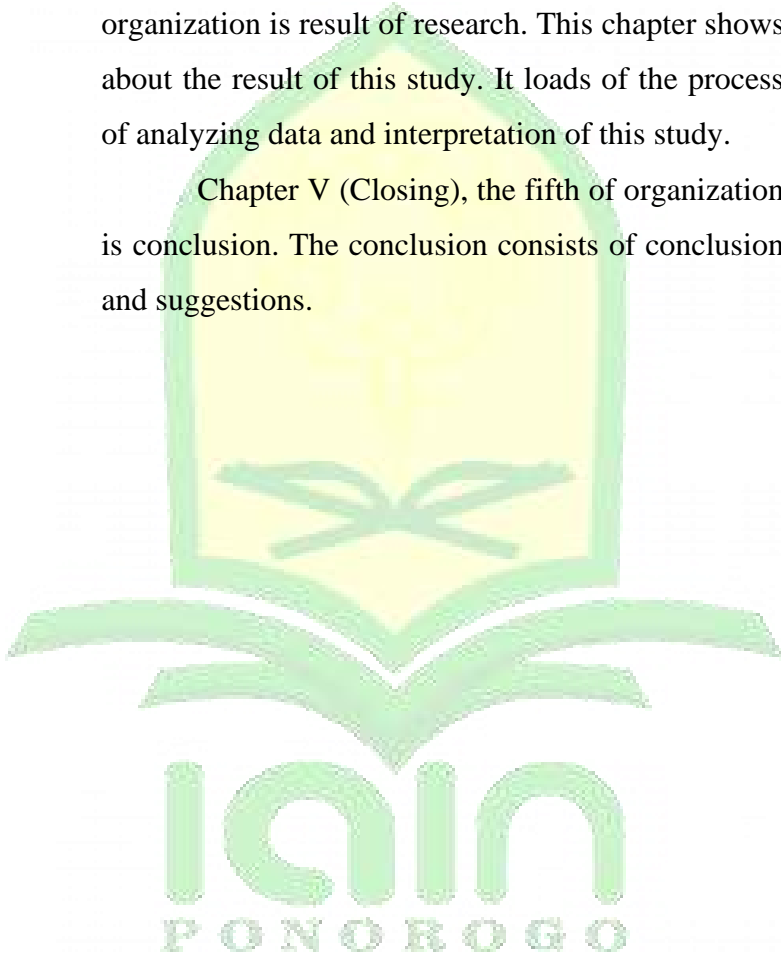
Chapter II (Literature Review), the second of organization is review of related study. The review of related about definition of teaching, definition of vocabulary, types of vocabulary, definition of TikTok, the benefits of TikTok, and factors that caused in using TikTok.

Chapter III (Research Methodology), the third of organization is research methodology. The research methodology consists of research design, population and sample, instrument of data collection,

technique of data collection, and the technique of data analysis.

Chapter IV (Research Result), the fourth of organization is result of research. This chapter shows about the result of this study. It loads of the process of analyzing data and interpretation of this study.

Chapter V (Closing), the fifth of organization is conclusion. The conclusion consists of conclusion and suggestions.



CHAPTER II

PREVIOUS RESEARCH FINDINGS, THEORETICAL BACKGROUND, THEORETICAL FRAMEWORK AND HYPOTHESIS

In this chapter discusses previous related studies, theoretical background, conceptual framework, and hypothesis.

A. Previous Research Findings

The researcher found several review of related literature that is considered necessary to gain the knowledge of related study from many sources. The first by Huining Yang. The title of her research was “*Secondary-school Students’ Perspectives of Utilizing TikTok for English learning in and beyond the EFL classroom*”. This study aims to fill the gaps, exploring secondary-school students’ perspectives of utilizing TikTok for English learning in and beyond the EFL classroom. 187 secondary-school students from China were voluntary to take part in the quantitative survey research, employing an online questionnaire as the research instrument. The

findings revealed that secondary-school students held positive attitudes towards introducing TikTok as video aids into EFL classroom teaching meanwhile using it as an English learning strategy out of class. Moreover, students expressed strong desire for being guided and supported by their teachers to effectively utilize TikTok for English learning.¹¹ So, the difference between the previous study and this study dealt with the research method and research focus.

The second research was conducted by Riska Mariani. The title of her research was “*Pengaruh Media Sosial Tik Tok terhadap Prestasi belajar Peserta Didik di SMPN 1 Gunung Sugih Kab. Lampung Tengah*”. Social media tik tok is an audio visual media. This media is a video and photos made by juxtaposed with various music. This media is a medium that disseminates various creativity and uniqueness of each users. Social media TikTok is a social media that provides unique and interesting

¹¹ Huining Yang, *Secondary-school Students' Perspectives of Utilizing Tik Tok for English learning in and beyond the EFL classroom*. International Conference on Education Technology and Social Science (ETSS: 2020), 3, 162-179.

special effects that can be used by its users. This social media can make users (learners) feel happy, because videos they make with various music. By using media, each user can not only once or twice because so glad they use social media TikTok. The purpose of this study is to find out how much influence social media TikTok to the learning achievements of students at SMPN 1 Gunung Sugih, Kabupaten Lampung Tengah. This research uses quantitative research correlation with poll data collection. Data analysis methods used are validation tests, normality tests, linearity tests, and T (hypothesis tests). Data management in this study using Microsoft Excel applications 2010.

The results of this study showed that there is a very positive influence between Tik Tok social media and learning achievements. It is appropriate with the calculation of researchers using microsoft excel 2010 programs, who use Test-correlations obtained the value $t(\text{calculate}) > t(\text{table})$ that is $14.21978769 > 2.002272456$. There is then a significant positive correlation between TikTok

Social Media with Learning Achievements at SMPN 1 Gunung Sugih.¹²

The previous research and this study are similar in using TikTok. The previous study and this study also had difference, the previous research was to find out the effect of TikTok in students' achievement. Meanwhile, this study want to find out the significant effect of TikTok in students' vocabulary mastery.

The third research was conducted by Sutasini Sivagnanam and Melor Md Yunus. The title of their research was "Utilizing Social Media in Vocabulary Enhancement among primary ESL Learners". This study aims to investigate how pupils utilize social media to improve their vocabulary and possible challenges faced when using social media as a medium to learn vocabulary. The respondents of this quantitative study comprise of 53 nine and ten-year-old students. The respondents were selected using purposive sampling method from a school in Batu

¹² Riska Mariani, *Pengaruh Media Sosial TikTok terhadap Prestasi belajar Peserta Didik di SMPN 1 Gunung Sugih Kab. Lampung Tengah*, (Universitas Islam Negeri Raden Intan Lampung, 2019).

Kikir, Negeri Sembilan. The questionnaire consist of 6 sections and the final section was divided into 3 parts according to the themes, the first part measured to see if students utilized the features available in social media, followed by challenges and finally motivation factor.¹³

The fourth research was conducted by Noa Talaván. (2007). Her title was “Learning Vocabulary Through Authentic Video and Subtitle. *TESOL-SPAIN Newsletter*” This study aims to investigate how pupils utilize social media to improve their vocabulary and possible challenges faced when using social media as a medium to learn vocabulary. The respondents of this quantitative study comprise of 53 nine and ten-year-old students. The respondents were selected using purposive sampling method from a school in Batu Kikir, Negeri Sembilan. The questionnaire consist of 6 sections and the final section was divided into 3 parts according to the themes, the first part measured to

¹³ Sutasini Sivagnanam., & Melor Md Yunus, *Utilizing Social Media in Vocabulary Enhancement among Primary ESL Learners*, (Universal Journal of Educational Research, 2014), 8(2), p.490-498.

see if students utilized the features available in social media, followed by challenges and finally motivation factor.¹⁴

The fifth research was conducted by Aulia Salsabila. The title of the research was “*Tik Tok as Teaching Media Assistance for Speaking Skills: a Systematic Review*”. The aim of this research was to inform the readers that TikTok can be a learning media to improve students’ speaking skill in Junior High School students, because they can watch videos on TikTok content in English. The research was a systematic review method because this research is conducted to find out and prove how teachers teach speaking skill using TikTok application. The material that presented in TikTok video has a short duration so, students are easier to understand the material. Teacher can use TikTok as a learning media for learning English speaking skills so, students will improve their pronunciation, grammar, vocabulary, fluency, and speaking comprehension. In addition, teacher can also instruct their students to

¹⁴ Noa Talaván, *Learning Vocabulary Through Authentic Video and Subtitle*. (TESOL-SPAIN Newsletter, 2007), 31, p.5-8.

upload their speaking video on TikTok to improve student's creativity.¹⁵

The fifth previous research and this research are similar in using TikTok as a learning media in teaching-learning process. The previous research and this research also have a difference. The previous research used a systematic review methodology and focused on students speaking' skills. Meanwhile, this research used experimental research design focused on students' vocabulary mastery.

The next previous study is from Anggi E Pratiwi , Naura N Ufairah and Riska S Sopiah. The title of the research was “*Utilizing Tiktok Application as Media for Learning English Pronunciation*”.¹⁶ In this research they stated that TikTok, as one of the most popular social media applications in China, also has a global presence, comparable to Twitter, YouTube, Instagram,

¹⁵ Aulia Salsabila et al, “TikTok as Teaching Assistance for Speaking Skill: a Systematic Review”, *Proceeding of Conference on English Language Teaching (CELT) 2021*, (June, 2021), 281-292.

¹⁶ Anggi.E, et al, “Utilizing Tiktok Application as Media for Learning English Pronunciation”, *Proceeding International Conference on Education of Suryakencana*, (2021), 372.

Wechat, and others. Despite the fact that numerous relevant studies have suggested that using social media for language teaching can improve learning performance, there is little literature on the use of TikTok for educational purposes. The purpose of this research is to discover how a TikTok application can be used as a medium of learning for students' pronunciation skills or pronunciation. Suryakencana, a university English education student, was the subject of this study. The total number of respondents was 8 (eight) people, with five (5) regular class students and three (3) non-regular class students participating. The data collection device consisted of observation and a questionnaire. This study's data was analyzed qualitatively. The data analysis employs Miles and Huberman's interactive model, which weaves data reduction, data display, data verification, and prediction.

According to the findings of this study, respondents had a favorable attitude toward a TikTok application as a video aid while learning through TikTok application used it as an English language learning strategy to help and improve

literacy and speaking skills. Furthermore, respondents expressed a strong desire to use a TikTok app to watch and understand all content related to basic English skills.¹⁷

Based on the previous findings above, the researcher using TikTok from account @zulfazida as a media for teaching vocabulary, because this is one of the way to improve students' vocabulary mastery. This research was different from the previous findings above. The researcher used TikTok @zulfazida. In this case, the researcher wants to measure students' vocabulary mastery of the seventh grade students at MTsN 2 Ponorogo.

B. Theoretical Background

1. Teaching

a) The Definition of Teaching

Teaching is the activity that sharing of knowledge and experience from teacher to student. Harmer states that, teaching means that to give (someone) knowledge or to

¹⁷ Op. Cit.

instruct or to train (someone).¹⁸ It means that to show someone how to do something or to change someone's ideas. Moreover, Brown says that teaching is guiding and facilitating learning, enabling learner to learn, setting the conditions for learning. Your understanding of how the learner learns will determine your philosophy of education, your teaching style, your approach, method, and classroom technique.¹⁹ It means that teaching is the teacher as a guide or facilitator for the students in teaching and learning process.

Teaching should be viewed as a systematization processed situation, conditions, materials, and opportunities in order to help students acquire and build their knowledge. From theory above, it can be conclude that teaching is transferring knowledge from the teacher to the students to understand the lesson of the subject.

¹⁸ Jeremy Harmer, *How to Teach English*, (London: Longman, 2002), 56.

¹⁹ Douglas Brown, *The Principle of Language Learning and Teaching*, (San Francisco State University: Longman, 2000), 7.

2. Vocabulary

a. The Definition of Vocabulary

Vocabulary is all about words in language. Vocabulary is one of the important thing in English. Experts have some purposed about vocabulary. Thornbury states that without grammar very little thing can be conveyed, without vocabulary nothing can be conveyed.²⁰ It means that vocabulary has a big effect to support the successful of learning English.

Richards and Renandya state that, vocabulary is a core components of language proficiency and provide much of the basis for how learners speak, listen, read, and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve their potential and may be discouraged from making use of language learning opportunities around then such as listening to the radio, listening to native

²⁰ Scott Thornbury, *How to Teach Vocabulary*, (London: Person Education Limited, 2002), 13.

speakers using language in different contexts, reading or watching television.²¹

Anglin states that, vocabulary knowledge provides the essential building blocks of language, and without vocabulary, neither language production nor language comprehension is possible.²² From this statement vocabulary has an important place in language, especially in English. In other words, vocabulary is the knowledge of words' meanings.²³

From theories above, it can be concluded that vocabulary is knowledge of word meaning which very important component in language especially in English. Without vocabulary we cannot communicate with each other and also without vocabulary we cannot exchange our mind. The more we

²¹ Richard, et al, *Methodology in Language Teaching*, (New York: Cambridge University Press, 2002), 255.

²² J. M. Anglin, *Vocabulary development: A Morphological analysis. Monograph of the Society for Research in Child Development*. (Cambridge: Cambridge University Press. 1993), 2.

²³ Elfrida H Hibert, Michael L. Kamil, *English Teaching and Learning Vocabulary*, (Mahwah: Lawrence Erlbaum Associates Publishers, 2005) p.3.

can master vocabulary, the more ideas we can have, so we can communicate and share our ideas more easily.

b. Types of Vocabulary

There are types of vocabulary that are explained by the experts. One of the explanations is explained by Thornburry. Thornburry explained that there are at least four types of vocabulary, there are adverb, adjective, noun, and verb.²⁴

1) Adverb

Adverb is a word or phrase that qualifies a word group to expressing a relation of place, time, manner, etc. Adverbs are words that describe or modify verbs, adjectives, and other adverbs.²⁵ It means that adverb can be use to modify verbs, adjectives, and other adverb. While Syah and Enong said that

²⁴ Ibid, Scutt Thornburry, 4.

²⁵ Marcella Frank, *Modern English A Practical Reference Guide*, (New York University, 1972), p.141.

adverb is a word that explain about how, where, and when a thing happened.²⁶ It means that adverb is related to explain about how the process, time, and location where the thing happened. There are two types of adverb:

- a) Classified by meaning²⁷, there are: (1) Manner, (2) Place and Direction. Prepositional forms appearing after the verb may be included among the adverbs of place and direction. Some archaic versions of location and direction adverbs can still be found in literature. (3) Time; a definite time, these adverbs have noun form

²⁶ Syah and Enong, *Modern English Grammar*, (Jakarta: CV Simplex), p.72.

²⁷ Marcella Frank, *Modern English A Practical Reference Guide*, (New York University, 1972), p. 142.

and some maybe used in plural noun.

- b) Classified by Function²⁸, there are (1) Sentence Adverbs, these adverbs often have a loose grammatical connection with the rest of sentences and looked upon modifying the whole sentences than the verb. Example: actually, fortunately. (2) One sentence or clause and the preceding sentences or clause. As in the case of sentences adverbs, they probably should be considered as modifying the whole sentence and clause better than verb alone.

2) Adjective

Adjective is a word or phrase related to a noun to modify or describe it. Adjective is modifier

²⁸ Marcella Frang, *Op.Cit*, p.144.

that has a grammatical property of comparison.²⁹ While Syah and Enong said that adjective is a word that use to expand and narrow the meaning of noun.³⁰ It means that adjective use to describe a noun. Based on the theory above, it can be concluded that adjective is a word that describe grammatical properly and noun. There are two types of adjective:

a) Determiners

Determiners are a tiny set of structure words that lack a distinctive form: article, demonstrative adjective, possessive adjective, numeral adjective, indefinite adjective, quantity adjective,

²⁹ Marcella Frang, *Op.Cit*, p.109.

³⁰ Syah and Enong, *Op.Cit*, p.27.

relative, and interrogative adjective.

b) Descriptive Adjective

Only inflectional and derivational endings can be added to descriptive adjectives, which usually reflect an inherent characteristic or a physical state such as age, color, and inflectional and derivational endings can be added to this type of adjective.

3) Noun

Noun is a word used to identify a class of people, things, or place. Noun is one of the most important parts of speech.³¹ Its arrangement with the verb helps to form the sentence core which is essential to every complete

³¹ Marcella Frank, *Op.Cit*, p. 6.

sentence, while, to Syah and Enong state that noun is a word used to name people, place, plant, object, animal, quality and abstract concepts.³² It means that noun is related with name of something like people, place, things, animal and other. For example: James, students, house, chair, roses, cat.

Based on theory above, it can be concluded that noun is one of the most important parts of speech that can use to name people, place, plant, object, animal, quality and abstract concepts.

There are many types of nouns, types of noun classified by meaning are:

a) Proper Noun

In writing, a proper noun starts with a capital letter.

³² Syah and Enong, *Op.Cit*, p. 15.

Personal name, names of geographic units such as countries, cities and rivers, national and religious names, names of holidays, names of temporal units, and words used personification are all include.³³

b) Concrete and Abstract Nouns

A concrete noun is a word that refers to a physical object that can be sensed. While a word for a notion is an abstract noun. It is a concept that we have in our heads.³⁴

c) Countable and Uncountable Noun

A countable noun can usually be made plural by addition –s. Uncountable nouns come in several forms, including mass

³³ Marcella Frank, *Op.Cit*, p. 6.

³⁴ Marcella Frank, *Op.Cit*, p. 07

nouns. Nouns that are not countable are abstract nouns.

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d) Collective Nouns

A collective nouns are a word for a group of people, animals, or objects considered as a single units.³⁶ Example of collective nouns are: class, crew, audience, committee, etc.

In addition a nouns have many functions in sentence, they are:³⁷

(1) Subject of verb

What is being discussed, or who is being discussed.

In both person and number, the verb agrees with the subject. The

³⁵ Marcella Frank, *Op.Cit*, p. 07

³⁶ Marcella Frank, *Op.Cit*, p. 07

³⁷ Marcella Frank, *Op.Cit*, p. 09

female, for example, is taking a break.

(2) Complement of verb

After the verb or object of verb, this completes the prediction. For example: we require financial assistance.

(3) Subjective complement
(predicate noun)

To refer back to the subject, use after the connecting verb. A subjective complement has the same identify as the subject, although the object of a verb has a separate identity. For example: Soekarno was the first president of Indonesia.

(4) Objective complement

The direct object is being followed by an object with the same identity as the direct object. For example: the country elected George W. Bush as a president. While nouns markers can also indicate to the next verb, adjective, or adverb, their primary function is to signal nouns.³⁸ (a) Determiners; article, possessive, demonstrative, numbers, and word of indefinite quantity, (b) Preposition.

4) Verb

Frank states that verb is the most complex part of speech.³⁹ Its varying arrangements with nouns

³⁸ Marcella Frank, *Op.Cit*, p. 18-19.

³⁹ Marcella Frank, *Op.Cit*, p. 47.

determine the different kinds of sentences statements, questions, commands, exclamations. Like the noun, the verb has the grammatical properties of person and number, properties which require agreement with the subject. While Syah and Enong state that verb is a word that is showed measure and condition of a thing.⁴⁰ It means that verb can be used to show the measure and condition of thing. For examples: write, read, listen and others. From the statement above, it can be concluded that verb is a word that the most complex part of speech and show measure and condition of a thing.

Verb has the grammatical properties of person and number, properties which require

⁴⁰ Djalinus Syah and Azimar Enong, *Op.Cit*, p. 30.

agreement with the subject. Vocabulary is a listing of all words that need to be known and learnt and the types of vocabulary are adverb, adjective, noun and verb. All the types of vocabulary need to be known and learnt for the successful of mastering vocabulary. In this research the teacher use vocabulary as general such as adverb, adjective, noun and verb. There are many types of verbs based on the character, they are:

- a) Classified by Complement of Verb⁴¹

The types of verbs here vary depending on the complement they may have, because these types can cross, a verb can belong to more than one, so they are:

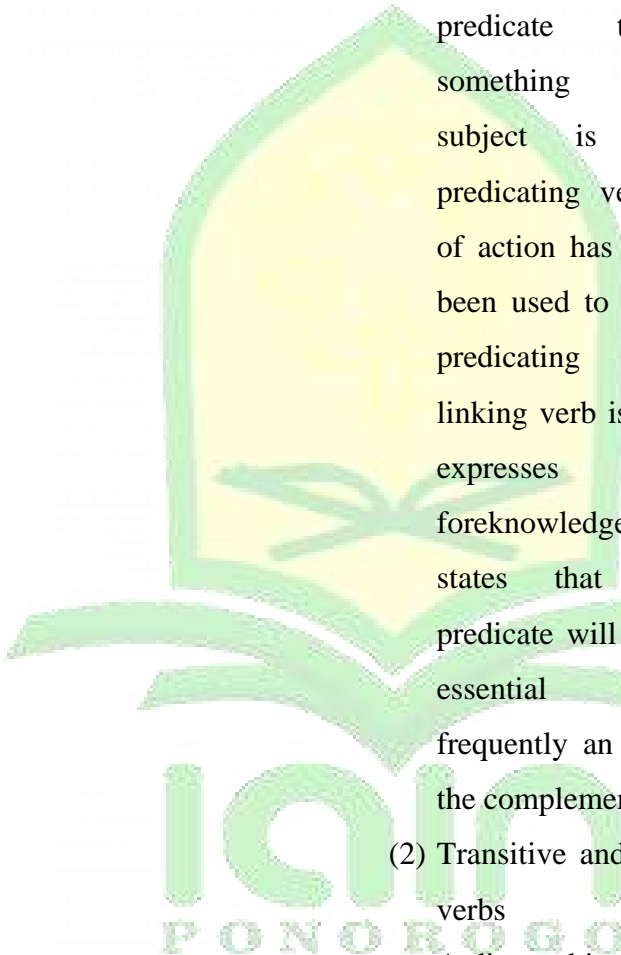
⁴¹ Marcella Frank, *Op.Cit*, p. 48.

(1) Predicating and linking verbs

The principal word in the predicate that says something about the subject is called a predicating verb. A verb of action has traditionally been used to describe the predicating word. A linking verb is a verb that expresses complete foreknowledge. It simply states that the true predicate will follow. The essential word is frequently an adjective in the complement.

(2) Transitive and intransitive verbs

A direct object is taken by a transitive verb. An object is not required for



an intransitive verb. The the passive voice, only transitive verbs are allowed. The intransitive nature of all linking verbs is evident.

(3) Reflexive verbs

One of the compound with -self as its object is required for a reflexive verb. For instance, wash one's hands, express yourself, and so forth.⁴²

b) Classified by Form of Verb⁴³

There are two types of verbs by its form, they are:

(1) Auxiliaries or lexical verbs

Auxiliaries or lexical verbs are two or more

⁴² Marcella Frank, *Op.Cit*, p. 49.

⁴³ Marcella Frank, *Op.Cit*, p. 50.

words can be combined into a single verbs phrase that serves as the whole predicate verb. The auxiliary is the first element of the verbs phrase, while the lexical verb is the second. The lexical verb bears the brunt of the semantic content. Example of auxiliary verb: Be (am, is, are), have/has/had, do/does/did, etc. then the example of lexical verb: run, laugh, see, think, make, pull, walk, etc.

(2) Finite and non-finite

The function of the verb in the phrase determines the form of these verbs. A finite verb is a lexical verb that acts as the complete

verb in the predicate, with or without auxiliaries. Incomplete verbs, often known as non-finite verb, serve as part of speech other than verbs. The verbal forms, also known as non-finite forms, are not limited by person or number, but they do have voice and some tenses.

A verb serves as the grammatical core for the object prediction. It could be a grammatical center expressing only connectivity, or it could be the strongest predicating word in the sentence's central core. Other function are determined in reference to the verb since it is so fundamental.⁴⁴ The verb that comes after or before a subject,

⁴⁴ Marcella Frank, *Op.Cit*, p. 51.

object, or complement. In most questions, and in sentences or clauses that begin with specific types of negative adverbs.

c. **Concept of Teaching vocabulary**

Vocabulary is crucial in language learning since without it, learners will be unable to communicate with others. The extent of a student's vocabulary knowledge determines the quality of their language. Teaching, according to Elihami is a process of having or assisting someone in learning how to learn, providing evaluation, leading in the study of something, supplying knowledge, and causing to know to understand.⁴⁵

Brown suggests several methods for teaching vocabulary, including: to determine the teaching goal, such as: to improve ESL students' reading vocabulary skills, to teach ESL students word-building skills, to teach

⁴⁵ Elihami, E. (2020). *Improving Management for Learning Al Islam and Kemuhammadiyah in Nonformal Department*. Jurnal Edukasi Nonformal, 1(1), 160-165.

ESL students to guess word meanings from context clues, to get students to make word building; that is derived from suffixes, prefixes, to definition clues, which includes parentheses and footnotes, synonyms and antonyms, to inference clues; these clues have three types, such as example, summary, and experience. Based on the foregoing, it can be concluded that an English teacher should be able to select and employ acceptable techniques for attracting students' attention and encourage children to understand both the form and the meaning of the words at the same time.

d. The Definition of English Vocabulary Mastery

Some experts have given a variety of vocabulary definitions. Before discussing vocabulary mastery, it is critical to understand what vocabulary is. For foreign language learners, mastering a vast

vocabulary is critical. Foreign language learners will have some difficulty developing the four language abilities if they do not grasp it.

Hatch and Brown, state that vocabulary refers to a list or collection of words for a specific language or a list of words that individual language speakers utilize.⁴⁶ Because vocabulary is a list, the only mechanism at work is alphabetical order. The selection of language and the methods used to teach vocabulary are critical aspects. To understand the meaning of words, a process of contextual learning is required. Vocabulary is an essential component of second language proficiency; knowing the meanings of words is one of the key aims of language learning. It is required to communicate effectively in a second language⁴⁷

⁴⁶ Budi Setiawan, "Improving the Students' Vocabulary Mastery Through Direct Instruction", (Sebelas Maret University, 2010).

⁴⁷ *Op.Cit.*, p.8.

Vocabulary mastery is defined as a large amount of vocabulary (words) in a language that contain information about their meaning, form, and usage in a communication context. It is the fundamental knowledge that pupils must understand before they can master English.⁴⁸ The mastery of a pupil differs from that of another. It is caused by differences in the ability of the students. Thus, pupils' mastery refers to their ability to learn new things from a subject or study. Vocabulary mastering is critical in the process of reaching language teaching objectives, which include the mastery of four language skills.

Language vocabulary knowledge will be introduced, because communication is one of four experiences every day. So, vocabulary is a vital aspect of learning English, and mastery of vocabulary will aid students' progress in the English language.

⁴⁸ Imas Febriansyah, "Improving Students' Vocabulary Mastery Through Bingo Game for Grade X of SMAN 4 Purworejo in the Academic Year of 2014/2015", (Yogyakarta State University, 2015).

Vocabulary mastery can be defined as the total ability to understand the stock of words and their meanings in a specific language.

e. Vocabulary Assessment

A quiet simply deciding how we test vocabulary is linked to how we teach it. Most teachers today, however, would not advise students to memorize long lists of vocabulary. They instead attempt to present vocabulary in context. When testing vocabulary, the researcher should avoid testing individual words. Another choice teachers must make when assessing their students' vocabulary knowledge is whether to test it separately or as part of a larger skill assessment. Discrete testing of vocabulary, according to Read, evaluates a word as an independent construct. When testing vocabulary in an embedded manner, vocabulary is viewed as a component of a larger construct.⁴⁹

⁴⁹ John Read, *Assessing vocabulary*. Cambridge, (UK: Cambridge University Press, 200).

The choice of format(s) to use will be critical to the success of vocabulary assessment. When deciding on a format, the teacher must consider three major factors. To begin, the concept of test validity must be considered. The concept of content validity is the idea that we test what we teach and how we teach it. As a result, when selecting test formats, only those with which students are familiar should be used. In a testing situation, students should never be exposed to a new format. This would be a major breach of test validity. Other testing pillars, such as practicability and washback, should also be considered.

From a practical standpoint, the researcher should choose formats that are simple to mark and produce results that are simple to interpret. The formats the researcher selected should also have a positive impact on teaching and learning. Alternatively, as Nation states, "answering the item should provide useful repetition of

the vocabulary and possibly even extend learners' knowledge."⁵⁰

When deciding on the number of items to include, it is important to understand the concept of test reliability. Reliability refers to the degree of consistency of test scores. In general, the more items on a test, the more reliable it is considered to be.⁵¹ There are two steps in developing a vocabulary assessment as follows:

1) Discrete Vocabulary Test

If the researcher wanted to explicitly test vocabulary, the first thing to decide is whether they want to assess recognition or production. Multiple-choice questions (MCQs) and matching are common formats for assessing vocabulary recognition.

⁵⁰ I.S.P. Nation, *Learning vocabulary in another language*. (New York: Cambridge University Press, 2001), p.373.

⁵¹ Christine Coombe, *Assessing Vocabulary in the Language Classroom*.

a) Multiple-Choice Question Formats

One of the most common formats in professionally developed language tests is multiple-choice questions (MCQs). They are widely used to assess recall and comprehension levels of learning.⁵² MCQs come in a variety of shapes and sizes, but their basic structure is a stem and response options, which include the key or correct answer and the distractors or incorrect answers. The student must then select the best or correct response option. Students construct meaning by relying on the context clues

⁵² Christine Coombe, Keith Folse, & Nancy Hubley, *A practical guide to assessing English language learners*. Ann Arbor, (MI: University of Michigan Press, 2007), p. 116.

provided in the stem. For beginning level students, more than one sentence stem may be required.

There are four main advantages to using MCQs. For starters, they are extremely reliable because, if properly written, there is only one correct answer. Another advantage is that they are quick and simple to mark, making them very practical from the standpoint of a teacher. Another advantage is that MCQs can be used to assess knowledge at various levels, from beginner to advanced. Finally, students from most parts of the world are familiar with the format.⁵³

⁵³ Christine Coombe, *Assessing Vocabulary in the Language Classroom*.

The disadvantages of MCQs revolve around the scope of knowledge they can assess. MCQs are not suitable for testing productive language skills or language as communication. The ability to test primarily recognition knowledge limits the scope of what can be tested using this format.⁵⁴ The MCQ format can be used in a variety of ways to assess vocabulary knowledge. Synonym recognition, definition, meaning in context, and odd man out are a few examples.

b) Matching Formats

Matching is another common objective format used in vocabulary

⁵⁴ Christine Coombe, Keith Folse, & Nancy Hubley, A *practical guide to assessing English language learners*. Ann Arbor, (MI: University of Michigan Press, 2007), p. 117.

assessment. In most cases, matching questions present the student with two columns of information. The task for the student is to find the matches between the two columns. The items in the left column are referred to as premises, while the items in the right column are referred to as options. This format has an advantage over MCQs in that there are more distractors to choose from.

2) Embedded Vocabulary Assessment

When testing vocabulary in an embedded manner, vocabulary is viewed as a component of a larger construct. Embedded vocabulary assessment examines a student's use or quality of vocabulary in relation to a text that the student

has written, read, listened to, or spoken.⁵⁵

a) Assessing Vocabulary in Reading Comprehension

Assessing vocabulary in context is one of the most common questions that teachers include on reading comprehension tests. This can be accomplished in a variety of ways.

b) Assessing Vocabulary in Writing

Today, the majority of large-scale, high-stakes exams assess the quality of vocabulary found in a student's writing sample. The International English Language Testing System (IELTS) evaluates 'Lexical

⁵⁵ Christine Coombe, *Assessing Vocabulary in the Language Classroom*, p. 121.

Resource.' When grading Test of Written English (TWE) essays, raters also consider vocabulary usage incorporate five scales in their ESL Composition Profile, one of the most widely used analytic scales for writing marking. This well-known instrument has five scales: content, organization, language use or grammar, vocabulary, and mechanics.

c) Assessing Vocabulary in Speaking

Several well-known instruments, such as the TOEFL and the IELTS, assess the quality and range of a student's vocabulary during speaking exams, similar to writing assessment scales. Folse includes vocabulary as

one of four categories on which a student is assessed in a very teacher-friendly scale of speaking assessment.⁵⁶ He looks for range, the correct and appropriate selection of words in speech, and their impact on meaning in his vocabulary category.

In this case, the researcher used Multiple-Choice Questions (MCQs). This is because the research will focus on students' understanding of vocabulary. The researcher used this format to assess students' vocabulary knowledge in a variety of ways. These include: synonym recognition, definition, and meaning in context.

3. TikTok

a. The Definition of TikTok

TikTok is an application that gives the effect of unique and interesting special

⁵⁶ Keith Folse, *Vocabulary myths: Applying second language research to classroom teaching*. Ann Arbor, (MI: The University of Michigan Press, 2006).

that can be used by users of this application to make a video easily, which is cool and can attract the attention of many people who see it.⁵⁷ TikTok is one of social media and music video platform in Chinese launched in September 2016.⁵⁸ According to Harmer, emphasized that the main aim of teaching and learning in any language is to enable students to communicate in the target language and if this is the case, communication is an important term to explain.⁵⁹ Communication means to understand and to be understood. TikTok is social media in the form of videos. This application is short video creation app with supported music, which is very popular by many people including adults and children.

TikTok is an application that can also see short video from various users, and users

⁵⁷ <https://www.mastekno.com/id/apa-itu-tik-tok/>, diakses (Sunday, December 27, 2020), pukul 10.38

⁵⁸ Wisnu Nugroho Aji, *Aplikasi Tik Tok Sebagai Media Pembelajaran Bahasa dan Sastra Indonesia*, ISBN: 978-602-6779-21-2.

⁵⁹ Jeremy Harmer, *The Practice of English Language Teaching*, Third Edition, (Longman: London).

of this application can also imitate video from the other users. These videos also created by children i.e students who do not understand the meaning of these videos.

The indicators of TikTok can be classified as follows:⁶⁰

- a. There are positive effects and negatives effect by using TikTok
- b. The existence of their creativity by using TikTok

In social media, TikTok a lot of various content videos they want to make easily. Not only see and imitation, they can also make videos the way they own. They can pour a variety of creative videos according to their ideas. It's not just about the videos interesting, dance, lipsync etc. they can also take part in challenges created by another users.

⁶⁰ Nisa Khairuni, *Dampak Positif dan Negatif Sosial Media terhadap Pendidikan Akhlak Anak*, Jurnal Edukasi, Vol.2 No.1 Januari 2016.

b. The Benefits of TikTok

There are many benefits of using TikTok as media such as:

a. TikTok is useful and provides benefits because it makes teaching-learning process easy and fun. They can watch interesting videos, do business, and they can also find out what is happening in this world easily by using TikTok. With the various videos of TikTok, it can be implicated in teaching-learning English so, students can use the application in positive directions.⁶¹

b. TikTok can also make it easier for teachers and students to get information, and students also feel happy in teaching-learning process, because they have new

⁶¹ Aulia Salsabila, et al, "TikTok as Teaching Assistance for Speaking Skill: a Systematic Review", *Proceeding of Conference on English Language Teaching (CELT 2021)*, (June, 2021), 283.

experiences in learning English in an unconventional way.⁶²

- c. TikTok is useful for education. It can be used as medium for learning English vocabulary with a fun introduction so, it can motivated students to learn English more.⁶³

c. Factors that Caused in Using Tik Tok

There are two factors that caused in using TikTok, they are internal and external factors.

1) Internal factors

Internal factors such as individual feelings, attitudes and characteristics, prejudices, desires expectations, attention (focus), learning process, physical state, value and needs as well as

⁶² *Op. Cit.*

⁶³ Anggi.E, et al, "Utilizing Tiktok Application as Media for Learning English Pronunciation", *Proceeding International Conference on Education of Suryakencana*, (2021), 380.

interest, and motivation.⁶⁴ Internal factors is very influential against the use of TikTok. So, the use of TikTok is not only for entertain but also it can help interact with other people and can increase people's creativity.

2) External Factors

External factors such as family background, information obtained, knowledge and needs around, intensity, size, opposite, new things and familiar or inaccuracy of an object.⁶⁵ People get many information from various videos on TikTok, such as an information of accident of sinking ship that can quickly convey incident information to users others. So, information is

⁶⁴ Demmy Deriyanto, Fathul Qorib, "Persepsi Mahasiswa Universitas Tribhuwana Tungadewi Malang terhadap TikTok, Universitas Tribhuwana", *Jurnal Ilmu Sosial dan Ilmu Politik*, Vol.7 No.2 (2018), 78.

⁶⁵ *Op. Cit.*

something very effected of the use of TikTok application.

If someone is not get information from TikTok, maybe they don't know about TikTok application. The effect of social media which is part of information media, the other is that it can affect someone's knowledge. So, with information someone's knowledge can also be affected on social media like TikTok.

C. Conceptual Framework

Vocabulary is very important in teaching and learning process, because learning English cannot be separated from vocabulary. It means that to learn English successfully, people must be study vocabulary. Based on interview with English teacher and students in MTsN 2 Ponorogo, some students have problems in memorizing and they feel confuse using new vocabulary. Improving vocabulary mastery is important for students, because weak

vocabulary, their language skill cannot be honed properly, so the use of TikTok @zulfazida can be an alternative media to learn vocabulary. The researcher attempt to solve this problem using TikTok of @zulfazida to teach vocabulary in fun way. This model is expected to increase students' vocabulary mastery.

D. Hypothesis

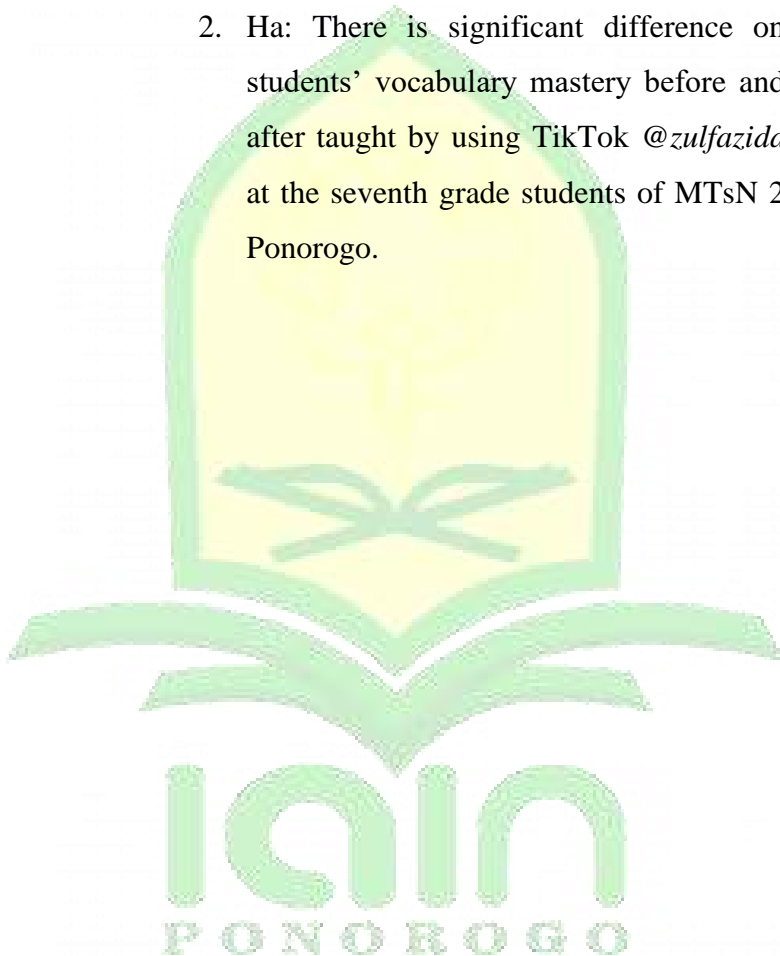
Hypothesis is a supposition or prediction that explain made on basis as a starting point for further research. Freankel and Wallen state that a hypothesis is a prediction, a statement of what specific result or outcomes are expected to occur. The hypothesis of a study should clearly indicate any relationships expected between the variables (the factors, characteristics, or condition) being investigated and be stated that they can be tested within a reasonable period of time.⁶⁶ From the explanation above, the hypothesis of this study are:

1. H0: There is no significant difference between students' vocabulary mastery

⁶⁶ Jack R. Frankel, *How to Design and Evaluate Research in Education*, (Singapore: Megraw Hill, 2012), 20.

before and after taught by using TikTok @zulfazida at the seventh grade students of MTsN 2 Ponorogo.

2. Ha: There is significant difference on students' vocabulary mastery before and after taught by using TikTok @zulfazida at the seventh grade students of MTsN 2 Ponorogo.



CHAPTER III

RESEARCH METHOD

This chapter provides the research methodology with a purpose to guide the research in order to work automatically. It consists of research design, the population and sample, the research instrument, the data collection technique, and the data analysis technique.

A. Research Design

The research method in this study is quantitative research. According to Creswell, quantitative research is an approach for testing objectives theories by examining the relationship among variables.⁶⁷ The researcher used quantitative research to find out the significant difference between students' vocabulary taught by using TikTok @zulfazida and those who are not of the seventh grade students at MTsN 2 Ponorogo. Quantitative research has two types of design, they are experimental design and non-experimental design.

⁶⁷ John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*, (USA: SAGE, 2009), 2.

In this study, the researcher used experimental research. Experimental research methods can be defined as a method of research used to locate a particular influence to one another in condition completely.⁶⁸ This research used quasi experimental method. Nunan had been characterized that, quasi-experimental has both pre-test and post-test experimental and control group, but no random assignment of subjects.⁶⁹ The experimental group is taught vocabulary by using TikTok @zulfazida while the control group is taught by using teaching without TikTok @zulfazida.

In this study, the researcher used quasi experimental method with one experimental group and one control group. The research design is:

⁶⁸ Sugiyono, *Metode Penelitian Pendidikan*, (Bandung: Penertbit Alfabeta, 2015), 107.

⁶⁹ David Nunan, *Research Methods Language in Learning*, (Cambridge: Cambridge University Press, 1992), 41.

Table 3.1 Research Design

Group	Pre-test	Treatment	Post-test
Experimental	O ₁	X	O ₂
Control	O ₃	-	O ₄

Notes:

X : Treatment by TikTok
@zulfazida

O₁ : Pre-test of experimental
class

O₃ : Pre-test of control class

O₂ : Post-test of experimental
class

O₄ : Post-test of control class

In this research, the researcher used TikTok *@zulfazida* as the independent variable and teaching vocabulary as the dependent variable. This research was conducted in three steps, they are:

1. Pre research step

The first step is preparation. The researcher decided the experimental class

and control class, also prepared the lesson plan and instrument to get the data.

2. Research step

The second step is acting. In this second step, the researcher was applied the treatment in experimental class. The researcher taught the class by using TikTok @zulfazida. In this step, the treatment to get the data from two test, they are pre-test and post-test.

3. Data analysis step

The third step is collecting the data. The researcher was analyzed the data in two steps to collected the data. The steps were as follows:

- a. Collect the post-test score from experimental class and control class.
- b. Test the data using T-test.

B. Population and Sample

1. Population

Population is a big group which the generalization can be made. It is well

defined as a whole subjects, class of people, events or objects.⁷⁰ The population of this research is the seventh grade students of MTsN 2 Ponorogo in the academic year 2020/2021. In MTsN 2 Ponorogo, there are 12 classes for seventh grade. Every class consist 27 until 32 students, and total of the students are 372 students.

2. Sample

The small group that is observed is called a sample. Sample is a portion of population.⁷¹ Sample in a research study is the group on which information is obtained.⁷² It means that sample is a small group that which is obtained by population. The research used simple random sampling technique to took a sample. The researcher not choose

⁷⁰ Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen, *Introduction to Research in Education 8th edition* (USA: Wadsworth Cengage Learning, 2010), p. 148.

⁷¹ Ibid, p. 148

⁷² Jack R. Frankel, *How to Design and Evaluate Research in Education*, (Singapore: Mcgraw Hill, 2012), p. 91.

sample based on that the researcher want but it is random. The sample of this study is seventh grade students of MTsN 2 Ponorogo in the academic year of 2020/2021. There are two groups as the sample of this research. VII D as the control group with 27 students, and VII E as the experimental group with 27 students.

C. Instrument of Data Collection

Creswell states that, an instrument is a tool for measuring, observing, or documentation quantitative data. Identified before the researchers collect the data, the instrument may be in form a test, questionnaire, tally sheet, log, observational checklist, inventory, or assessment instrument.⁷³ The instrument of this research is test. The test will be divided into pre-test and post-test. The test consist of 20 multiple choice questions from video on TikTok @zulfazida about vocabulary. Pre-test is given to know students' achievement before students getting

⁷³ John W. Creswell. *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research, 4th Edition*. (Boston: Pearson Education, Inc., 2012), p. 151.

the treatment. Post-test is given to know students' achievement after getting the treatment by using TikTok @zulfazida.

There are various methods for gathering data in order to carry out the research. The following instruments were utilized in this study:

1. Test

The researcher used pre-test and post-test with to see the difference before and after used TikTok @zulfazida and not used it.

a. Pre-test

Pre-test was conducted before starting treatment. Before using TikTok @zulfazida, the pre-test is used to determine how far students' vocabulary mastery have progressed. Difference before and after the treatment are identified to the pre-test. The researcher used pre-test for both the experimental class and control class. The type of test is multiple choice. It comprises of 20 multiple choice items, which students must answer the questions.

b. Post-test

The researcher conducted the pre-test and treatment before conducting the post-test. The purpose of the post-test is to determine how much students' vocabulary mastery have improved after using TikTok @zulfazida. Both experimental class and control class were given post-test by the researcher. It consist of 20 multiple choice items. The researcher employed 20 questions of multiple choice to be applied to the students based on the instrument of data collection by employing pre-test and post-test. The researcher used the following criteria to grade the students' work:

- 1) The 1 to answer the question correctly
- 2) The 0 to answer the question incorrectly.

In the quantitative research, a good instrument has two criteria, there are validity and reliability.

a) Validity test

In quantitative research, validity refers to whether one can draw meaningful and useful inferences from

scores on particular instruments or not.⁷⁴

In this research, the researcher used the validity test to know whether the instrument vocabulary mastery is valid. Validity test is used to find out the r_{xy} , the consulted with r_{table} with 5% significance level for product moment with df of db was $N-2= 28-2=26$. The r index was 0,374. If the value of r_{xy} is higher than r_{table} the items is valid. Meanwhile, if the value of r_{xy} is lower than r_{table} the items is not valid.

To measure the validity test, the researcher put 28 students from VIII C as respondents. The researcher gave 20 multiple choices to measured the items.

The researcher counted the validity test used IBM SPSS program version 26.

The calculation of the items validity instrument, could be shown in table 3.1 as follows:

⁷⁴ Ibid, p.151.

Table 3.2 The Result of Validity Calculation

Item	“r” Calculated	“r” Index	Criteria
1	0,713	0,374	Valid
2	0,606	0,374	Valid
3	0,619	0,374	Valid
4	0,606	0,374	Valid
5	0,673	0,374	Valid
6	0,653	0,374	Valid
7	0,627	0,374	Valid
8	0,619	0,374	Valid
9	0,816	0,374	Valid
10	0,634	0,374	Valid
11	0,738	0,374	Valid
12	0,816	0,374	Valid
13	0,634	0,374	Valid

14	0,648	0,374	Valid
15	0,816	0,374	Valid
16	0,620	0,374	Valid
17	0,620	0,374	Valid
18	0,648	0,374	Valid
19	0,738	0,374	Valid
20	0,648	0,374	Valid

2. Reliability test

Reliability is to consistency of score that is an instrument's ability to produce "approximately" the same score for an individual over repeated testing or across different ratters.⁷⁵ It can be concluded that reliability is used to measure an instrument of the test from the research whether consistent if the instrument is used repeatedly.

⁷⁵ Marguirite G, Lodico. Et, al, Method in Educational Research: From Theory to Practice, (USA: A, Wiley Imprint, 2006), 87.

In this research, the researcher used SPSS program 26 version to measured reliability of vocabulary mastery multiple choice test. The calculation of the reliability using SPSS program as follows:

Table 3.3 The Result of Reliability Test

Cronbach's Alpha	N of Items
.938	20

From the calculated table 3.3 above, the result of reliability was the value of students' reliability instrument of multiple choice is 0,374. As a result, the reliability value calculated using an r-table with a significance level of 5%. The r-table has a value of 0,374. The test is dependable since the r-index dependability of multiple choice ($0,938 > r\text{-table } (0,374)$).

D. Data Collecting Technique

There are two instruments to collect the data such as follows:

1. Documentation

Documentation is a note of facts or information that will be processed in the research's activity. Documentation was a piece of written or printed material that provides a record off evidence or event an agreement, ownership, identification etc.⁷⁶ Documentation of this research is taken from school. It is about school's history, location, vision, mission. Beside that, the researcher also collect data from result of test that is given to students, the teacher's lesson plan, and photograph of teaching learning process.

2. Test

Frankel stated that a test measures an individual knowledge, or skill in a given area or subject.⁷⁷ Arikunto also stated that test is a series

⁷⁶ Suharsimi. Arikunto, *Prosedur Penelitian Suatu Pendekatan*, (Jakarta: Rineka Cipta),p. 193.

⁷⁷ Jack R. Frankel, *How to Design and Evaluate Research in Education*, (Singapore: Mcgraw Hill, 2012), p. 127.

of questions or other instruments which are used to measure the individual or group skill, knowledge, intelligence, capability, or talent.⁷⁸ In this study, the writer uses written test with essay test form. There two test in this research consist of pre-test and post-test. Pre-test is given to students before getting the treatment is to know the students' vocabulary mastery before is given treatment. Post-test is given after getting treatment by using TikTok @zulfazida. The result of the test is calculate by using scoring rubric for vocabulary.

E. Data Analysis Technique

The data has collected by using a research instrument to be analyzed. The researcher using SPSS program 26 version. Before testing the hypothesis, the data was fulfill the assumption test.

1. Assumption Test

After pre-test and post-test were given to the students, the result of test was analyzed with

⁷⁸ Suharsimi. Arikunto, *Prosedur Penelitian Suatu Pendekatan*, (Jakarta: Rineka Cipta),p. 193.

assumption test; they are normality and homogeneity, it was calculated by using SPSS.

a. Normality

Normality test is used to know whether the data from both group sample which examined comes from the population or distribution or not.⁷⁹

Normality test is test to know the data both of pre-test and post-test that is distributed whether normal or not.

The data is called normal if the result of calculation indicate participants are in the middle. In this research the writer will use SPSS 26 version for windows to investigate the normality testing. The steps to find out the normality test such as follows:

- 1) Open the IBM SPSS program.
- 2) Input the data to the data view by first fill the

⁷⁹ James Dean Brown, *Testing Language Program: A Comprehensive Guide to English Language Assessment*, (New York: Me Graw Hill, 2005), 27.

variable view with write down the name of the classes.

- 3) Click of analyze – non parametric – sample K-S.
- 4) Drag the data into test variable.
- 5) Click OK.

After calculation, it determines by the following criteria:

- a) If value was under than t-table ($t\text{-value} < t\text{-table}$), it means that H_0 is accepted and H_a is rejected.
- b) If value was higher than t-table ($t\text{-value} > t\text{-table}$), it means that H_0 is rejected, and H_a is accepted.

That is hypothesis of data:

H_0 : Data is normally distributed.

H_a : Data is not normally distributed.

b. Homogeneity

Homogeneity test is used to know the similarity of the populations. Homogeneity test is used to know before the researcher compares some groups. In this research, the researcher used SPSS program 26 version to calculate the homogeneity test. The steps of homogeneity test are as follows:

- 1) Open IBM SPSS program.
- 2) Input the data into data view by first fill the variable view with write down X as the score of pre-test and post-test, and Y as the kind of classes.
- 3) Click analyze – compare means – one way anova.
- 4) Click options – checklist Homogeneity of variance – Click OK.

That is hypothesis of data:

Ho: data is homogeneous.

Ha: Data is not homogeneous.

2. Testing Hypothesis

Hypothesis testing is to know the result of this research about the sample. The writer will use SPSS 26.0 to analyze T-Test. Criteria of hypothesis testing can be determine as follow:

If $t\text{-value} < t\text{-table}$, H_0 is accepted and H_a is rejected.

If $t\text{-value} > t\text{-table}$, H_a is accepted and H_0 is rejected.

a) Null Hypothesis (H_0): There is no significant difference between students' vocabulary mastery before and after taught by using TikTok @zulfazida at the seventh grade students of MTsN 2 Ponorogo.

b) Alternative Hypothesis (H_a): There is significant difference on students' vocabulary mastery before and after taught by using TikTok @zulfazida at

the seventh grade students of MTsN 2
Ponorogo.



CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher presents about general findings, data description, and discussion.

A. General Findings

1. Brief History of MTsN 2 Ponorogo

Madrasah Tsanawiyah Negeri (MTsN) 2 Ponorogo is Islamic Junior High Schools in Ponorogo Regency. It is located on Jl. Ki Ageng Mirah No.79, Kelurahan Japan, Kecamatan Babadan, Kabupaten Ponorogo. It was established in 1980 by Decree of the Minister of Religion of the Republic of Indonesia Number 27 of 1980 dated May 31, 1980, Since the establishment of MTsN 2 Ponorogo has had a change in leadership as follows:

Table 4.1 Leadership figures at MTsN 2 Ponorogo

1.	H. Muslim, BA
2.	Drs. Abdullah

3.	H. Kustho, BA
4.	Drs. Sumardi Al Basyari
5.	Drs. H. Imam Asngari, SH, MPd.
6.	Drs. H. Sutarto Kerim
7.	Drs. Moch Haris, M Pd. I
8.	Drs. Tarib, M.Pd. I

Madrasah Tsanawiyah Negeri 2 Ponorogo has shown improvement in its existence and quality for religious character education under the leadership of principal figures madrasah above. Madrasah Tsanawiyah Negeri 2 Ponorogo hopes to be able to contribute more to the syiar of Islam and progress in science and technology, which is based on the stability of Imtaq.

With the passage of time, this madrasah's efforts to improve its quality have not ceased. The development of facilities and infrastructure at Madrasah is one type of effort to improve the quality of education and teaching at Madrasah Tsanawiyah Negeri 2

Ponorogo. With the sharing of quality improvement programs, madrasah can improve the form of educational services provided to all students, including regular, special intelligence. and special talents, as well as maximize all of the potential that Madrasah Tsanawiyah Negeri (MTsN) Ponorogo students have. To realize the above ideals, all existing components are always determined to always unite the vision, mission and cohesiveness, so that a conducive environment can be created so that the teaching and learning process follows the common aspirations.

2. Vision, Mission, Purposes and Objectives of MTsN 2 Ponorogo

a. Vision

THE ESTABLISHMENT
INDONESIAN MUSLIM
PERSONS THAT HAVE
PRECIOUS, GLOBAL,
INTELLIGENT, SKILLED AND
ENVIRONMENTAL VIEWS.

Indicators

- 1) Obedient to Islamic teaching, particularly the five daily prayers and other acts of worship.
- 2) Act in an Islamic manner in daily life in accordance with the noble values and morals, including becoming accustomed to doing good deeds.
- 3) Improving the results of student achievement in various fields each year including the events listed below.
- 4) Recognize the significance of a clean and healthy living culture with environmental awareness.

b. Mission

- 1) Fostering Islamic attitudes and behaviors as well as national cultural values, in everyday life.
- 2) Developing an international standard curriculum for Mathematic, Natural Sciences, English, and Arabic by adopting or adapting a curriculum from developed country as a model for developing an international standard

curriculum.

- 3) Conduct learning by utilizing multiple sources (multi assets) and relying on information and communication technology (ICT).
- 4) Engage in the learning process in an active, innovative, creative, effective, cooperative, communicative, and inspiring manner.
- 5) Fostering a spirit of concern for the social, physic, and cultural environments.
- 6) Fostering a competitive spirit in all madrasah citizens in a variety of competencies.
- 7) Developing the potential and creativity of madrasah citizens so that they can compete at the regional, national, and international levels.
- 8) Professionally implementing Madrasah Based Management (MSBM) and leading to standardized management of quality education by involving all

madrasah citizens and other related institutions through an MOU.

- 9) Form MOUs with superior schools/madrasahs and tertiary institutions to aid in the development of institutions, human resources, curriculum, and teaching-learning activities.

c. Purposes

The expected purposes of providing education at Madrasah Tsanawiyah Negeri 2 Ponorogo are:

- 1) Meet the needs of students who have a unique cognitive development and effectiveness characteristics.
- 2) Students' basic rights must be met through their own educational needs.
- 3) Fulfill students' intellectual curiosity and future goals.
- 4) Attend to students' self-actualization needs.
- 5) Considering students' role as a community assets and the community's

need for role filling.

- 6) Assist students in becoming future leaders.
- 7) Increasing the quality of outputs and outcomes for MTsN 2 Ponorogo.
- 8) Allow students with above-average abilities to complete the learning program more quickly.

d. Objectives

- 1) Classroom space is available for the expansion of new student admissions.
- 2) The availability of student self-development activity spaces (GOR and student dormitories)
- 3) The availability of adequate toilets and the requirement for safe drinking water (adding water tendons).
- 4) Availability of adequate communication and information access (internet).
- 5) The availability of office and madrasah administration rooms.
- 6) Improving students' ability as community members to establish

reciprocal relationships in social, cultural, and natural settings imbued with Islamic teachings.

B. Data Description

The objective of this research is to find out whether or not there is a significant difference between students who are taught by using TikTok @zulfazida and who are not taught by using TikTok @zulfazida at MTsN 2 Ponorogo. In this research, the population was used seven grader students of MTsN 2 Ponorogo were studied during academic year of 2020/2021. The researcher used two classes as a sample. It consists of 57 students. The VII E class as experimental class and the VII D class as control class.

1. Research Schedule

There were four meetings in this research in the experimental class (VII E). There was pre-test for the first. Then there were two treatments (first treatment and second treatment by using TikTok @zulfazida) and a post-test at the end of the meeting. Also, in control class (VII D), there were four meetings in this research, where the first was given pre-test to students. Then, there were twice of

treatment (first treatment and second treatment using teachers' lecturing) and a post-test at the end of the meeting. The research schedule is shown in the table below:

Table 4.2 Experimental Class (VII E)

Date	Activity
April, 19 th 2021	Pre-Test
April, 20 th 2021	First Treatment
April, 26 th 2021	Second Treatment
April, 27 th 2021	Post-Test

Table 4.3 Control Class (VII D)

Date	Activity
May, 3 th 2021	Pre-Test
May, 6 th 2021	First Treatment
May, 24 th 2021	Second Treatment
May, 27 th 2021	Post-Test

2. Research Procedures

The researcher administered a pre-test to both of the classes before the researcher conducting treatment. This activity was aimed to learn about the students' vocabulary mastery of both classes before the researcher gave treatment. The type of test was written test. The test focused in vocabulary. The researcher gave treatment after she gave a pre-test.

In the experimental class, the researcher taught students using TikTok @zulfazida. The teaching procedures using TikTok @zulfazida as follows:

In the first meeting, the researcher gave a pre-test before the material using a media "TikTok @zulfazida". The pre-test is looking at the condition of the students before the researcher applying a treatment. In this case the researcher choose the material. The material which the researcher choose is about vocabulary in chapter "Talk about Hobbies, Family, and Jobs". So, the researcher gave a

pre-test about it to students that consist of 20 items of multiple choice.

In the second meeting, the researcher gave a first treatment to students in the classroom. The researcher explained the video by using “Tik Tok @zulfazida” that would showed in front of class. In this videos that had given for the first treatment explained about chapter “Talk about Hobbies”. After the researcher had shown the video, then the researcher explained about the material in the video. In this meeting, the researcher and the students discussed about the material. Also, the researcher reminded the students to write a summary and the researcher asked to the students if they’re had a question about the material. At the last time, the researcher given a conclusion to the students.

Same as the second meeting, in the third meeting the researcher gave a second treatment. The researcher explained the video by using “TikTok @zulfazida” that would be showed in front of class. In this video that had

given for the second treatment explained about chapter “Talk about Family and Jobs”. After the researcher had shown the video, then the researcher explained about the material. Then, the researcher and students discussed about the material. Also, the researcher reminded the students to write a summary and asked them if they are had a question. At the last time, the researcher given a conclusion to the students.

In the last meeting, post-test was gave to the students. The researcher gave a post-test to measured how much students’ vocabulary mastery that they are understood.

Meanwhile, in the control class (VII D) were the same as the experimental class (VII E), but the differences both class were in the media that used in. After conducted pre-test, the researcher taught the control class (VII D) by using media like normally as teacher used. Then, the researcher also gave a post-test in this class. Both classes used the same materials, but the difference between them was the media used in the teaching-learning

process.

3. The Result of Students' Pre-test Score in Experimental Class

The researcher used multiple choice test to get the data. It was used to analyze students' vocabulary mastery. The table below showed the students' vocabulary mastery before the students were taught by using TikTok @zulfazida. The students' scores were:

Table 4.4 Result of Student's Pre-Test Score in Experimental Class

NO	NAME	PRE-TEST
1	AEJS	35
2	AWS	45
3	ANU	60
4	ACNH	35
5	AMP	35
6	ASA	40

7	AUY	45
8	AFL	50
9	AAM	70
10	DIF	60
11	FZI	35
12	GSAW	55
13	GEH	55
14	HAR	55
15	HAYK	60
16	KAS	65
17	KWA	30
18	LWW	40
19	MRD	45
20	MNAK	65
21	MCM	70
22	NSOS	70

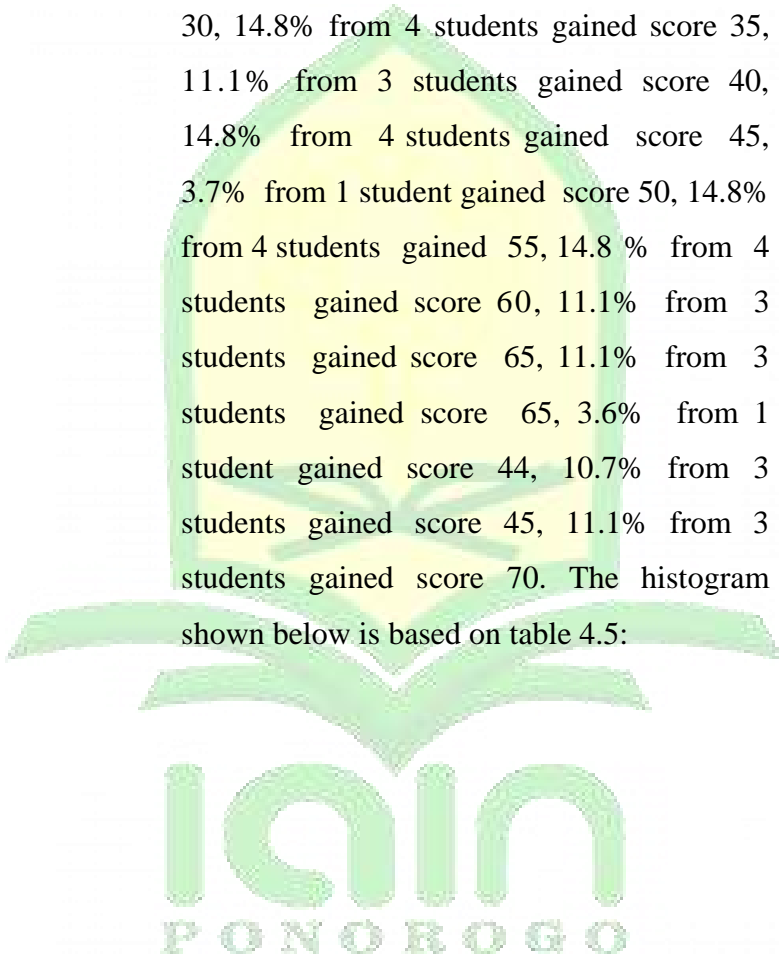
23	NDG	55
24	NDR	40
25	RBA	45
26	RNW	65
27	WKB	60
TOTAL		1385

According to table 4.4, the highest pre-test score is 65, while the lowest pre-test score is 30. The total score for pre-test is 1245, with a mean score of pre-test is 51,29

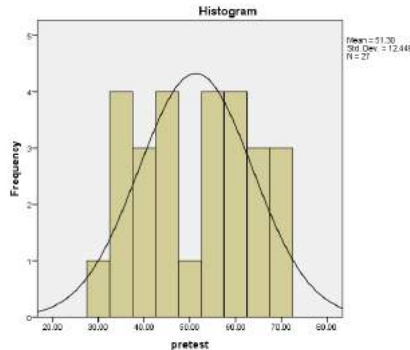
Table 4.5 Frequency Distribution of Pre-Test in Experimental Class

pretes					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	30.00	1	3.7	3.7	3.7
	35.00	4	14.8	14.8	18.5
	40.00	3	11.1	11.1	29.6
	45.00	4	14.8	14.8	44.4
	50.00	1	3.7	3.7	48.1
	55.00	4	14.8	14.8	63.0
	60.00	4	14.8	14.8	77.8
	65.00	3	11.1	11.1	88.9
	70.00	3	11.1	11.1	100.0
	Total		27	100.0	100.0

The table 4.5 shows that the students' vocabulary scores ranged from low to high. There were 3.7% from 1 student gained score 30, 14.8% from 4 students gained score 35, 11.1% from 3 students gained score 40, 14.8% from 4 students gained score 45, 3.7% from 1 student gained score 50, 14.8% from 4 students gained 55, 14.8% from 4 students gained score 60, 11.1% from 3 students gained score 65, 11.1% from 3 students gained score 65, 3.6% from 1 student gained score 44, 10.7% from 3 students gained score 45, 11.1% from 3 students gained score 70. The histogram shown below is based on table 4.5:



Figures 4.1 Histogram of Pre-Test in Experimental Class



The histogram 4.1 showed, that stated $M = 51.30$ and $SD = 12.449$ to determine the category for students' vocabulary mastery was good, medium or low, the researcher classified the scores using the following criteria:

- a. Pre-test score less than $M - 1. SD$
($51.30 - 12.449 = 38.851$) for category low
- b. Pre-test score between $M - 1. SD$
($51.30 - 12.449 = 38.851$) to $M + 1. SD$
($51.30 + 12.449 = 63.749$) for category medium.

- c. Pre-test score more than $M + 1. SD$
 $(51.30 + 12.449 = 63.749)$ for
 category good.

The result indicated that the pre-test score which is less than 38.851 is classified as low, the pre-test score which is between 38.851 to 63.749 is classified into medium, the pre-test score which is more 63.749 is classified as good.

4. The Result of Students' Pre-test Score in Experimental Class

The table below showed the students' vocabulary mastery after the students were taught by using TikTok @zulfazida. The students' scores were::

Table 4.6 Result of Student's Post-Test Score in Experimental Class

NO	NAME	POST-TEST
1	AEJS	85
2	AWS	85

3	ANU	90
4	ACNH	85
5	AMP	80
6	ASA	75
7	AUY	85
8	AFL	75
9	AAM	90
10	DIF	85
11	FZI	90
12	GSAW	80
13	GEH	90
14	HAR	75
15	HAYK	85
16	KAS	90
17	KWA	80
18	LWW	80

19	MRD	85
20	MNAK	80
21	MCM	85
22	NSOS	90
23	NDG	80
24	NDR	85
25	RBA	85
26	RNW	90
27	WKB	90
TOTAL		2275

According to table 4.6, the highest pre-test score is 90, while the lowest post-test score is 75. The total score for post-test is 2275, with a mean score of the post-test is 84.25.

Table 4.7 Frequency Distribution of Post-Test in Experimental Class

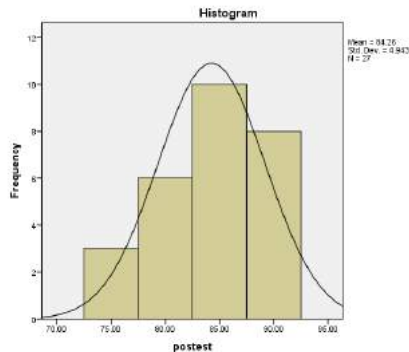
		postes			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	75.00	3	11.1	11.1	11.1
	80.00	6	22.2	22.2	33.3
	85.00	10	37.0	37.0	70.4
	90.00	8	29.6	29.6	100.0
Total		27	100.0	100.0	

The table 4.7 shows that the students' vocabulary scores ranged from low to high. There were 11.1% from 3 students gained score 75, 22.2% from 2 students gained score 80, 37.0% from 10 students gained score 85, 29.6% from 8 students gained score. The histogram shown below is based on table 4.7:



IAIN
PONOROGO

Figures 4.2 Histogram of Post-Test in Experimental Class



The histogram 4.2 showed, that stated $M = 84.26$ and $SD = 4.943$ to determine the category for students' vocabulary mastery was good, medium or low, the researcher classified the scores using the following criteria:

- a. Post-test score less than $M - 1. SD$ ($84.26 - 4.943 = 79.317$) for category low.
- b. Post-test score between $M - 1. SD$ ($84.26 - 4.943 = 79.317$) to $M + 1. SD$ ($84.26 + 4.943 = 89.203$) for category medium.

- c. Post-test score more than $M + 1. SD$
 $(84.26 + 4.943 = 89.203)$ for category
 good.

The result indicated that the pre-test score which is less than 79.317 is classified as low, the post-test score which is between 79.317 to 89.203 is classified into medium, the post-test score which is more 89.203 is classified as good.

5. The Result of Students' Pre-Test Score in Control Class

The table below showed the students' vocabulary mastery before gave treatment in control class. The students' scores were:

Table 4.8 Result of Student's Pre-Test Score in Control Class

NO	NAME	PRE-TEST
1	AAA	55
2	ACEPA	35
3	AA	45

4	ATJS	55
5	ARM	40
6	BLS	35
7	CAS	55
8	DAR	50
9	DMH	30
10	FSZ	40
11	FAL	30
12	HDT	50
13	KNMS	45
14	MK	40
15	MAFB	55
16	NPR	50
17	NKPP	35
18	NR	35
19	NAIM	45

20	RPA	60
21	RHP	65
22	RAA	45
23	SOR	40
24	SAR	30
25	VDW	45
26	YAT	55
27	YBR	45
TOTAL		1210

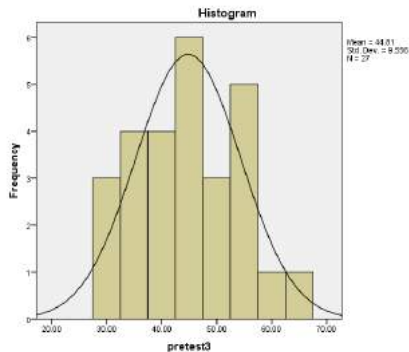
According to table 4.8 above, the highest pre-test score is 65, while the lowest pre-test score is 30. The total score for pre-test is 1210, with a mean score of the pre-test is 44,81.

Table 4.9 Frequency Distribution of Pre-Test in Control Class

		pretess2			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	30.00	3	11.1	11.1	11.1
	35.00	4	14.8	14.8	25.9
	40.00	4	14.8	14.8	40.7
	45.00	6	22.2	22.2	63.0
	50.00	3	11.1	11.1	74.1
	55.00	5	18.5	18.5	92.6
	60.00	1	3.7	3.7	96.3
	65.00	1	3.7	3.7	100.0
	Total	27	100.0	100.0	

The table 4.9 shows that the students' vocabulary score ranged from low to high. There were 11.1% from 3 students gained score 30, 14.8% from 4 students gained score 35, 14.8% from 4 students gained score 40, 22.2% from 6 students gained score 45, 11.1% from 3 students gained score 50, 18.5% from 5 students gained score 55, 3.7% from 1 student gained score 60, 3.7% from 1 student gained score 65. The histogram shown below is based on table 4.9:

Figures 4.3 Histogram of Pre-Test in Control Class



The histogram 4.3 showed, that stated $M = 44.81$ and $SD = 9.556$ to determine the category for students' vocabulary mastery was good, medium or low, the researcher classified the scores using the following criteria:

- a. Pre-test score less than $M - 1. SD$ ($44.81 - 9.556 = 35.254$) for category low.
- b. Pre-test score between $M - 1. SD$ ($44.81 - 9.556 = 35.254$) to $M + 1. SD$ ($44.81 + 9.556 = 54.366$) for category medium.
- c. Pre-test score more than $M + 1. SD$

$(44.81 + 9.556 = 54.366)$ for category good.

The result indicated that the pre-test score which is less than 35.254 is classified as low, the pre-test score which is between 35.254 to 54.366 is classified into medium, the pre-test score which is more 54.366 is classified as good.

6. The Result of Students' Post-Test Score in Control Class

The table below showed the students' vocabulary mastery after gave treatment in control class. The students score were:

Table 4.10 Result of Student's Post-Test Score in Control Class

NO	NAME	POST-TEST
1	AAA	75
2	ACEPA	75
3	AA	80

4	ATJS	75
5	ARM	70
6	BLS	70
7	CAS	70
8	DAR	75
9	DMH	80
10	FSZ	75
11	FAL	75
12	HDT	65
13	KNMS	80
14	MK	75
15	MAFB	65
16	NPR	70
17	NKPP	75
18	NR	75
19	NAIM	80

20	RPA	75
21	RHP	75
22	RAA	70
23	SOR	65
24	SAR	80
25	VDW	70
26	YAT	70
27	YBR	75
TOTAL		1985

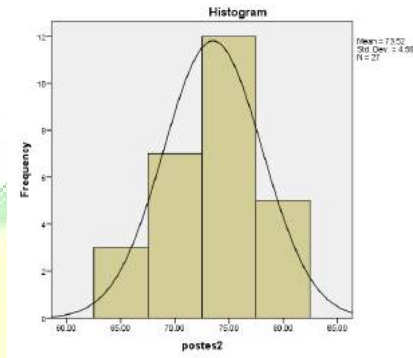
According table 4.10 above, the highest post-test score is 80, while the lowest post-test score is 65. The total score for post-test is 1985, with a mean score of the post-test is 73,51.

Table 4.11 Frequency Distribution of Post-Test in Control Class

		postes2			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	65.00	3	11.1	11.1	11.1
	70.00	7	25.9	25.9	37.0
	75.00	12	44.4	44.4	81.5
	80.00	5	18.5	18.5	100.0
Total		27	100.0	100.0	

The table 4.11 shows that students' vocabulary score ranged from low to high. There were 11.1% from 3 students gained score 65, 25.9% from 7 students gained score 70, 44.4% from 12 students gained score 75, 18.5% from 5 students gained score 80. The histogram shown below is based on table 4.11

Figures 4.4 Histogram of Post-Test in Control Class



The histogram 4.4 showed, that stated $M = 73.52$ and $SD = 4.56$ to determine the category for students' vocabulary mastery was good, medium or low, the researcher classified the scores using the following criteria:

- a. Post-test score less than $M - 1. SD$ ($73.52 - 4.56 = 68.96$) for category low.
- b. Post-test score between $M - 1. SD$ ($73.52 - 4.56 = 68.96$) to $M + 1. SD$ ($73.52 + 4.56 = 78.08$) for category medium.
- c. Post-test score more than $M + 1. SD$ ($73.52 + 4.56 = 78.08$) for category

good.

The result indicated that the pre-test score which is less than 68.965 is classified as low, the post-test score which is between 68.96 to 78.08 is classified into medium, the post-test score which is more 78.08 is classified as good.

C. Data Analysis

1. The Result of Assumption Test

a. Normality Test

The normality test is used to see whether there is distribution response to the instrument was normal. The Kolmogorov-Smirnov test was used in this research to test the normality of the data because the sample was < 30 students for each class. Theoretically, if the value of p is greater than 0.05, the data is normal. If it is less than 0.05, the data deviates significantly from a normal distribution.

The researcher used the Kolmogorov-Smirnov formula and the

calculation was used SPSS for windows.

The calculation results are as follows:

- 1) Normality Test of
Experimental Class

**Table 4.12 Normality Test of Experimental Class
One-Sample Kolmogorov-Smirnov Test**

		Unstandardize Residual
N		27
Normal Parameters ^{a,b}	Mean	51.2963
	Std. Deviation	12.44933
Most Extreme Differences	Absolute	.138
	Positive	.138
	Negative	-.135
Test Statistic		.138
Asymp. Sig. (2-tailed)		.200 ^{c,d}

a. Test distribution is Normal.

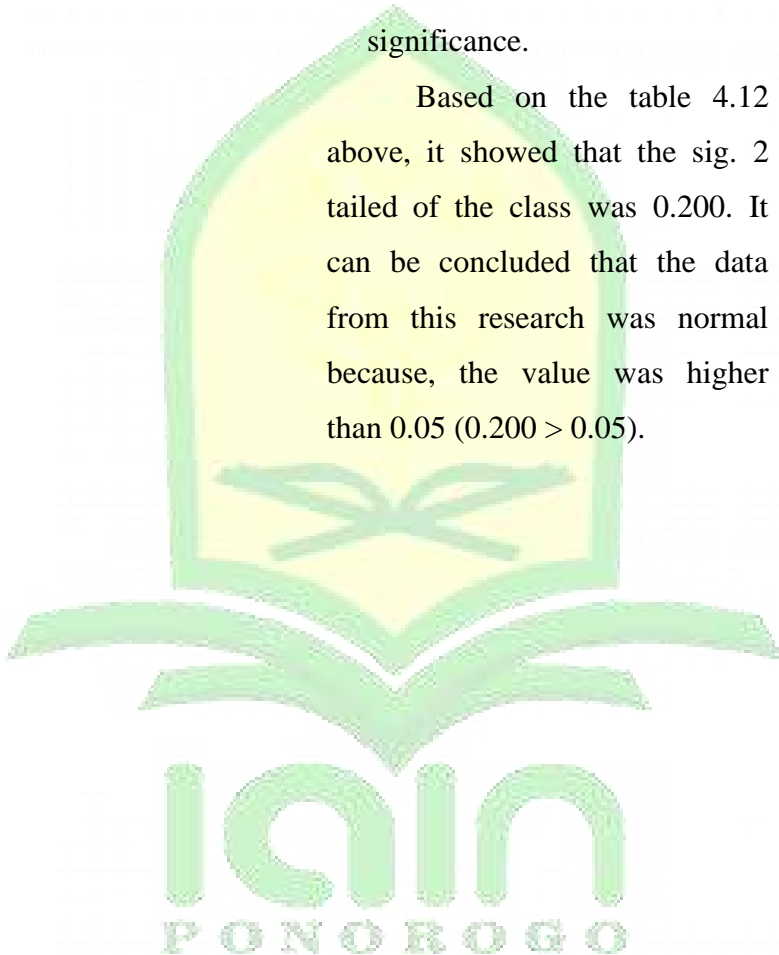
b. Calculated from data.

c. Lilliefors Significance

Correction.

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

Based on the table 4.12 above, it showed that the sig. 2 tailed of the class was 0.200. It can be concluded that the data from this research was normal because, the value was higher than 0.05 ($0.200 > 0.05$).



2) Normality Test of Control Class

Table 4.13 Normality Test of Control Class
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		27
Normal Parameters ^{a,b}	Mean	44.8148
	Std.	9.55565
	Devia tion	
Most Extreme Differences	Absolute	.122
	Positive	.122
		Negative
Test Statistic		.122
Asymp. Sig. (2-tailed)		.200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance
Correction.

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

Based on the table 4.13 above, it showed that the sig. 2 tailed of the class was 0.200. Because the value was higher than 0.05 ($0.200 > 0.05$), it can be concluded that the data from this research was normal.

b. Homogeneity Test

Homogeneity test is used to know the similarity of the populations. It used to know before we compare some of classes. In this research, the researcher used SPSS 26 version program for windows to calculate the homogeneity test.

Table 4.14 Homogeneity Test of Experimental and Control Class

Levene Statistic	df1	df2	Sig.
.100	1	52	.753

According to the data in the table of homogeneity test above, the data was

0.753. Because the value of a statistic is greater ($0.753 > 0.05$), it can be concluded that the variant of the data was homogeneity.

c. Hypothesis Test

The researcher tested the hypothesis after passing the normality and homogeneity tests. The T-test was used by the researcher to analyze the data in SPSS program. The result of the data calculation as follows:

Table 4.15 Mean Score of Experimental and Control Class

Group Statistics				
kelas2	N	Mean	Std. Deviation	Std. Error Mean
posstest2 kelas eksperimen	27	84.2593	4.94269	.95122
kelas kontrol	27	73.5185	4.56045	.87766

According to the data in the table above, the data showed that the total of experimental and control classes was 54 students. The mean for the experimental class was 84.25, while the mean for the control class was 73.51. It is possible to concluded that there were differences in

the mean of post-test scores of students between experimental and control classes. Furthermore, to prove whether the differences was significant or not, the researcher need to interpret the following output of “Independent Sample Test”.

Table 4.16 Calculation of T-Test Independent Sample Test

		Levene's Test for Equality of Variances		t Test for Equality of Means				95% Confidence Interval of the Difference		
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
posttest2	Equal variances assumed	.100	.753	8.299	52	.000	10.74074	1.29426	8.14362	13.33806
	Equal variances not assumed			8.299	51.667	.000	10.74074	1.29426	8.14322	13.33826

Referring to the table above, it is obtained that the value of the t_0 is 8,299 with the degree of freedom (df) is 52. The researcher used the degree of significance of 5%. The degree of freedom (df) is 52, and the value of degree significance of 5% is 2,000 as shown in the significance table. If it is

compared with the value of degree significance of 5 %, the result is $2,000 < 8,299$. In other words, it means that there is significant difference on students' vocabulary mastery before and after being taught by using TikTok @zulfazida at the seventh grade student of MTsN 2 Ponorogo. H_0 was rejected, but H_a was acceptable.

D. Discussion

On April 19th, 2021, the researcher gave pre-test in experimental class and on May 3th, 2021 in control class. The researcher gave a test to get a data or score of pre-test before the students were given a treatment. After giving the pre-test, the researcher gave the first treatment in experimental class for a second meeting on April 20th, 2021, and on April 26th, 2021 the researcher gave a second treatment for a third meeting. The researcher taught vocabulary by using TikTok @zulfazida for experimental class. Also, in control class, the researcher gave the first treatment in the class for a second meeting on May 6th, 2021, and on May 24th, 2021 the researcher gave a second

treatment for a third meeting. The researcher taught vocabulary by using media like normally as teacher used. After giving pre-test and treatment in both of the classes, the researcher gave a post-test. The researcher gave a test for get the data or score of post-test after the students were given a treatment. Both of the classes were given post-test in a fourth meeting. The researcher gave post-test on April 27th, 2021 in experimental class and on May 27th, 2021 in control class.

So, the researcher has answered the hypothesis that TikTok @zulfazida is effectively for teaching vocabulary at the seventh grade students of MTsN 2 Ponorogo in academic year 2020/2021. In this interpretation, the researcher compared of the results of the data t-test with the results of the t-table. If t-test is higher than t-table, it means H_0 is rejected, and H_a is accepted. It can be seen in the table 4.16 above, the table indicated that there is difference coefficient of students taught by using TikTok @zulfazida and the students who are not taught by using TikTok @zulfaazida was 8,299.

There are two hypotheses of this research:

1. Null Hypothesis (H_0): There is no significant difference between students' vocabulary mastery before and after taught by using TikTok @zulfazida at the seventh grade students of MTsN 2 Ponorogo.
2. Alternative Hypothesis (H_a): There is significant difference between students' vocabulary mastery before and after taught by using TikTok @zulfazida at the seventh grade students of MTsN 2 Ponorogo.

From the calculation above, the result of this research showed that t-test was 8,299 and t-table of $df 52=2,000$. It means value of output t-test showed that was higher than t-table ($8,299 > 2,000$). So that, H_0 was rejected and H_a was accepted. That can be given conclusion that "there is significant difference between students' vocabulary mastery before and after taught by using TikTok @zulfazida at the seventh grade students of MTsN 2 Ponorogo".

Moreover, students expressed strong desire for being guided and supported by their teachers to

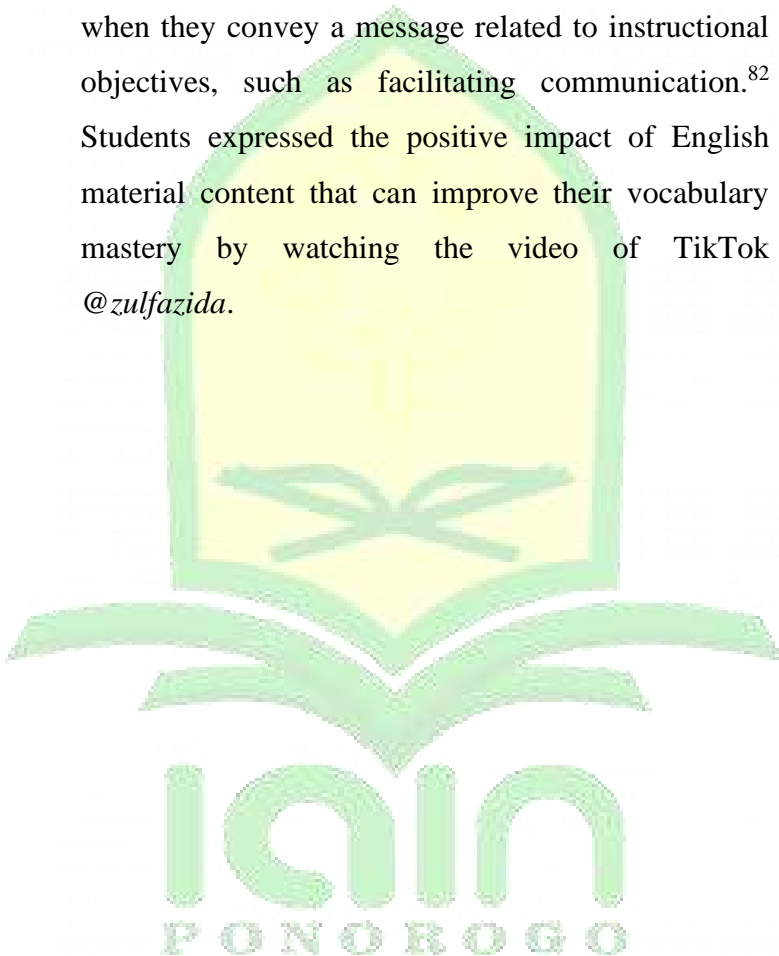
effectively utilize TikTok for English learning.⁸⁰ This research proves that TikTok @zulfazida can be used as learning media in teaching-learning English especially can improve students' vocabulary mastery, not just entertainment videos. TikTok @zulfazida can also make it easier for teachers to deliver the material, and students can also easily accept the material because students feel interested and happy. With TikTok @zulfazida was making students had not been boring in learning English. The explanation in TikTok @zulfazida is clearer, more concise, and easier to understand; additionally, the use of vocabulary and spelling is beneficial for students who are not fluent in English.⁸¹

Learning English, especially vocabulary in an interesting and alternative way using TikTok @zulfazida, has easy video and various features, so TikTok @zulfazida can be implemented in learning English especially vocabulary. Use of TikTok @zulfazida as a language learning media is under

⁸⁰ Huining Yang, *Secondary-school Students' Perspectives of Utilizing Tik Tok for English learning in and beyond the EFL classroom*. International Conference on Education Technology and Social Science (ETSS: 2020), 3, 162-179.

⁸¹ Interviewed on Saturday, May 29th 2021.

consideration today. According to Heinich, teachers need to use instructional media to achieve their objectives. Media are called instructional media when they convey a message related to instructional objectives, such as facilitating communication.⁸² Students expressed the positive impact of English material content that can improve their vocabulary mastery by watching the video of TikTok @zulfazida.



⁸² Robert Heinich, et. al., *Instructional Media and the New Technologies of Instruction*, (Canada: John Willy and Sons, Inc, 1993)

CHAPTER V

CLOSING

This chapter discussed about the conclusion and recommendations of the research.

A. Conclusion

This research has investigated TikTok @zulfazida in improving vocabulary mastery of the seventh grade students at MTsN 2 Ponorogo. Based on the data analysis of the findings gained from students' vocabulary mastery in experimental and control class, it is concluded that the contribution of TikTok @zulfazida is significant in improving students' vocabulary mastery. The researcher concluded that there is a significant difference between students who are taught by using TikTok @zulfazida and who are not taught by using TikTok @zulfazida. It is confirmed that TikTok @zulfazida is an effective media to improve students' vocabulary mastery. The index of t_o is 8,299, it is higher than the index of t_t (2,000) at the level of significant 5%.

B. Recommendation

This research showed that students' vocabulary mastery by using TikTok @zulfazida can improve students' vocabulary mastery. In relation above, the researcher provides some recommendation as follows:

1. For Teacher

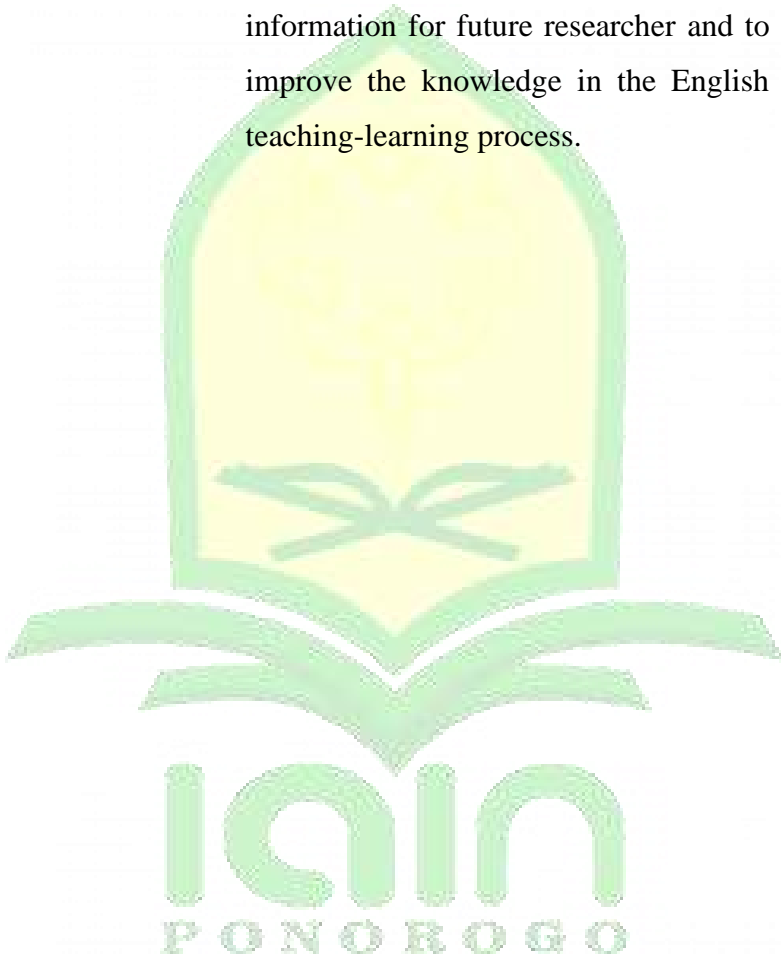
The teachers should be innovative in their use of interesting and funny media in the teaching-learning process. Besides, TikTok @zulfazida can be used as an alternative media in teaching vocabulary.

2. For Students

The students should have more active in the class. If they still don't understand the material, they should ask to the teacher. The researcher hopes the students will have a great motivation to learn and practice their English at school or out of school to improve their vocabulary mastery.

3. For Other Researcher

The researcher hopes that the result of this research can be used as reference of information for future researcher and to improve the knowledge in the English teaching-learning process.



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