

**AN UNDERGRADUATE THESIS**

**IMPROVING STUDENTS VOCABULARY MASTERY BY USING  
TIK-TOK APPLICATION FOR THE EIGHTH GRADERS  
OF SMP MUHAMMADIYAH 4 METRO**

**By:**

**LILIS CANTIKA  
NPM: 1801070041**



**TARBIYAH AND TEACHERS TRAINING FACULTY  
ENGLISH EDUCATION AND STUDY PROGRAM**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO  
1445 H / 2023 M**

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**IMPROVING STUDENTS VOCABULARY MASTERY BY USING  
TIK-TOK APPLICATION FOR THE EIGHTH GRADERS  
OF SMP MUHAMMADIYAH 4 METRO**

Presented a Partial Fufillment of the Requirements  
For the Degree of Sarjana Pendidikan (S.Pd)  
in English Education and Study Program

By:  
**LILIS CANTIKA**  
**NPM: 1801070041**

Tarbiyah and Teachers Training Faculty  
English Education and Study Program

Sponsor: Dr. Umi Yawisah, M.Hum

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**  
**1445 H / 2023 M**



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

**APPROVAL PAGE**

Title : IMPROVING THE VOCABULARY MASTERY BY USING  
TIKTOK APPLICATION FOR THE EIGHT GRADE  
STUDENTS OF SMP MUHAMMADIYAH 4 METRO

Name : Lilis Cantika

Student Number : 1801070041

Department : English Education

Faculty : Tarbiyah and Teacher Training

**APPROVED BY:**

To be examined in Munaqosyah in Tarbiyah Faculty of State Islamic Institute of Metro.

Head of English Education  
Departement



**Andianto, M.Pd.**

NIP. 19871102 201503 1 004

Metro, 20 Oktober 2023  
Sponsor

**Dr. Umi Yawisah, M.Hum.**

NIP. 19620424 199903 2001



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Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
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**NOTIFICATION LETTER**

Number :  
Appendix :  
Matter : **In order to hold the munaqosyah  
of Lilis Cantika**

To :  
The Honorable of the Head of Faculty of  
Tarbiyah and Teacher Training  
State Islamic Institute of (IAIN) Metro

*Assalamu'alaikum, Wr. Wb*

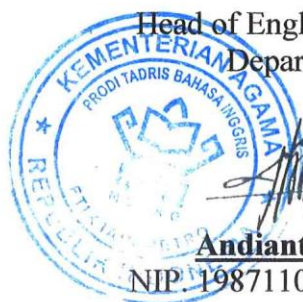

We have given guidance and enough improvement to research thesis script which is written by:

Name : Lilis Cantika  
Student Number : 1801070041  
Department : English Education  
Faculty : Tarbiyah and Teaching Training  
Title : IMPROVING THE VOCABULARY MASTERY BY USING  
TIKTOK APPLICATION FOR THE EIGHT GRADE  
STUDENTS OF SMP MUHAMMADIYAH 4 METRO

It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

*Wassalamu'alaikum Wr. Wb*

Head of English Education  
Departement



**Andianto, M.Pd.**  
NIP. 19871102 201503 1 004

Metro, 20 Oktober 2023  
Sponsor



**Dr. Umi Yawisah, M.Hum.**  
NIP. 19620424 199903 2001



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Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.ain@metrouniv.ac.id

**NOTA DINAS**

Nomor :  
Lampiran : -  
Perihal : **Mohon Dimunaqosyahkan Skripsi  
Lilis Cantika**

Kepada Yth.,  
Dekan Fakultas Tarbiyah dan Ilmu Keguruan  
Institut Agama Islam Negeri (IAIN)  
di-Tempat

*Assalamu'alaikumWr.Wb.*

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

Nama : Lilis Cantika  
NPM : 1801070041  
Jurusan : Tadris Bahasa Inggris (TBI)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Judul Skripsi : **IMPROVING THE VOCABULARY MASTERY BY USING  
TIKTOK APPLICATION FOR THE EIGHT GRADE STUDENTS  
OF SMP MUHAMMADIYAH 4 METRO**

Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

*Wassalamu'alaikumWr.Wb.*

Mengetahui,  
Ketua Jurusan TBI  
  
**Andianto, M.Pd.**  
NIP. 19871102 201503 1 004

Metro, 20 Oktober 2023  
Dosen Pembimbing



**Dr. Umi Yawisah, M.Hum.**  
NIP. 19620424 199903 2001





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INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0726) 41507; Faksimili (0725) 47296; Website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id) E-mail: [iainmetro@metrouniv.ac.id](mailto:iainmetro@metrouniv.ac.id)

**RETIFICATION PAGE**

No. 5369/1h.28.1/D/PP.00.9/11/2023

An Undergraduate Thesis entitled: **IMPROVING STUDENTS' VOCABULARY MASTERY BY USING TIK-TOK APPLICATION FOR THE EIGHTH GRADERS OF SMP MUHAMMADIYAH 4 METRO.** Written by: **LILIS CANTIKA**, Student Number **1801070041**, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on **Monday, November 13<sup>th</sup> 2023 at 08.00 – 10.00 a.m. WIB, Located at Gedung Dosen Lantai III A.**

**BOARD OF EXAMINERS:**

Chair person	: Dr. Umi Yawisah, M.Hum	(.....)
Examiner I	: Dr. Ahmad Subhan Roza, M.Pd	(.....)
Examiner II	: Linda Septiyana, M.Pd	(.....)
Secretary	: Leni Setyana, M.Pd	(.....)



**The Dean of Tarbiyah and Teacher Training Faculty**



**Dr. Zuhairi, M.Pd**  
NIP. 19620612 1989031 006

**MENINGKATKAN KEMAMPUAN KOSA-KATA SISWA  
DENGAN MENGGUNAKAN APLIKASI TIK-TOK  
DI KELAS DELAPAN  
SMP MUHAMMADIYAH 4 METRO**

**ABSTRAK**

**By:  
LILIS CANTIKA**

Kosakata merupakan dasar keterampilan berbahasa yang harus dikuasai oleh siswa. Dengan kosa-kata siswa dapat berkomunikasi dan mendapatkan banyak informasi yang mereka butuhkan. Namun, mereka sering mengabaikan penguasaan kemampuan ini. Hal ini peneliti temukan di kelas delapan SMP Muhammadiyah 4 Metro dimana para siswa mengalami kesulitan berbahasa Inggris, sehingga ini menyebabkan hasil belajar mereka rendah, untuk meningkatkan kemampuan kosakata siswa, peneliti menggunakan aplikasi TikTok dalam proses pembelajaran. Tujuan penelitian ini adalah untuk mengetahui apakah aplikasi TikTok dapat meningkatkan kosa-kata siswa dalam pembelajaran bahasa Inggris.

Bentuk penelitian ini adalah penelitian tindakan kelas yang dilakukan dalam 2 siklus. Setiap siklus terdiri dari perencanaan, tindakan, pengamatan, dan refleksi. Objek dari penelitian ini adalah kemampuan kosakata siswa dan subjek penelitian berjumlah 23 siswa. Dalam pengumpulan data peneliti menggunakan test, observasi, dokumentasi dan field notes . Penelitian ini dilaksanakan dengan guru mata pelajaran bahasa Inggris kelas VIII SMP Muhammadiyah 4 Metro yaitu Bapak Abidin, M.Pd.

Hasil penelitian menunjukkan bahwa ada peningkatan yang signifikan dari kosakata siswa setelah menggunakan aplikasi Tiktok. Pernyataan ini dapat dibuktikan dengan nilai rata-rata tes kemampuan siswa adalah 60, tetapi meningkat menjadi 65 pada siklus I dan 72 pada siklus II. Artinya kosakata siswa dari siklus I sampai siklus II tergolong berhasil. Aplikasi Tiktok dapat meningkatkan penguasaan kosakata siswa.

*Key words: Kosakata, Aplikasi Tiktok, dan Penelitian Tindakan Kelas*

**IMPROVING STUDENTS VOCABULARY MASTERY BY USING  
TIK-TOK APPLICATION FOR THE EIGHTH GRADERS  
OF SMP MUHAMMADIYAH 4 METRO**

**ABSTRACT**

**By:  
LILIS CANTIKA**

Vocabulary is the basis of language skills that must be mastered by students. Use vocabulary students can communicate and get a lot of information they need. However, they often neglect the mastery of this ability. The research found in the eighth grade of SMP Muhammadiyah 4 Metro where students had difficulty in speaking English, so this caused their learning outcomes to be low. To improve students' vocabulary skills, the research used the TikTok application in the learning process. The purpose of this research is to find out whether the TikTok application can increase students' vocabulary in learning English.

The form of this research is classroom action research conducted in two cycles. Each cycle consists of planning, action, observation, and reflection. The object of this study is the students' vocabulary skills and research subjects totaling 23 students. In collecting data, researchers used tests, observations, documentation and field notes. This research was conducted with an English subject teacher for class VIII SMP Muhammadiyah 4 Metro, namely Mr. Abidin, M.Pd

The results showed that there was a significant improve in students' vocabulary after using the Tiktok application. This statement can be proven by the average score of students' ability tests which is 60, but increased to 65 in the first cycle and 72 in the second cycle. This means that the vocabulary of students from cycle I to cycle II is classified as successful. The Tiktok application can improve student vocabulary mastery.

*Key words: Vocabulary, Tiktok Application, and Classroom Action Research*



## STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : LILIS CANTIKA  
Students Number : 1801070041  
Department : English Education (TBI)  
Faculty : Tarbiyah and Teacher Training

States that this undergraduate thesis is original, except of the certain parts of it quoted from the bibliography mentioned.

Metro, November 13<sup>th</sup> 2023

The Writer



**Lilis Cantika**

St.Number 1801070041

## ORISINALITAS PENELITIAN

Yang bertanda tangan di bawah ini:

Nama : Lilis Cantika  
NPM : 1801070041  
Jurusan : Tadris Bahasa Inggris  
Fakultas : Tarbiyah dan Ilmu Keguruan

Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian saya kecuali bagian-bagian tertentu yang saya rujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 13 November 2023  
Penulis



**Lilis Cantika**  
NPM. 1801070041

## MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٥﴾

Because the real hardship comes ease. Verily, after hardship there is relief.”

QS Al-Insyirah: 5

## **DEDICATION PAGE**

The undergraduation thesis would highly be dedicated to:

1. My beloved Parents Mr. Kiwil and Mrs. Emi, who always give me support, give me pray, I love you
2. My beloved younger sister, Ega (Thanks for your care and support).
3. My sponsor Dr. Umi Yawisah, M.Hum (Thank you It will not be real without your assistance).
4. My beloved friend Muhammad Sigit Saputra, thank you always give me support
5. My beloved friends especially in TBI '2018 thanks for all your support, help, care, and thanks for your assistance, so that I could finish my graduate thesis.
6. My Headmaster and English teacher at SMP Muhammadiyah 4 Metro

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In the name of Allah, the most merciful, all praise be to Allah, the ruler of the world, whose mercy and blessings. The researcher is very grateful for the opportunity given to him to complete his undergraduate thesis.

This thesis is presented as part of fulfilling the requirements for a bachelor of education (S.pd) degree in English education major. Titled “ IMPROVING THE VOCABULARY MASTERY BY USING TIK-TOK APPLICATION FOR THE EIGHTH GRADE STUDENTS OF SMP MUHAMMADIYAH 4 METRO”.

In this time, the researcher would express his deepest gratitude especially to:

1. Prof. Dr. Hj. Siti Nurjanah, M.Ag.,PIA, as the Rector of IAIN Metro Lampung.
2. Dr. Zuhairi, M.Pd, as the Dean of the Tarbiyah and Teacher Training Faculty of IAIN Metro Lampung.
3. Dr. Much Deiniatur, M.Pd.BI, as the Head of English Education Department of IAIN Metro Lampung.
4. Dr. Umi Yawisah, M.Hum as the advisor valuable knowledge and support in finishing this a research proposal.

Finally, the writer realizes that this undergraduate thesis is still imperfect. Therefore critique and suggestion are needed to build thus undergraduate thesis to be better. The researcher hopes that the result of the research can be beneficial al of us properly.

Metro, November 13<sup>th</sup> 2023  
The Researcher



**Lilis Cantika**  
NPM. 1801070041

## TABLE OF CONTENTS

<b>COVER .....</b>	<b>i</b>
<b>TITLE PAGE .....</b>	<b>ii</b>
<b>APPROVAL PAGE .....</b>	<b>iii</b>
<b>NOTIFICATION LETTER .....</b>	<b>iv</b>
<b>RATIFICATION PAGE.....</b>	<b>vi</b>
<b>ABSTRACT .....</b>	<b>vii</b>
<b>STATEMENTS OF RESEARCH ORGINALITY .....</b>	<b>ix</b>
<b>MOTTO .....</b>	<b>xi</b>
<b>DEDICATION PAGE.....</b>	<b>xii</b>
<b>ACKNOWLEDGMENT .....</b>	<b>xiii</b>
<b>TABLE OF CONTENTS.....</b>	<b>xiv</b>
<b>LIST OF TABLES .....</b>	<b>xvii</b>
<b>LIST OF FIGURES .....</b>	<b>xviii</b>
<b>LIST OF APPENDIX .....</b>	<b>xix</b>
 <b>CHAPTER I INTRODUCTION</b>	
A. Background Of The Study.....	1
B. Problem Identification.....	5
C. Problem Limitation .....	5
D. Problem Formulation.....	5
E. Objective And Benefit Of Study .....	5
F. Prior Research .....	6
 <b>CHAPTER II THEORETICAL REVIEW</b>	
A. Concept Of Vocabulary Mastery.....	8
1. Definition Of Vocabulary Mastery .....	8
2. Kind of Vocabulary Mastery.....	9
3. The Important Of Vocabulary Mastery .....	11
4. Indicator of Vocabulary Mastery .....	14
5. Assessment Of Vocabulary Mastery .....	15



B. Concept Of TikTok .....	17
1. Definition Of TikTok .....	17
2. Features Of TikTok .....	21
3. Advantages and disadvantages of TikTok as Media in Learning Vocabulary Mastery .....	22
4. The Procedure For Applying TikTok To Vocabulary Mastery Learning .....	26
C. Action Hypothesis .....	26

### **CHAPTER III RESEARCH METHOD**

A. Variable and Operational Definition of Variable .....	27
B. Research Location .....	27
C. Subject and Object of Study .....	27
D. Action Plan .....	27
E. Data Collecting Technique .....	31
F. Data Collecting Instrument .....	33
G. Data Analysis Technique .....	33
H. Indicators of Success .....	35

### **CHAPTER IV RESEARCH RESULT AND DISCUSSION**

A. Definition Of Vocabulary Mastery .....	36
1. Description of Research Data .....	36
a. The History of SMP Muhammadiyah 4 Metro.....	36
b. The Vision and Mission of SMP Muhammadiyah 4 Metro .....	36
c. The Organization Structure of SMP Muhammadiyah 4 Metro..	37
d. The Formation of Teacher and Official Employees of SMP Muhammadiyah 4 Metro.....	38
e. The Condition of Students of SMP Muhammadiyah 4 Metro ....	38
f. The Building of SMP Muhammadiyah 4 Metro.....	38
g. The location Sketch of SMP Muhammadiyah 4 Metro.....	39

2. Description of Research Data .....	40
a. Pre-Test.....	40
b. Cycle I .....	42
c. Cycle II .....	48
B. Discussion .....	55

**CHAPTER V RESEARCH CONCLUSION AND SUGGESTION**

A. Conclusion.....	57
B. Suggestion .....	57

**BIBLIOGRAPHY**

**APENDICES**

## LIST OF TABLES

<b>Table</b>	<b>Page</b>
1. The Data Prasurve of Students' Writing score .....	3
2. The Percentage of the Students' Writing score .....	4
3. The features are Contained in TikTok Applicatio .....	21
4. The Teachers Data of SMP Muhammadiyah 4 Metro .....	38
5. Number of Students of SMP Muhammadiyah 4 Metro .....	38
6. List of Building at SMP Muhammadiyah 4 Metro .....	39
7. The Result of Pre test Grade of Writing Skill .....	40
8. Frequency of Students' Grade in Pre-test .....	41
9. The Students' Score of Post-test 1 .....	44
10. Frequency of Students' Score in Post-test 1 .....	45
11. The Students' Learning Activities Observation in Cycle 1 .....	47
12. The Frequency of Students' Learning Activity in Cycle 1 .....	47
13. The Students Score of Post-test II.....	51
14. The Frequency of Students' Score in Post-test II .....	51
15. The Students' Learning Activities Observation in Cycle 2 .....	53
16. The Frequency of Students' Learning Activity in Cycle 2.....	53
17. The Comparison Between Pre-test, Post-test 1 and Post-test II.....	55
18. The Frequency of Sudents'Score .....	56
19. The Percentage of Students' Learning Activities in Cycle I and Cycle 2.....	56

## **LIST OF PICTURES**

<b>Pictures</b>	<b>Page</b>
1. The Action Research Spiral .....	28
2. The Organization Structure of SMP Muhammadiyah 4 Metro .....	37
3. The Location Scate of SMP Muhammadiyah 4 Metro .....	39

## LIST OF APPENDIX

Appendix 1. The Teacher Data.....	62
Appendix 2. List of Building.....	63
Appendix 3. The Location Sketch.....	64
Appendix 4. Syllabus.....	65
Appendix 5. Lesson Plan.....	68
Appendix 6. Pre-Test Soal.....	73
Appendix 7. Post-Test I Soal.....	74
Appendix 8. Post-Test II Soal.....	75
Appendix 9. Attendance List of Post-Test I.....	76
Appendix 10. Attendance List of Post-Test II.....	77
Appendix 11. Student Score Pre-Test.....	78
Appendix 12. Student Score Post-Test I.....	79
Appendix 13. Student Score Post-Test II.....	80
Appendix 14. Hasil Jawaban Siswa.....	81
Appendix 15. Observation Sheet Students Learning Activities Cycle I.....	90
Appendix 16. Observation Sheet Students Learning Activities Cycle I.....	92
Appendix 17. Observation Sheet of Researcher' Activities in Cycle I.....	94
Appendix 18. Observation Sheet of Researcher' Activities in Cycle II.....	95
Appendix 19. Documentation Sheet.....	96
Appendix 20. Field Note.....	97
Appendix 21. Permit of Survey.....	98
Appendix 22. Response Letter of Survey.....	99
Appendix 23. Surat Bimbingan Skripsi.....	100
Appendix 24. Surat Tugas.....	101
Appendix 25. Permit of Research.....	102
Appendix 26. Response Letter of Research.....	103
Appendix 27. Surat Keterangan Bebas Pustaka Perpustakaan.....	104
Appendix 28. Surat Keterangan Bebas Pustaka Jurusan.....	105
Appendix 29. Turnitin Test.....	106
Appendix 30. Formulir Konsultasi Bimbingan Skripsi.....	108
Appendix 31. Documentation.....	110
Appendix 32. Curriculum Vitae.....	112

# CHAPTER I

## INTRODUCTION

### **A. Background Of The Study**

According to the Oxford dictionary, English means the originally language, of England, now it is used in many other countries and is used as a language of international communication throughout the world. English is becoming more important in all aspects of life

Language is a means of communication with each other, and very important to build our life as human. Language also functions more than just a communication tool. It involves all individuals, as well as their cultural, educational and communication development processes. In other words, language is a tool for communicating, and we can use it to convey our ideas, thoughts, opinions, and feelings. Everything is difficult to do without language.

Communication becomes important in interaction with people who speak different national languages in the era of globalization. People trying to learn as much as they can. Despite the fact that there are many other languages spoken around the world, English is recognized as a world language. Many publications and documents are written in English because it is science and knowledge. The fact that almost every country uses English as a first, second, or foreign language. This implies that in order to access more information, people nowadays need to speak English fluently.

Nowadays, In Indonesian government requires that English be taught from elementary to university. The aim of teaching English is to provide opportunities for students to understand English as a whole. In learning



English, there are four language skills, namely: Listening speaking, reading, and writing. Moreover, other aspects of language are simultaneously taught to develop the four language components above such as grammar, vocabulary, pronunciation, and spelling. The basic components above cannot be successfully learned or mastered if these language skills are not mastered properly. So, learners will not be able to communicate well in English, especially spoken and written.

In this study, vocabulary is one of the linguistic characteristics that affect communicative competence. This has a direct contribution to the mastery of the four language skills. In short, it can be said that students who have good vocabulary mastery will be able to master language skills well. In addition, by mastering vocabulary, students' mastery of the language component will also increase. The statement above reveals that vocabulary is very important in mastering English but students are weak in it. This weakness is often caused by English teachers who do not realize the importance of vocabulary.

Vocabulary is the number of words that make up a language. Vocabulary is the first step that must be taught before teaching other aspects of the language.

Vocabulary is one of the elements of English that must be learned and taught, because vocabulary is a basic component of second language skills; One of the main goals of language learning is to know the meaning of words.

The researcher did the interview media used by the teacher presurvey on Oktober 17th 2022. By interviewing the English teacher. The teacher

explained that English vocabulary activities student's have difficulty about Learning English because they did not understand about grammar mastery and they did not to different past tense and present tense. The student had low vocabulary they are always using the same vocabulary, they did not understand the material given by the teacher.

Besides, the researcher got the English score from the teacher it can be seen on the following table.

**Table 1**  
**The pra-survey data of English Score of the Eighth Graders**  
**Of SMP Muhammadiyah 4 Metro**

<b>No.</b>	<b>Name</b>	<b>Scores</b>	<b>Categories</b>
1	APSN	65	Incomplete
2	ANA	50	Incomplete
3	BF	50	Incomplete
4	CT	55	Incomplete
5	EM	80	Complete
6	FZA	60	Incomplete
7	FA	58	Incomplete
8	FS	50	Incomplete
9	FSA	53	Incomplete
10	FAA	55	Incomplete
11	HLR	53	Incomplete
12	IS	50	Incomplete
13	KAA	50	Incomplete
14	KNZ	70	Complete
15	MAD	50	Incomplete
16	MDAF	66	Incomplete
17	MADA	65	Incomplete
18	MADI	75	Complete
19	MDAF	55	Incomplete
20	QIHR	56	Incomplete
21	SBB	55	Incomplete
22	SO	55	Incomplete
23	PL	60	Incomplete
<b>Total</b>		<b>1.336</b>	
<b>Average</b>		<b>58</b>	<b>Incomplete</b>

**Table 2**  
**The explanation of the prasurey Data**

<b>No.</b>	<b>Grade</b>	<b>Explanation</b>	<b>Frequencies</b>	<b>Percentage</b>
1.	<70	Incomplete	20	86%
2.	>70	Complete	3	14%
Total			23	100%

Based on the data above, many students have low score in English some of them got the score under 70 They did not reach the minimum requirement yet.

TikTok is the most popular and in-demand app in the world. Chinese company. ByteDance first launched an app that has a short duration called TikTok. TikTok became the most downloaded iOS app in the world during 2018. TikTok is an App fastest growing, has 1.5 billion active users, mostly children and teenager . The TikTok app is a social media that experiences rapid development so that it becomes popular culture in Indonesia. The TikTok application is superior, popular and attracts the interest of millennials, who are the majority school-age children. The TikTok app has a lot of video content that can be accessed or downloaded by many people. Videos uploaded in the TikTok application usually contains educational videos, business, da'wah, entertainment, tutorials, education and etc. TikTok can be processed into an interesting and interactive learning media for student. The industrial era 4.0, the development of digital technology has brought changes and affect various aspects of human life, including in the field of education. At this time by using digital media can facilitate and attract students in the learning process.

The purpose of this research is to use the TikTok application as a Learning media Vocabulary at the junior high school level. Researcher focuses to the development on the steps of how to use TikTok media in teaching English vocabulary. So the researcher conducted a research entitled “ Improving the Vocabulary Mastery by Using Tiktok Application for the Eighth grade students of SMP Muhammadiyah 4 Metro”.

### **B. Problem Identification**

1. The Students have low Vocabulary.
2. The Students have low grammar mastery
3. The Students have difficulties about Learning English.

### **C. Problem Limitation**

Based on the identification above, The researcher focuses on the problem that the students have low vocabulary.

### **D. Problem Formulation**

As stated on the background of the research, The research question can be formulated as follows: “ Can the use of TikTok application improve the students Vocabulary Mastery of the eighth grade students of SMP Muhammadiyah 4 Metro in the Academic Year of 2022/2023? “

### **E. Objective And Benefit Of Study**

Based on the problem formulation, the researcher determined the purpose of this study was to improve students' vocabulary mastery and their

learning activities by using the TikTok application to improve the vocabulary mastery of eighth grade students of SMP Muhammadiyah 4 Metro.

1. For the Students

To enable students can understand the English Vocabulary by using TikTok Application, the researcher hopes that they can be easy in memorizing the vocabulary and improve it.

2. For the Teachers

The teacher could be the TikTok application as alternatif media for teach English better in the future

3. For Other Researchers

This research is useful for future researchers who will study in the realm of improving vocabulary skills. This is because this research can be one of the alternative research guidelines or references. This research can provide information to future researchers regarding effective steps to be used in teaching vocabulary using the tiktok application

## **F. Prior Research**

The first was conducted by Ummi Jadidatul Izza in 2021. There are similarities and differences between this research, in a journal entitled “Developing Media based on TikTok Application on Mastering Chinese Vocabulary at Senior High School of Malang the similarities with the researcher are that they use TikTok application media as teaching learning

vocabulary. The differences between other researchers is in the dependent variable section, this study use Chinese vocabulary.<sup>1</sup>

The second researcher was conducted by Imam Santosa in 2019. There are similarities and differences between this research in a journal entitled "The use of my Dictionary Application to improve Students Vocabulary Mastery", the similarities with the researcher are dependent variable section that they improve vocabulary Mastery . The difference between other researcher is in the media that they use Dictionary application.<sup>2</sup>

The last researcher was conducted by Almaidah Bahri in 2022. There are similarities and differences between this research in a journal entitled "Aplikasi TikTok sebagai media pembelajaran bahasa inggris di indonesia", the similarities with the researcher is the learning media use tiktok application. The differences between other researcher are english skill and the methode using qualitative and inductive method.<sup>3</sup>

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<sup>1</sup> Umami Jadidatul Izza, et.al "Developing media Based on TikTok application on mastering Chinese vocabulary HSK 2 at 2 th Senior High school of Malang". *JoLLA: Journal of Language, Literature, and arts* 1, no.12, (2021): 1658-1674

<sup>2</sup> Iman Santosa, et.al "The Use Of My Dictionary Application To Improve Students Vocabulary Mastery", *ELTIN Journal* 7, no.1, (2019): 1

<sup>3</sup> Almaidah Bahri, et.al "Aplikasi TikTok Sebagai Media Pembelajaran Bahasa Inggris Di Indonesia", *Journal Indonesia Sosial Sains* 3, no.1, (2022): 120



## CHAPTER II

### THEORETICAL REVIEW

#### A. Concept Of Vocabulary Mastery

##### 1. Definition of Vocabulary

Vocabulary is one of the language components that can affect macro skill because vocabulary one of the important thing in learning English. Thornburry states that without grammar very little thing can be conveyed, without vocabulary nothing can be conveyed.<sup>4</sup>It means that vocabulary has big contraction to support the successful of learning English. Without vocabulary they can not develop their language skills namely, listening, speaking, reading, writing and translating. Elfrieda states that: vocabulary is the knowledge of meanings of words.<sup>5</sup> It means that vocabulay is knowledge of meaning word. However, vocabulary is more complex than this definition suggests. First, words come in two forms: oral and print. Oral vocabulary includes those words that we recognize and use in listening and speaking. Print vocabulary includes those words that we recognize and use in reading and writing. Second, word knowledge also comes in two forms, receptive and productive. Receptive vocabulary includes words when we listen or read them.

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<sup>4</sup> Scott Thornburry, *How to Teach Vocabulary*, (London: Pearson Education Limited, 2002), p.13

<sup>5</sup> Elfrieda H Hiebert, Micheal L. Kamil, *English Teaching and Learning Vocabulary*, (Mahwah: lawrence Erlbaum Associated Publishers, 2005), p.3

Productive vocabulary includes words that we use when we speak and write.

According to Thornbury, all languages have words.<sup>6</sup> It means that by using of words people can say what they felling, share they idea, and can communication fluently. Thornbury also says that the coming of new words is never stop. In other words, vocabulary is the knowledge of meanings of words.<sup>7</sup> Harmer says that “if language structures make up the skeleton of language then vocabulary that provides that vital organs and flesh.”<sup>8</sup> It means that vocabulary is knowladge of meaning word and distinctly that one of the important parts of elements language. According to theory above, it can be concluded that vocabulary is knowladge of word meaning which very important component in language learning especially in English. Without vocabulary we cannot communicate each other and also without vocabulary we can not exchange our mind. Vocabulary is the knowledge of words, word meaning and spelling. The more we master vocabulary, the more ideas we should have, so we can communicate and share our ideas more effective.

## 2. Definition Of Vocabulary Mastery

Learning fundamental English vocabulary is essential to supporting talents in other areas, such as reading, writing, speaking, and listening.

Vocabulary is basic English learning. The findings of the meta-analysis

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<sup>6</sup> *Ibid.* p. 1

<sup>7</sup> Elfrieda H Hiebert, Michael L. Kamil, *English Teaching and Learning Vocabulary*, (Mahwah: Lawrence Erlbaum Associates Publishers, 2005)p.3

<sup>8</sup> Jeremy Harmer, *the Practice of English Language Teaching*, (London: Longman, 1988), p. 53

indicated that students improved in their reading interest and vocabulary knowledge. Because of this, one of the tactics that may be used to boost kids' vocabulary knowledge is the power of reading interest.<sup>9</sup>

Basically, it can be said that vocabulary is considered to be one of the most important elements in comprehending lesson materials, especially when learning a foreign language. In other words, vocabulary can be interpreted as a language element which provides specific information inside. That is, the vocabulary of a language is a physical appearance of a language which already has meaning, and can be used to name, mention, and express something.<sup>10</sup>

Every educational program in Indonesia has a vocabulary component that is intended to help students express their thoughts, opinions, and ideas in both spoken and writing form. One of the most crucial skills to master in learning a language, particularly English.<sup>11</sup>

One aspect of English known as vocabulary plays a significant part in reading as well as the process of articulating one's thoughts in both written and spoken form. A person's inability to comprehend terminology makes it impossible for them to read, write, or understand what others say or write. Therefore, being proficient in a large number of words is highly crucial while learning a new language. In this method, the activities for

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<sup>9</sup> Resti Citra Dewi, "Pengaruh Kamus Digital Terhadap Penguasaan Kosakata Bahasa Inggris", *Jurnal Informatika Dan Perancangan Sistem (JIPS)* 4, no.2 (2022): 3

<sup>10</sup> Umar, Made Budiarsa, and Made Sri Satyawati, "Assessment of English Vocabulary Mastery through Environment-Based Image Media on the 7th Grade Students", *Asian EFL Journal*, 25, no.51 (2019): 244.

<sup>11</sup> *Ibid.*, 245.

learning and teaching may be organized entirely by the instructor themselves. The information must be presented in a manner that makes use of a variety of instructional strategies that are suitable for the learning goals. An instructor should make it possible for pupils to remember language that they are already familiar with, particularly when it comes to acquiring vocabulary.<sup>12</sup>

### **3. The Important Of Vocabulary Mastery**

The expansion of one's vocabulary is one of the most essential aspects of learning a language. One's thoughts and emotions may be communicated to others via the use of language. Because vocabulary is so crucial to the acquisition of second language abilities (reading, listening, speaking, and writing), it is almost usually included under these categories. In addition to the study of foreign languages, developing one's vocabulary is also an essential part of acquiring a second language. A person's vocabulary isn't just a collection of words; it also refers to their ability to assist others effectively communicate the thoughts that they have.<sup>13</sup>

English klaim mastering demands a vast vocabulary and appropriate grammatical forms. A large vocabulary without a solid grammatical foundation makes it hard to comprehend a reading, and vice

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<sup>12</sup> Resti Citra Dewi, Pengaruh Kamus Digital Terhadap Penguasaan Kosakata Bahasa Inggris., 2.

<sup>13</sup> Resti Citra Dewi, Pengaruh Kamus Digital Terhadap Penguasaan Kosakata Bahasa Inggris., 2.

versa, excellent grammar without a large vocabulary makes it impossible to read a text properly.<sup>14</sup>

Students must master these skills to understand reading material. The growth of children's vocabulary is very important to improve their language skills. Since vocabulary is very important for learning a foreign language, readers will understand the text if they have a large vocabulary. In addition, vocabulary helps us organize our ideas, emotions and experiences.<sup>15</sup>

In addition to the issue of the level of interest shown by the students in the medium being used, the representation of the message being communicated by the instructor should also be taken into consideration when choosing the medium. The presence of the media brings together at least three different purposes, all of which work together. First, there is the role of stimulation, which piques a person's curiosity and makes them want to learn more about everything that is covered in the media. Second, the role of mediation acts as an intermediate between the instructors and the pupils. In this instance, the media acts as a conduit for communication between the teaching staff and the pupils. The explanation that the instructor is trying to get across may be presented through all three functions of information. Students are able to record the

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<sup>14</sup> Yesi Novianti, "Meningkatkan Penguasaan Kosakata Bahasa Inggris Melalui Penggunaan Media Kartu Gambar Pada Siswa Kelas Vii Smpn 1 Muara Bungo", *Jurnal Muara Pendidikan*, 5.1 (2020): 552.

<sup>15</sup> Resti Citra Dewi, Pengaruh Kamus Digital Terhadap Penguasaan Kosa Kata Bahasa Inggris., 3.

information or explanations they need, as well as what the instructor want to communicate, since the media are there.<sup>16</sup>

Researchers discovered that ESL students were able to acquire more vocabulary by using Tiktok. Students were able to pick up a significant amount of new vocabulary because to the wide variety of content offered by Tiktok as well as the platform's helpful and user-friendly features, which included real videos, appropriate audio and images, subtitles, and the “save” option. Because TikTok is so popular these days, using the platform to implement the strategy in the classroom might be an excellent option for teachers, provided that the TikTok videos chosen are appropriate for the student's level, interests, and best interests, and that they match the student's learning requirements and styles. This study also advises that teachers who wish to use TikTok as a teaching tool should create videos with content and topics that connect with their curriculum in order to provide students with better and more authentic learning experiences. Films that were made by teachers on their own time might potentially contribute to a better understanding of the requirements and learning styles of their pupils. Vocabulary is the most important aspect of learning a second language, and it is impossible to communicate effectively in a second language without having a solid foundation in the vocabulary of that language.<sup>17</sup>

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<sup>16</sup> Wisnu Nugroho Aji, “Aplikasi Tiktok Sebagai Media Pembelajaran Bahasa Dan Sastra Indonesia”, *Prosiding Seminar Nasional Pertemuan Ilmiah Bahasa Dan Sastra Indonesia*, (2018): 434.

<sup>17</sup> Intan Erwani and others, ‘The Influence of Tiktok in Increasing Vocabulary for’, Elementary School in SMP 1 Muhammadiyah Banjarbaru”, *ELITE Journal* 4, no.1 (2022): 26-27



#### 4. Indicator of Vocabulary Mastery

According to Ur, vocabulary skill included: pronunciation, spelling, grammar and meaning.”<sup>18</sup>

##### a. Pronunciation.

Pronunciation is the way in which a particular person pronounces the word of a language. Pronunciation is one of the aspects that have a great influence of vocabulary.

##### b. Spelling

Children also need to know the letters and syllables that make up the word that is called spelling. “Spelling is the act of forming words correctly from individual letter or the way that a word is spelt”

##### c. Grammar

Grammatical information is tied into words, and learning words can take students along the way into grammar. This suggests that if we give a high priority to vocabulary, we are not thereby abandoning grammar.

##### d. Meaning

Nation and Cameron argue ways to explain the meaning of new words in the young learner classroom that is by using an object, a cut-out figure, gesture, performing and action, photograph, drawing or diagram on the board, and picture from story book. Actually, finding the meaning for the new foreign language word is the amount of

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<sup>18</sup> Ur. Penny, *A Course in Language Teaching: Practice and Theory*, (Cambridge: Cambridge University Press, 1991), p. 60.

mental work done by the learner affects well a new word is engraved in memory, the students have to think it's about word and meaning, the more likely they are to remember it.

Ur says that to find the meaning it can be done through translation that is word in learners' mother tongue that is equivalent in meaning to the item being taught. It can be concluded that pronunciation, spelling, grammar and meaning are the indicators of vocabulary mastery.

### **5. Assessment Of Vocabulary Mastery**

At the primary level of singing the song, the prosodic features of the language are emphasized. At the higher levels, where the practice of grammar points is at the foreground, songs can be used with several techniques. There is variety of question types that can be used such as:

#### **a. Multiple-choice**

Note that only denotative meaning is tested, the tested does not need to know the words' connotations, spelling, pronunciation, grammar, or how they would be used in context. Multiple-choice questions are tricky and time-consuming to compose, but, if the answer is clear, very quick and easy to mark.

#### **b. Matching**

Matching items are quicker and easier to compose than multiple-choice; but note that the last option- if the learner has all the others right becomes obvious.

c. Sentence completion

This tests denotative meaning only: but is personalized and interesting to do and read.<sup>19</sup>

Some experts distinguish some vocabulary tests into several parts. distinguishes the vocabulary test into three parts, namely (1) a pictorial vocabulary test (2) a vocabulary test in context (3) an out of context vocabulary test. Meanwhile, Djiwandono (1996: 43-44) distinguishes the vocabulary test as follows (1) shows objects, (2) demonstrates, (3) gives equivalents, (4) provides word equations, (5) gives opposite words by explaining in detail and (6) complete the sentence. In addition to the form of the test, the vocabulary test must also consider factors in choosing vocabulary, as expressed which states that there are several factors that must be considered in choosing vocabulary test materials such as (1) level and type of school (2) the level of vocabulary difficulties, (3) active and passive vocabulary and (4) general, special and expression vocabulary.<sup>20</sup>

In addition, argues that the vocabulary test should revolve around the problem of (1) choosing the vocabulary to be tested, and (2) choosing the form and method of testing, especially regarding vocabulary tests that are appropriate to certain levels of cognitive aspects. Therefore, when making materials for tests, must take into account several considerations as described above. In a test, of course, you must consider the types of tests

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<sup>19</sup> *Ibid.*, p. 71

<sup>20</sup> Sri Mulyati, 'Pengaruh Penguasaan Kosakata, Penguasaan Gramatik Dan Kecerdasan Emosional Terhadap Keterampilan Menulis Bahasa Jerman Peserta Didik Kelas Xi SMA Negeri I Imogiri Bantul', (2015): 14-15

that will be tested to students and adjusted to the abilities and materials that have been studied. To test the vocabulary, Lado (1997: 188) argues that the vocabulary test should be carried out in the form of multiple choice. Because the form of multiple choice test is the best form of test in measuring the level of vocabulary mastery.<sup>21</sup>

Based on the opinion above, it is concluded that the vocabulary test is a test used to measure a person's vocabulary ability. Vocabulary tests are divided into pictorial vocabulary tests, in-context vocabulary tests, out-of-context vocabulary tests, showing objects, demonstrating, giving equivalents, giving synonyms, giving opposite words by explaining clearly. detail and complete sentences. In addition to the form of the vocabulary test, vocabulary must also consider factors such as the level and type of school, the level of vocabulary difficulties, active and passive vocabulary as well as general, specific and expression vocabulary. In addition, the selection of vocabulary to be tested and the selection of forms and methods of testing, especially those concerning vocabulary tests that are appropriate to the level of certain cognitive aspects. The vocabulary mastery test should also use multiple choice, because it is more effective to use.

## **B. Concept Of TikTok**

### **1. Definition Of TikTok**

TikTok is the official Chinese social networking and music video application that helps advance the digital industry in Indonesia. This app

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<sup>21</sup> *Ibid.*, 15-16

was launched by the Chinese company, ByteDance. The company first released a short-lived app called Douyin. Within 1 year, Douyin had 100 million users and 1 billion daily video views. Douyin's high popularity became the main reason for expanding outside of China under the name TikTok.<sup>22</sup>

TikTok is a social networking site that enables users to make 15 to 60 second films with a variety of elements including music, filter stickers, and other imaginative features. Taking into account that the TikTok program has characteristics that may make content more appealing and simpler to market. A Chinese startup named ByteDance initially released an app with a brief lifespan called Douyin before launching this one. Douyin boasts 100 million users and daily video views of 1 billion in only one year. Due of TikTok's popularity, many users, particularly young people, may utilize this platform to get information and knowledge that is packed succinctly and simply in TikTok content. The public in Indonesia often uses Tiktok media for both creative and doing commerce. Self-confidence may be impacted by using TikTok social media, particularly among youth. The users of this application are indirectly impacted by TikTok users who utilize English more often while presenting their material. starting with learning how to talk, put sentences together, pick up new slang terms, and comprehend the English content of videos using the

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<sup>22</sup> Teta Dirgantara Jusikusuma and Suparna Wijaya, *PAJAK PENGHASILAN TIKTOKERS Oleh Teta Dirgantara Jusikusuma; Suparna Wijaya - Buku Di Google Play* (www.guepedia.com, 2022) <[https://play.google.com/store/books/details/Teta\\_Dirgantara\\_Jusikusuma\\_Suparna\\_Wijaya\\_PAJAK\\_PE?id=CUKFEAAAQBAJ](https://play.google.com/store/books/details/Teta_Dirgantara_Jusikusuma_Suparna_Wijaya_PAJAK_PE?id=CUKFEAAAQBAJ)> [accessed 21 November 2022]. p.17

hashtag #samamasiswa. When compared to other hashtags whose content covers the issue of learning English, researchers have found that this one has received more than 70 billion views. This figure is expected to rise, and it's probable that the hashtag's video submissions will follow suit.<sup>23</sup>

Launched in September 2016, the Tik Tok app is a social networking and music video platform that originated in China. Users are able to produce their own personal, short music videos using the software. TikTok established itself as the most downloaded application during the course of the first quarter (Q1) of 2018, with a total of 45.8 million downloads. This figure is higher than those of other popular apps like YouTube, WhatsApp, Facebook Messenger, and Instagram According to [tekno.kompas.com](http://tekno.kompas.com), there are around 10 million people in Indonesia who are actively using the Tik Tok application. The vast majority of people who use the TikTok app in Indonesia are either millennials, still in school, or members of the generation generally referred to as Generation Z.<sup>24</sup>

TikTok it self is a video sharing platform with short durations, supported by music, and various interesting filters. This application provides freedom for users to be creative as possible. TikTok also has a variety of special effects that further stimulate the user's imagination, which can be combined with music according to the user's taste with various video editing freedoms. Short videos that have been created by

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<sup>23</sup> Almaidah Bahri and others, "Aplikasi Tiktok Sebagai Media Pembelajaran Bahasa Inggris Di Indonesia", *Jurnal Indonesia Sosial Sains*, 3.1 (2022): 121.

<sup>24</sup> Wisnu Nugroho Aji, *Aplikasi Tiktok Sebagai Media Pembelajaran Bahasa Dan Sastra Indonesia.*, 432.

users can be directly shared with fellow TikTok social media users or other social media users such as Instagram.<sup>25</sup>

TikTok is now the app that has the most users and the highest demand in the whole globe. According to a report by a Chinese business called. In the beginning, ByteDance introduced a short-form video application known as [du yn], which is more well known as TikTok. In 2018, TikTok was the iOS application that received the most downloads everywhere in the globe. TikTok is the program that is expanding at the quickest rate and now has 1.5 billion active users, the majority of whom are youngsters and teens. The program known as TikTok is a kind of social media that is undergoing fast growth in order to establish itself as a prominent part of popular culture in Indonesia. The majority of millennials are youngsters who are now in elementary school or middle school, and the TikTok application has grown outstanding, is appreciated, and has grabbed the attention of millennials. TikTok is one of the social media platforms that is now in demand by all circles in 2020, as stated. TikTok is a mobile application that was introduced in September of 2016 and originated in China. Millennials and members of Generation Z make up the vast majority of users of the TikTok app. This program allows users to create movies and share them with other people who use TikTok. The program TikTok has a large amount of video material, all of which may be seen or downloaded by a large number of users. Typically, the videos that are submitted to the TikTok app fall into one of the following categories:

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<sup>25</sup> Teta Dirgantara Jusikusuma and Suparna Wijaya, *Pajak Penghasilan TikTokers.*, 155.

education, business, da'wah, entertainment, instructional, or any combination of these. TikTok is capable of being transformed into engaging and engaging learning tools for kids to use.<sup>26</sup>

## 2. Features Of TikTok

TikTok is also used to updating its features, for example, developing features so that users can use them more freely, especially for educational purposes. Adding music and usage reviews makes people who have never used this application want to use it too. This is what attracts people, especially students and continues to use this video application.

**Table 3**  
**Features contained in the Tik Tok application**

<b>Features</b>	<b>Usability</b>
Record Sound	Record sound via device, then integrated into in a personal Tik Tok account.
Record Video	Record Videoa Record video via device, then integrated into in a personal Tik Tok account.
Background	Added background sound that can be downloaded from the media Tik Tok App storage
Edit	Fix and edit the draft of the video that has been made
Collaboration	Share videos that have been made
	Collaborate with other Tik Tok App users.

Referring to the explanation above, therefore it can be concluded that the TikTok application can be used as a means or media in the learning process that is feasible to use. For starters, the TikTok application can complement the learning interests of students. Both TikTok applications can attract the interest of students because of the various

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<sup>26</sup> Umami Jadidatul Izza, Dewi Kartika Ardiyani, and Amira Eza Febrian Putri, "Pengembangan Media 一起学习汉语 Berbasis Aplikasi TikTok Pada Penguasaan Kosakata Bahasa Mandarin HSK 2 SMA 2 Malang", *JoLLA: Journal of Language, Literature, and Arts*, 1, no.12 (2021): 1660.



features that can be realized in the learning process. And lastly, the TikTok application is proportional to the progress of development and interaction of students to be connected and close to the digital world, especially gadgets.<sup>27</sup>

### **3. Advantages and disadvantages of TikTok as media in learning Vocabulary Mastery**

TikTok is one of the video platforms that people often use to record their videos on their cellphones with a fairly short duration from 15 seconds to 1 minute and this platform is also a trending application right now. Moreover, many people have used it because it is so fun that TikTok is starting to be widely used by Indonesians. In fact, in December 2019 the Indonesian Ministry of Education had given a strange idea that could make people cheerful in memorizing, more precisely using the TikTok application as learning in world time. There is a part of instruction that one can learn from studying general information about a school or college as well.<sup>28</sup>

As if to seize the dominance of YouTube as a video content provider, TikTok is present in the midst of society with its short videos. TikTok in Indonesia in 2022 has a very high number of users. Want to know how many TikTok users are in Indonesia? The number is around 92 million according to data from ByteDance advertising. The increase is very far because in April 2020 there are only 37 million users. Multiple

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<sup>27</sup> Wisnu Nugroho Aji, *Aplikasi Tiktok Sebagai Media Pembelajaran Bahasa Dan Sastra Indonesia.*, 434

<sup>28</sup> Almaidah Bahri and others, "Aplikasi Tiktok Sebagai Media Pembelajaran Bahasa Inggris Di Indonesia", *Jurnal Indonesia Sosial Sains*, 3.1 (2022): 129

growth. It was even blocked before. In its report, Insider Intelligence predicts that TikTok will have 755 million active users by the end of 2022. This figure was achieved based on the growth of TikTok users in 2020 which reached 95.8 percent and 40.8 percent in 2011. (Kompas.com). In addition, the number of viewers of TikTok content is growing because of the creativity of its creators. There are entertainment, comedy, educational, religious content and other interesting videos. Features on TikTok are easy for everyone to enjoy. The number of creative content creators also contributed to the explosion in the number of TikTok users from quarter to quarter.<sup>29</sup>

TikTok media is an entertaining and effective tool to use since it helps enhance students' confidence in speaking while learning English, which results in higher scores when compared to when students did not use the program. In addition, argued that TikTok could be a surefire application for teachers in learning English, particularly in descriptive writing, because based on the results of the interpretation of the questionnaire made by researchers for MAN 1 Gresik students, they agreed to the use of TikTok in learning. The questionnaire was given to students who were enrolled in the MAN 1 Gresik program. Additionally, TikTok has a favourable impact on pupils' acquisition of English and serves as a source of motivation for them.<sup>30</sup>

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<sup>29</sup> *Ibid.*,130

<sup>30</sup> Intan Erwani and others, "The Influence of Tiktok in Increasing Vocabulary for", Elementary School in SMP 1 Muhammadiyah Banjarbaru", *ELITE Journal* 4, no.1 (2022): 26

Quoted from the site [jatengpos.co.id](http://jatengpos.co.id), the TikTok application is used as a learning medium in English classes. And proven to be able to increase students' interest in learning English. Through the TikTok application, Tiktok can be used as a learning medium and can generate new desires and interests, generate motivation, stimulate learning activities, and even have a psychological influence on students. Now, we can take advantage of the tiktok application in English learning media. And there are also many content creators who present neat and interesting English learning, discussing various English learning materials. All you have to do is enter the hashtag in the search field on TikTok, various videos will appear that match the keywords we are looking for. Quoted from the [soco.id](http://soco.id) website, here are some examples of TikTok accounts that can be used as references for learning English.<sup>31</sup>

a. @johnhiday

If you want to learn and expand your vocabulary, the TikTok account owned by @johnhiday has a lot of vocabulary that we can know to improve our English skills. On that account, they often provide new vocabulary as a replacement. For example regarding substitute words for expressions, such as the word thank you can be replaced with I really appreciate it, I can't thank you enough, or I owe you one.

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<sup>31</sup> Ratu Inten Qaida, 'Aplikasi TikTok Sebagai Media Belajar Bahasa Inggris', *Pelita Banten*, 2022 <<https://www.pelitabanten.com/opini/aplikasi-tiktok-sebagai-media-belajar-bahasa-inggris/>>.

b. @callmechia

If we work in a foreign company that requires speaking English, maybe the tips provided by @callmechia. Through her TikTok video, Fathia Izzati a.k.a. Chia teaches many idioms that are often used in English. For example, the use of the term 'once in a blue moon' which means something that rarely happens, can be used in the sentence, “Yeah, I'm pretty lazy. I only played sports once in a blue moon.” Another type of content presented by Chia is about the difference between American English and British pronunciation which is still questioned by many people.

c. @jessica\_ie

Grammar is sometimes one of the barriers that many people still don't have confidence in speaking English. Actually, grammatical mistakes are normal, because English is not our main language. Slowly, try to learn grammar in a fun way from @jessica\_ie's video. Actively responding to followers' questions, he often shares important lessons about English grammar. Like for example the difference between I was and I were or maybe and perhaps.

The development of technology today is indeed making it easier for us to learn new things. The use of media such as TikTok as a learning medium is also one of the proofs. In this era that demands us to be creative, TikTok can be chosen as an interesting learning medium. Starting

from content, ease of access, media, TikTok can be used as a way to learn English in a more enjoyable way.<sup>32</sup>

#### **4. The Procedure For Applying TikTok To Vocabulary Mastery Learning**

Teachers need some preparation before teaching students to use the TikTok application.

- a. The teacher makes three videos using the TikTok application. One video contains explanations about vocabulary mastery as material, while two videos contain daily activity about vocabulary mastery as material.
- b. The teacher shows the video to the students.
- c. Students see and take knowledge of vocabulary mastery.
- d. The teacher closes the video which contains an explanation of vocabulary mastery.
- e. To show their ability to master vocabulary, the teacher gives instructions to students to do daily activities about vocabulary mastery.
- f. The teacher assesses the results of the student assignment.

#### **C. Action Hypothesis**

Hypothesis of this research is: Vocabulary mastery can be improved by using the tik-tok application for the eighth grade students of SMP Muhammadiyah 4 Metro.

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<sup>32</sup> Ratu Inten Qaida, *Ibid*

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Variable and Operational Definition of Variable**

This research has two variables: independent and dependent. In this study, the independent variable was using the TikTok application to improve students' vocabulary. TikTok can be understood clearly to include the vocabulary. The dependent variable is vocabulary mastery. This research could be helping to increase the students' vocabulary mastery.

#### **B. Research Location**

The researcher will conduct the research at SMP Muhammadiyah 4 Metro. Its location is on Jalan Dr. Sutomo No. 35 Purwosari Kec. Metro Utara, Kota Metro Lampung.

#### **C. Subject and Object of Study**

The subject of this research is the eighth grade students of SMP Muhammadiyah 4 Metro. While, the objective of this research is the students' Vocabulary Mastery. The researcher chooses this class, because the students have a low score in English lessons, especially in Vocabulary Mastery.

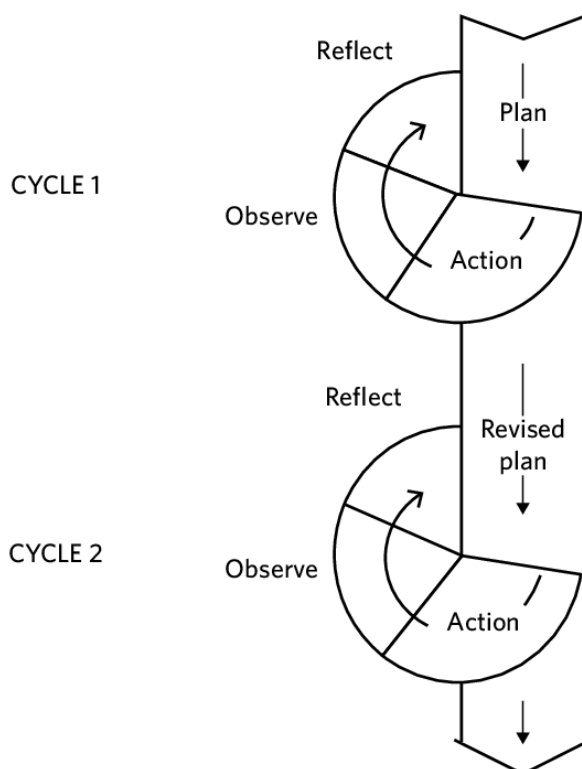
#### **D. Action Plan**

In this research, the researcher used the CAR (Class Action Research) principles to collect the data. Watts state that action research is a process in which participants examine their own educational practice systematically and

carefully. Classroom action research design such as: planning, acting, observing, reflecting.<sup>33</sup>

Here is step of classroom action research design:

**Picture 1**  
**The Action Research Spiral**



Source: Illustrates the Spiral Model by Kemmis and Mc.Taggart

Classroom Action Research (CAR) Cycles are:

### 1. Cycle 1

#### a. Planning

Planning is the first step of this classroom action research that prepared before I did the action. In this step, the researcher prepared

<sup>33</sup> Valsa Koshy, *Action Research For Improving Practice*, (Gromwell Press, 2005) 4.

the material that was related to the teaching and learning process. Here were the steps that the researcher made in planning:

- 1) The researcher made lesson plan.
- 2) The researcher prepared the material and the teaching media that needed in teaching learning process, such as text book, laptop, paper, and marker.
- 3) The researcher prepared format to observe.
- 4) The researcher prepared format to evaluate the students' activity after teaching learning process.

b. Acting

After finishing the planning, the learning process conducted in the eighth grade at SMP N 6 Metro, the researcher acted as follow:

- 1) The researcher applied the lesson plan.
- 2) The teacher explains the use of the tiktok application that is learned in teaching vocabulary mastery.
- 3) The teacher explains learning vocabulary mastery.
- 4) The teacher guides students in the teaching and learning process based on the lesson plans.

c. Observing

In this step, the researcher observed the process of teaching learning by using format observation. The researcher observed the students' activity by using observation sheet. It was to write some indications, not only good indication but the bad one also was written.



Such as: students' good participants, students' error and the students' comprehension to answer the question. The important things in teaching learning process were noted by researcher.

d. Reflecting

Reflecting was the last step in this process. The researcher analyzed and discussed the observation result during teaching process, like the weakness and strength from the action in this step. The researcher used the data from evaluation to make improvement for the second cycle. The researcher decided that the next cycle focus on the weakness in preview cycle.<sup>34</sup>

## 2. Cycle 2

a. Planning

- 1) The researcher made lesson plan.
- 2) The researcher prepared the material and the teaching media that needed in teaching learning process, such as text book, laptop, marker and paper.
- 3) The researcher prepared format to observe
- 4) The researcher prepared format to evaluate the students' activity after teaching learning process.
- 5) The researcher guided the student to learn English Spelling Bee Games based on the lesson plan.

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<sup>34</sup> Valsa Koshy, *Action Research For Improving Practice*, (Gromwell Press, 2005) 4.

b. Acting

The researcher applied the action plan II, doing the treatment and giving the post-test 2.

c. Observing

In this step, researcher observed the process of teaching learning by using observation and field notes to collect the data action plan II.

d. Reflecting

In this step, the observer of compared the score of pre-test and post-test. The researcher reviewed and reflected on students' activity and teacher performance whether it was positive or negative, the second cycle enough or need for the next step.

### **E. Data Collecting Technique**

Data collection method was manner, used by researcher in collecting the data. In this research researcher used test and documentation. The following was the explaining of each method that was used in this class action research.

1. Test

According to Donald Ary, a test is a set of stimuli presented to an individual in order to elicit responses on the basic of which a numerical score can be assigned. So, Lorraine said that a test is formal, systematic, usually paper and pencil procedure for gathering information about peoples' cognitive and affective characteristics. Moreover, the researcher

uses test as a data collection method to measure both of the variable. In this research, the tests use in this study was pre-test and posttest:<sup>35</sup>

a. Pre – test

The researcher gave the pre-test to the students. This step conducted before giving presentation by special treatment to find out the capability and to know how far the students' writing ability.

b. Post – test

The post-test conducted after the treatment in order to find out whether used this method can increase of the students' writing ability.

2. Documentation

Documentation as the method which used to get information from written language of document (for example: books, magazine, rule, note and others). The researcher used the documentation method to get detail information about history of the school, the sum of the teacher, employers, students and organization structure among the Eighth Grade at SMP Muhammadiyah 4 Metro in the Academic Year of 2022/2023.

3. Field Note

To collect the data more accurately, the researcher used field note to make easy when analyze the data. In order know students activities during teaching process. It conducted after finishing teaching and learning process.

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<sup>35</sup> Valsa Koshy, *Action Research For Improving Practice*, (Gromwell Press, 2005) 4.

## **F. Data Collecting Instrument**

According to Lorraine said an instrument is a tool used to collect data. It means that instrument was a tool or facilities that are used by the researcher to collect the data completely and systematically.

### 1. Item test

The test used is an Essay test which has several indicators as follows: the indicator of the tiktok application used is that students are able to master vocabulary. Indicators of student vocabulary mastery are students can improve vocabulary mastery: listening, speaking, reading, and writing.

### 2. Observation guidance

- a. The students learning activity
- b. The teacher writing in the classroom

### 3. Documentation guidance

- a. The history of the school
- b. The condition of teachers and official employee
- c. The condition of students
- d. Learning facilities
- e. Organization structure
- f. Location sketch at SMP Muhammadiyah 4 Metro.

## **G. Data Analysis Technique**

Analysis of data means studying the tabulated material in order to determine inherent facts or meanings. A plan of analysis can and should be

prepared in advance before the actual collection of material. A data analysis technique that is used in this research is descriptive statistical analysis. To find the average of student' score and percentage of students' score then, the result is matched by the minimum standart. Descriptive statistical analysis is concerned with numerical description of particular group observed and any similarity to those outside the group cannot be taken for granted. The data describe one group and that one group only. Data analysis will be conduct by quantitative data and qualitative data. The quantitative data will be conduct by step by taking the average score of the pre-test in cycle 1 and cycle 2. Qualitative data will be conduct by observation. To get the average score of pre-test and post-test the formula is:

$$\bar{X} = \frac{\sum X}{N}$$

Note:

$$\bar{X} = \text{Mean}$$

$\sum$  = Sum of

X = Raw score

N = Number of cases

$$P = \frac{\sum X}{N} \times 100$$

P = Precentages

N = Number of Cases

$\sum X$ = The total number of students' score

## **H. Indicators of Success**

To know the gain the data the researcher conducted in each test by taking score of pre-test and post-test. After the result was suitable by the minimum standarts of writing ability in this class at least 70. This research would be success of finish if 70% of students got minimum score 70 and 70% of students active in learning process.

## **CHAPTER IV**

### **RESEARCH RESULT AND DISCUSSION**

#### **A. Research Result**

##### **1. Description of Research Location**

###### **a. The History of SMP Muhammadiyah 4 Metro**

SMP Muhammadiyah 4 Metro was established in 1984. It was founded by a private institution belonging to the Muhammadiyah education foundation, currently led by Mr. Agus Pujianto, M.Pd, this school is located at dr. Jalan Sutomo No. 35 Purwoasri, East Lampung Metro. This school is still developing, and has changed leadership several times but has been accredited B by the National Agency.

###### **b. The Vision and Mission of SMP Muhmammadiyah 4 Metro**

Vision

The Realization of Islamic Schools, Achievement, Creative and Beautiful

Mission

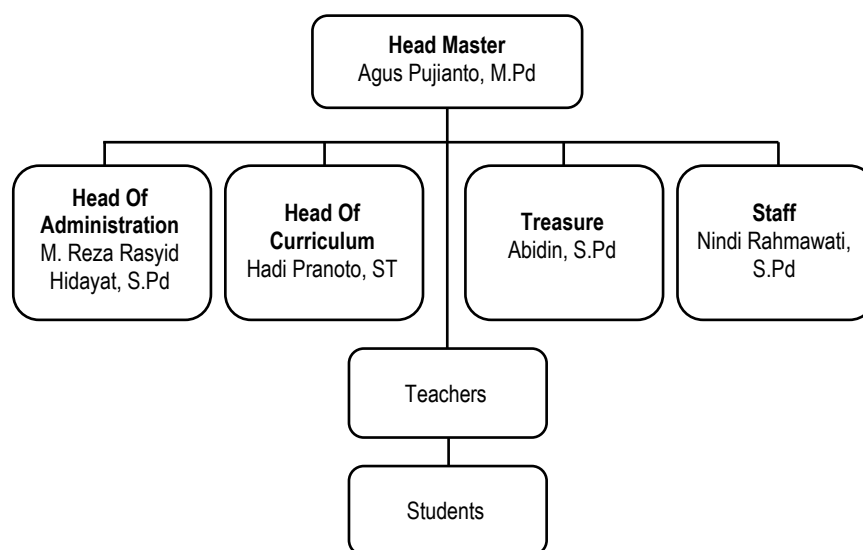
- 1) Creating a conducive school atmosphere to instill values Islamic
- 2) Develop academic and non-academic potential on a regular basis and consistent
- 3) Optimizing coaching for school residents to create opportunities and seize opportunities quickly
- 4) Optimizing digital-based coaching and mastering foreign languages

- 5) Organizing education and learning to bring out creativity
- 6) Realizing the development of the school environment environmentally sound
- 7) Realizing the professionalism of human resources educators and education staff
- 8) Realizing the availability of representative educational facilities and infrastructure
- 9) Realizing administrative development school
- 10) Create a performance network with school committees, the business world and other institutions
- 11) Realize mastery of technology Information and Communication

**c. The Organization Structure of SMP Muhammadiyah 4 Metro**

The Organization Structure of SMP Muhamadiyah 4 Metro in the academic year of 2023/2024 as following picture:

**Picture 2**  
**The Organization Structure of SMP Muhamadiyah 4 Metro**





**d. The Formation of Teacher and Official Employees at SMP Muhammadiyah 4 Metro**

The formation of teacher and official employees at SMP Muhammadiyah 4 Metro can be seen from the table below:

**Table 4**  
**The Teacher Data of SMP Muhammadiyah 4 Metro**

No.	Name	Occupation	Subject
1	Agus Pujianto, M.Pd	Headmaster	-
2	Hadi Pronoto, S.T	Teacher	Social
3	M. Reza Rasyid H, S.Pd	Teacher	Fiqih and Quran Hadits
4	Rusparmi	Teacher	PPKN and Art
5	Abidin, M.Pd	Teacher	English
6	Mislan	Teacher	Akidah Akhlaq
7	Lathifa Turrohmah, S.Pd	Teacher	Arabic Language
8	Tri Widiawati, S.Pd	Teacher	Indonesian Language
9	Siti fatimah, S.Pd	Teacher	Informatic
10	Dian Verdiani, S.Pd	Teacher	Mathematic
11	Sri Utami, S.Pd	Teacher	Mathematic
12	Meli Nurmawati, S.Pd	Teacher	Mathematic
13	Rindi Citra Andini	Teacher	KMD and Lampung Language
14	Nouval	Teacher	Sports Education
15	Nindi Rahmawati, S.Pd	Teacher And Staff	PAK

*Source: Documentation Teacher Data of SMP Muhammadiyah 4 Metro 2023*

**e. Condition of Students**

The Condition of students in SMP Muhammadiyah 4 Metro can be seen from the table below:

**Table 5**  
**Number of students SMP Muhammadiyah 4 Metro**

No.	Class	Sex		Total
		Male	Female	
1.	VII	19	18	37
2.	VIII	8	15	23
3.	IX	23	11	34
Total				94

**f. The Building of SMP Muhammadiyah 4 Metro**

The building of SMP Muhammadiyah 4 Metro in the academic year of 2023/2024 that can be seen on the table below:

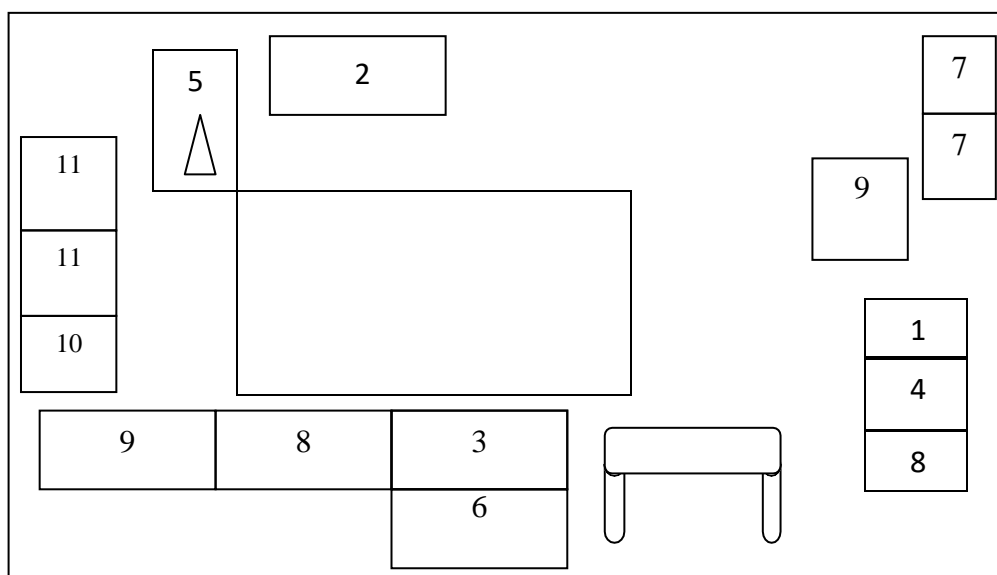
**Table 6**  
**List of building at SMP Muhammadiyah 4 Metro**

No.	Name of Building	Total	Explanation
1.	Classes	5	Available/Good
2.	Library	1	Available/Good
3.	Lab.of Science	1	Available/Good
4.	Teacher Room	2	Available/Good
5.	Mosque	1	Available/Good
6.	Canteen	1	Available/Good
7.	Toilet	2	Available/Good
8.	Hall	2	Available/Good

*Source: Documentation of SMP Muhammadiyah 4 Metro*

**g. The location Sketch of SMP Muhammadiyah 4 Metro**

**Picture 3**  
**The Location Sketch of SMP Muhammadiyah 4 Metro**



Notes:

1. Administration Room and Headmaster Office
2. Library
3. Lab.of Science
4. Teachers Room
5. Mosque
6. Canteen
7. Toilet
8. Classroom of VII
9. Classroom of VIII
10. Classroom of IX
11. Hall

## 2. Description of Research Data

The purpose into improve the activity and learning outcomes of students at SMP Muhammadiyah 4 Metro. This research used Classroom Action Research (CAR), researcher utilize the Tik-tok application to help improve student vocabulary. The research was carried out in activities with a pre-test and two cycles, each cycle consisting of planning, action, observation, and reflection.

### a. Pre-test Activity

Researcher conducted a pre-test on tuesday, may 30<sup>th</sup> 2023 at 10.00-10.45. When it was time to study all students were ready to take part in class, before conducting classroom action research, the researcher introduced herself and informs the students that they would be given a pretest first, to find out the students' vocabulary skills which were completed independently. The type of test carried out is to develop the given vocabulary into daily activity text. Then the results of the students pre-test were presented in the following table:

**Table 7**  
**The Result of Students' Score in Pre-Test**

No.	Name	Scores	Categories
1	APSN	60	Incomplete
2	ANA	50	Incomplete
3	BF	70	Complete
4	CT	55	Incomplete
5	EM	70	Complete
6	FZA	65	Incomplete
7	FA	60	Incomplete
8	FS	55	Incomplete
9	FSA	70	Complete
10	FAA	60	Incomplete

No.	Name	Scores	Categories
11	HLR	60	Complete
12	IS	55	Incomplete
13	KAA	60	Incomplete
14	KNZ	70	Complete
15	MAD	65	Incomplete
16	MDAF	60	InComplete
17	MADA	70	Complete
18	MADI	60	Incomplete
19	MDAF	50	Incomplete
20	QIHR	55	Incomplete
21	SBB	50	Incomplete
22	SO	60	Incomplete
23	PL	60	Incomplete
<b>Total</b>			<b>1.390</b>
<b>Average</b>			<b>60</b>

Source: The result of pre-test on may 30<sup>th</sup>, 2023

**Table 8**  
**Frequency of Students' Score in Pre-test**

No.	Score	Frequency	Percentages	Category
1.	<70	17	74%	Incomplete
2.	>70	6	26%	Complete
Total			100%	

Source: The result of pre-test on may 30<sup>th</sup>, 2023

The following formula is derived from the average and percentase:

$$\bar{X} = \frac{\sum X}{N}$$

Notes:

X = Mean                      X = Raw Score

Σ = Sum of                      N = Number of cases

X = The total number of students' scores

$$P = \frac{\sum X}{N} \times 100$$

P = Percentages    N = Number of Cases

Σ X= The total number of students' score

Based on the results of the pre test, it can be concluded that there were still more unsuccessful students than successful students. There were 17 students (74%) who did not succeed and 6 students (26%) succeeded in achieving the Minimum Criteria Standar (MSC) in SMP Muhammadiyah 4 Metro at least 70. The average score was 60 so the results were unsatisfactory. Therefore, researcher use the Tik-Tok application to improve students' vocabulary mastery.

#### b. Cycle I

##### 1) Planning

The planning stage, the researcher prepared several things related to the teaching and learning process as follows:

- a) Preparing lesson plans, compiling instruments that will be used as pre-test and post-test, making observation sheets of student and teacher activities in cycle I.
- b) Find the causes of problems at the beginning and end of learning.
- c) Evaluate the material provided to measure students' ability to develop vocabulary into daily activity text.

##### 2) Acting

###### a) The first Meeting

The first meeting was held on tuesday May 30<sup>th</sup>, 2023 for 2×45 minutes. Researcher with English teacher Mr. Abidin M.Pd as a collaborator. The meeting was opened by greeting,

introducing oneself and the purpose of the research, checking the attendance list, and asking about the condition of the students. The researcher started by asking about the material to be provided, The teacher makes three videos using the TikTok application. One video contains explanations about vocabulary mastery as material, while two videos contain daily activity about vocabulary mastery as material. The teacher shows the video to the students. Students see and take knowledge of vocabulary mastery. The teacher closes the video which contains an explanation of vocabulary mastery. To show their ability to master vocabulary, the teacher gives instructions to students to do daily activities about vocabulary mastery. The teacher assesses the results of the student assignment, at the end the researcher asked the students about the material, they were less active, the researcher concluded, and closed the meeting.

b) The Second Meeting

The second meeting was held on Wednesday, May 31<sup>th</sup>, 2023 for 2×45 minutes. After being given the treatment of this meeting using post-test 1, the learning process begins with praying, greeting, checking the attendance list and asking about the students' condition. Then the researcher repeated the material from the last meeting and gave a post-test I to the students. The teacher makes three videos using the TikTok

application. One video contains explanations about vocabulary mastery as material, while two videos contain daily activity about vocabulary mastery as material. The teacher shows the video to the students. Students see and take knowledge of vocabulary mastery. The teacher closes the video which contains an explanation of vocabulary mastery. To show their ability to master vocabulary, the teacher gives instructions to students to do daily activities about vocabulary mastery. Students were asked to develop vocabulary consisting of 10 vocabulary words into daily activity text. The teacher assesses the results of the student assignment. Test results in the post-test cycle I there were only 12 students who got good grades, this was better than the test before being given treatment.

The following is the data on the results of the post-test cycle I:

**Table 9**  
**The Result of Students' Score in Post-test I**

<b>No.</b>	<b>Name</b>	<b>Scores</b>	<b>Categories</b>
1	APSN	70	Complete
2	ANA	60	Incomplete
3	BF	70	Complete
4	CT	60	Incomplete
5	EM	75	Complete
6	FZA	70	Complete
7	FA	70	Complete
8	FS	45	Incomplete
9	FSA	75	Complete
10	FAA	50	Incomplete
11	HLR	70	Complete
12	IS	60	Incomplete

No.	Name	Scores	Categories
13	KAA	70	Complete
14	KNZ	80	Complete
15	MAD	60	Incomplete
16	MDAF	65	Incomplete
17	MADA	70	Complete
18	MADI	70	Complete
19	MDAF	50	Incomplete
20	QIHR	55	Incomplete
21	SBB	65	Incomplete
22	SO	75	Complete
23	PL	70	Complete
Total			1.505
Average			65

Source: The result of Post-test I on 31<sup>th</sup>, may 2023

**Table 10**  
**Frequency of Students' Score in Post-test I**

No.	Score	Frequency	Percentages	Category
1.	<70	11	53%	Incomplete
2.	>70	13	47%	Complete
Total			100%	

Source: The result of post-test I on 31<sup>th</sup> May 2023

The following formula is derived from the average and percentase:

$$\bar{X} = \frac{\sum X}{N}$$

Notes:

X = Mean      X = Raw Score

Σ = sum of      N = Number of cases

X = The total number of students' scores



$$P = \frac{\sum X}{N} \times 100$$

P = Percentages    N = Number of Cases

$\Sigma X$  = The total number of students' score

From the results of the post test in cycle I, the highest score is known to be 80, the lowest score is 45. So the average post-test I score is 65. There were 13 students who reached the target, and 10 students based on Minimum Standart Criteria (MSC) were found to have not been reached.

### 3) Observation

This stage the observations were carried out by researchers and English teacher collaborators at Muhammadiyah 4 Metro Middle School, namely Mr. Abidin, M.Pd, they observed the situation in class and student activities during the learning process. The student activities are

- a) Paying attention to teacher's explanation
- b) Asking / Answering the teacher's questions
- c) Being active in class
- d) Doing the task given by the teacher.

The results of student learning activities are in the following table:

**Table 11**  
**The Students' Learning Activities Observation in Cycle 1**

No.	Name	The Indicators of Students' Learning Activity			
		Paying attention to teacher's explanation	Asking/ answering the teachers' question	Being active in class	Doing the task given by the teacher
1.	APSN	✓	✓	✓	✓
2.	ANA	✓	✓		✓
3.	BF	✓	✓	✓	✓
4.	CT	✓			✓
5.	EM	✓			✓
6.	FZA	✓			✓
7.	FA	✓			✓
8.	FS	✓			✓
9.	FSA		✓	✓	✓
10.	FAA	✓	✓	✓	✓
11.	HLR	✓			
12.	IS	✓			✓
13.	CAA	✓			✓
14.	KNZ	✓	✓	✓	✓
15.	MAD				
16.	MDAF	✓			✓
17.	MADA	✓	✓	✓	✓
18.	MADI	✓	✓	✓	✓
19.	MDAF	✓			✓
20.	QIHR	✓	✓	✓	✓
21.	SBB	✓	✓	✓	✓
22.	SO	✓	✓	✓	✓
23.	PL	✓			
<b>Total</b>		<b>20</b>	<b>11</b>	<b>10</b>	<b>20</b>

**Table 12**  
**The Frequency of Students' Learning activity in cycle 1**

No.	Student's Activities	Frequency	Percentage
1.	Paying attention to the teacher's explanation	20 Students	86%
2.	Asking/ answering the teacher's question	11 Students	47%
3.	Being active in class	10 Students	43%
4.	Doing the task given by the teacher	20 Students	86%
The Average Percentage		65,5%	

*Source: The result of students' activities in cycle 1*

From the results of the data in cycle I, at the first and second meetings there were 20 students (86%) paying attention to the teacher's explanation, 11 students (47%) asked/answered teacher questions, 10 students (43%) were able to being active in class and 20 students (86%) did the assignments given by Teacher. The average student learning activity in cycle I 65,5%.

#### 4) Reflecting

In this phase, the researcher analyzes student achievement and progress based on the test scores obtained. and discusses the results of implementation actions and decides whether these actions should continue or not, from the observational data there is progress in post test 1 compared to pre-test, but the average student score in cycle I they have not reached Minimum Standart Criteria (MSC), this makes some students have not significant progress and must be continued in cycle II.

#### c. Cycle II

In this phase, the researcher analyzes student achievement and progress based on the test scores obtained and discusses the results of implementation actions and decides whether these actions should continue or not, from the observational data there is progress in post test 1 compared to pretest, but the average student score in cycle I they have not reached Minimum Standart Criteria (MSC), this makes some students have not significant progress and must be continued in cycle II.

### 1) Planning

Based on the results of the first cycle test, there are still many deficiencies such as students having difficulty understanding the material. the researcher prepared a new lesson plan, gave post-test and final evaluation.

### 2) Acting

#### a) The first Meeting

The first meeting will be held on tuesday, June 6<sup>th</sup> 2023 for 1×40 minutes. The researcher started the meeting with a prayer, greeting, checking the attendance list and asking about conditions and motivating students to be more enthusiastic. The activity begins by implementing the new lesson plan. The teacher makes three videos using the TikTok application. One video contains explanations about vocabulary mastery as material, while two videos contain daily activity about vocabulary mastery as material. The teacher shows the video to the students. Students see and take knowledge of vocabulary mastery. The teacher closes the video which contains an explanation of vocabulary mastery. To show their ability to master vocabulary, the teacher gives instructions to students to do daily activities about vocabulary mastery. The teacher assesses the results of the student assignment, After finishing, the teacher re-explains the material in detail. Researchers ask

students to ask questions, the students are more active and participate. In the end, the researcher concluded and closed the meeting.

b) The Second Meeting

The second meeting was held on the Wednesday, June 7<sup>th</sup> 2023, the researcher started by greeting, praying, checking the attendance list, and asking about the condition of the students. As well as motivating students to be more enthusiastic about participating in learning. The researcher began to repeat material from the previous meeting. The teacher makes three videos using the TikTok application. One video contains explanations about vocabulary mastery as material, while two videos contain daily activity about vocabulary mastery as material. The teacher shows the video to the students. Students see and take knowledge of vocabulary mastery. The teacher closes the video which contains an explanation of vocabulary mastery. To show their ability to master vocabulary, After completion, the teacher gives instructions to students were given post-test II, developing the vocabulary given into daily activity texts.. The teacher assesses the results of the student assignment, In this case students can practice increasing their vocabulary for the better. It can be seen from the results presented as follows:

**Table 13**  
**The Result of Students' Score in Post-test II**

No.	Name	Scores	Categories
1	APSN	80	Complete
2	ANA	70	Complete
3	BF	80	Complete
4	CT	70	Complete
5	EM	80	Complete
6	FZA	80	Complete
7	FA	70	Complete
8	FS	60	Incomplete
9	FSA	80	Complete
10	FAA	60	Incomplete
11	HLR	70	Complete
12	IS	60	Incomplete
13	KAA	70	Complete
14	KNZ	90	Complete
15	MAD	60	Incomplete
16	MDAF	70	Complete
17	MADA	80	Complete
18	MADI	80	Complete
19	MDAF	60	Incomplete
20	QIHR	60	Incomplete
21	SBB	70	Complete
22	SO	80	Complete
23	PL	80	Complete
Total			1.660
Average			72

Source: The result of Post-test II on 7<sup>th</sup>, June 2023

**Table 14**  
**Frequency of Students' Score in Post-test II**

No.	Score	Frequency	Percentages	Category
1.	<70	6	26%	Incomplete
2.	>70	17	74%	Complete
Total			100%	

Source: The result of Post-test II on 7<sup>th</sup> June 2023

The following formula is derived from the average and percentase:

$$\bar{X} = \frac{\sum X}{N}$$

Notes:

$\bar{X}$  = Mean       $X$  = Raw Score

$\Sigma$  = sum of       $N$  = Number of cases

$\Sigma X$  = The total number of students' scores

$$P = \frac{\sum X}{N} \times 100$$

$P$  = Percentages       $N$  = Number of Cases

$\Sigma X$  = The total number of students' score

From the results of the post test in cycle II it can be seen that the highest score is 90 and the lowest score is 60 . So the average post-test score is 72. There were 6 students who scored below Minimum Standart Criteria (MSC) and 17 students scored according to Minimum Standart Criteria (MSC). It can be seen that the target of improve to students' vocabulary mastery using the Tik-tok application was achieved according to Minimum Standart Criteria (MSC).

### 3) Observation

At this stage researchers and collaborators observe the activities of students and teacher.

#### a) Student activities

At this stage, students are more enthusiastic, follow instructions and do assignments. The observation results of cycle II are higher than the cycle I. Presented in the following table:

**Table 15**  
**The Students' Learning Activities Observation in Cycle II**

No.	Name	The Indicators of Students' Learning Activity			
		Paying attention to teacher's explanation	Asking/ answering the teachers' question	Being active inclass	Doing the task given by the teacher
1.	APSN	✓	✓	✓	✓
2.	ANA	✓	✓	✓	✓
3.	BF	✓	✓	✓	✓
4.	CT	✓	✓	✓	✓
5.	EM	✓	✓		✓
6.	FZA	✓	✓	✓	✓
7.	FA	✓	✓	✓	✓
8.	FS	✓	✓	✓	✓
9.	FSA	✓	✓	✓	✓
10.	FAA	✓	✓	✓	✓
11.	HLR	✓		✓	✓
12.	IS			✓	✓
13.	KA			✓	✓
14.	KNZ	✓	✓	✓	✓
15.	MAD	✓			✓
16.	MDAF	✓			✓
17.	MADA	✓	✓	✓	✓
18.	MADI	✓	✓	✓	✓
19.	MDAF	✓			✓
20.	QIHR	✓	✓	✓	✓
21.	SBB	✓		✓	✓
22.	SO	✓	✓	✓	✓
23.	PL	✓	✓	✓	✓
<b>Total</b>		<b>21</b>	<b>16</b>	<b>19</b>	<b>23</b>

**Table 16**  
**The Frequency of Students' Learning activity in cycle II**

No.	Student's Activities	Frequency	Percentage
1.	Paying attention to the teacher's explanation	21 Students	91%
2.	Asking/ answering the teacher's question	16 Students	69%
3.	Being active in class	19 Students	82%
4.	Doing the task given by the teacher	23 Students	100%
The Average Percentage		85,5%	

Source: The result of students' activities in cycle II



The results of the table above show that student activity has increased. The percentage of students paying attention to the teacher's explanation is 91%, then students / answering the teacher's questions are 69% and students are active in class 82%, students are able to do assignments 100%. Based on the results above. The researcher showed that the process in cycle 2 was successful because the student activity increased by 85,5%.

b) Teacher Note

The results of the observation that there is a second cycle, most students follow the learning well.

4) Reflecting

Based on the results of observing the learning process in cycle II, it can be concluded that students receive material more clearly, most students paying attention to the teacher. Their learning process was successful, there was an improve in student scores in cycle II. Post-test cycle I average value of 65, there were 13 students (57%) who were successful and 10 students (43%) Not successful. While in the post-test cycle II, an average of 72 was obtained, 17 students (74%) were successful, and 6 students (26%) were unsuccessful. So it can be concluded that cycle II was successful, through the media of Tik-tok students' vocabulary improve learning for the better.

## B. Discussion

Researcher choose to use Tik-tok application as a learning media so that it is more interesting in improve vocabulary skills and can make students more active in developing ideas in English. The researcher assumed that teaching by using application Tik-tok can enrich the vocabulary, the students could practice how to write,how to make sentence, and how to developing ideas . Based on the explanation in cycle I and cycle II, it showed an improve after using the Tik-tok application media.

### 1. The Result of The Research

Here were the data recapitulation from pre-test up to post-test 2 of students' improvement in teaching and learning.

**Table 17**  
**The Result of Students' Score**

No.	Name	Pre-test	Post-test I	Post-test II	Categories
1	APSN	60	70	80	Increased
2	ANA	50	60	70	Increased
3	BF	70	70	80	Increased
4	CT	55	60	70	Increased
5	EM	70	75	80	Increased
6	FZA	65	70	80	Increased
7	FA	60	70	70	Increased
8	FS	55	45	60	Failed
9	FSA	70	75	80	Increased
10	FAA	60	50	60	Failed
11	HLR	60	70	70	Increased
12	IS	55	60	60	Failed
13	KAA	60	70	70	Increased
14	KNZ	70	80	90	Increased
15	MAD	65	60	60	Failed
16	MDAF	60	65	70	Increased
17	MADA	70	70	80	Increased
18	MADI	60	70	80	Increased
19	MDAF	50	50	60	Failed
20	QIHR	55	55	60	Failed
21	SBB	50	65	70	Increased
22	SO	60	75	80	Increased
23	PL	60	70	80	Increased
<b>Total</b>		<b>1.390</b>	<b>1.505</b>	<b>1.660</b>	-
<b>Average</b>		<b>60</b>	<b>65</b>	<b>72</b>	-

**Table 18**  
**The Frequency of Students' Score**

Interval	Pre-test		Post-Test I		Post-Test II	
	F	P	F	P	F	P
<70	17 Students	74%	10 Students	43%	6 Students	26%
>70	6 Students	26%	13 Students	57%	17 Students	74%

The progress is that students score > 70 from the pre-test of 26%, Post-test I 57%, Post-test II 74%, there was an improve in completeness. The conclusion from the researchers was that it had been successful and could be stopped in cycle II because 74% of students scored > 70.

## 2. The Result Of Students' Observation Sheet

The result of students' learning activities can be seen in the table below:

**Table 19**  
**The result of Students' Learning activity**

No.	Student's Activities	Cycle I	Cycle II	Increasing
1.	Paying attention to the teacher's explanation	86%	91%	5%
2.	Asking/ answering the teacher's question	47%	69%	22%
3.	Being active in class	43%	82%	39%
4.	Doing the task given by the teacher	86%	100%	14%
<b>Average</b>		<b>65,5%</b>	<b>85,5%</b>	<b>20%</b>

Based on the table, it could be concluded that there was an increasing of students' learning activities. Student activity paying attention to the teacher's explanation from 86% to 91%, then students / answering teacher's questions 47% to 69% and active students in class 43% to 82%, students able to do assignments 86% to 100%. It can be concluded that this research was successful, student learning activity improve from 65% to 85%.

## **CHAPTER V**

### **CONCLUSION AND SUGESSTION**

Researcher get some conclusions after considering all the data collected from the results of classroom action research.

#### **A. Conclusion**

Based on the results of classroom action research, the researcher concluded that using the Tik-tok application as an effective learning media improved the vocabulary skills of grade 8 students at SMP Muhammadiyah 4 Metro. In cycle I the students' vocabulary mastery were sufficient but had not yet reached the target of success. This can be seen from the results of the average student score from 60 to 65 and finally to 72, the percentage that was successful in cycle II was 74%. It is clear that scores increased significantly from the pre-test to the post-test 2 . From the results of the test, it can be seen that cycle II is higher than cycle I, meaning that the application of Tik-tok media can improve students' vocabulary.

#### **B. Suggestion**

Based on the above conclusions, the researcher suggests the following:

##### **1. For Teacher**

- a. The Tik-tok application can be an effective method for teaching student vocabulary.

- b. Teacher are advised to use the Tik-tok application as a technique to improve student motivation in learning English, especially to improve student vocabulary.
- c. Teacher can use Tik-tok application as a reference for learning English.

## **2. For Students**

- a. Students must be active in the learning process, especially in English vocabulary skills.
- b. The students have to be confident and memorize the vocabulary to improve their English knowledge in class.
- c. Students must practice adding new vocabulary

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# APPENDICES



**The Teacher Data of SMP Muhammadiyah 4 Metro**

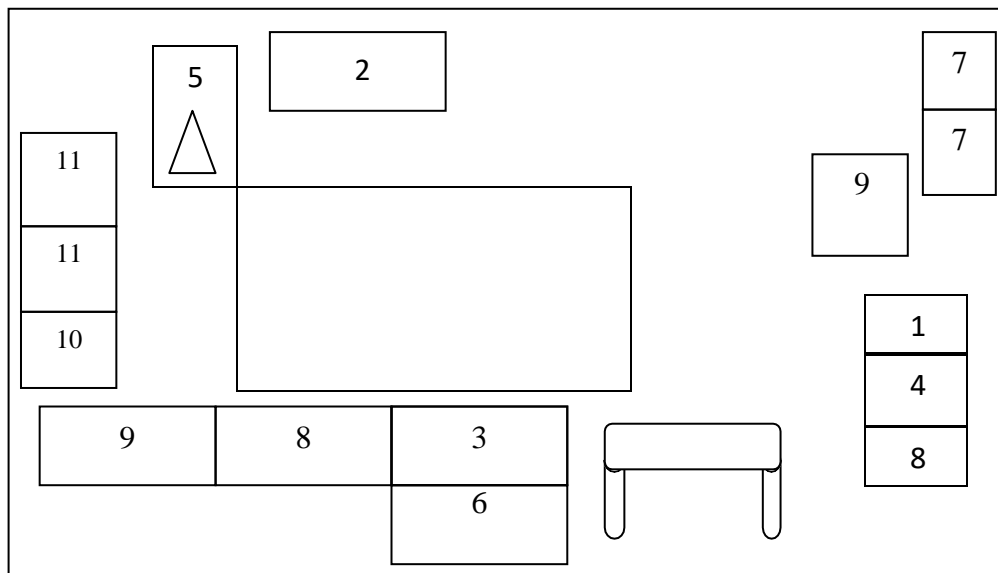
No.	Name	Occupation	Subject
1	Agus Pujiyanto, M.Pd	Headmaster	-
2	Hadi Pronoto, S.T	Teacher	Social
3	M. Reza Rasyid H, S.Pd	Teacher	Fiqih and Quran Hadits
4	Rusparmi	Teacher	PPKN and Art
5	Abidin, M.Pd	Teacher	English
6	Mislan	Teacher	Akidah Akhlaq
7	Lathifa Turrohmah, S.Pd	Teacher	Arabic Language
8	Tri Widiawati, S.Pd	Teacher	Indonesian Language
9	Siti fatimah, S.Pd	Teacher	Informatic
10	Dian Verdiani, S.Pd	Teacher	Mathematic
11	Sri Utami, S.Pd	Teacher	Mathematic
12	Meli Nurmawati,S.Pd	Teacher	Mathematic
13	Rindi Citra Andini	Teacher	KMD and Lampung Language
14	Nouval	Teacher	Sports Education
15	Nindi Rahmawati,S.Pd	Teacher And Staff	PAK

*Source: Documentation Teacher Data of SMP Muhammadiyah 4 Metro 2023*

**List of Building at SMP Muhammadiyah 4 Metro**

<b>No.</b>	<b>Name of Building</b>	<b>Total</b>	<b>Explanation</b>
1.	Classes	5	Available/Good
2.	Library	1	Available/Good
3.	Lab.of Science	1	Available/Good
4.	Teacher Room	2	Available/Good
5.	Mosque	1	Available/Good
6.	Canteen	1	Available/Good
7.	Toilet	2	Available/Good
8.	Hall	2	Available/Good

*Source: Documentation of SMP Muhammadiyah 4 Metro*

**The Location Sketch of SMP Muhammadiyah 4 Metro**

Notes:

1. Administration Room and Headmaster Office
2. Library
3. Lab.of Science
4. Teachers Room
5. Mosque
6. Canteen
7. Toilet
8. Classroom of VII
9. Classroom of VIII
10. Classroom of IX
11. Hall

## Appendix 4. Syllabus

### SILABUS PEMBELAJARAN

**Sekolah** : SMP MUHAMMADIYAH 4 METRO  
**Kelas** : VIII (Delapan)  
**Mata Pelajaran** : Bahasa Inggris  
**Semester** : II (Dua)  
**Standar Kompetensi** : Menulis  
**Skill** : Vocabulary  
 (Mengungkapkan makna dalam esai pendek sederhana berbentuk text).

Kompetensi Dasar	Materi pelajaran	Kegiatan Pembelajaran	Indikator pencapaian kompetensi	Penilaian			Alokasi waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
1. Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana Dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam bentuk teks	1. Materi berbentuk teks Daily activity  2. Tata Bahasa - kalimat sederhana  3. Kosa Kata - kata terkait tema dan jenis teks  4. Tanda Baca	1. Tanya Jawab berbagai hal terkait tema / topik teks fungsional yang akan dibahas  2. Penguatan kembali kosa kata dan tata bahasa terkait jenis teks fungsional  3. Menulis kalimat sederhana terkait jenis teks  4. Menulis text fungsional pendek berdasarkan konteks	1. Menyusun kata menjadi teks fungsional yang bermakna  2. Menulis teks fungsional pendek	Teks tulis	Essay	Please! Writen essay a daily activity	2x40 menit	Video yang relevan terkait topik  Buku terkait materi

Kompetensi Dasar	Materi pelajaran	Kegiatan Pembelajaran	Indikator pencapaian kompetensi	Penilaian			Alokasi waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
2. Mengungkapkan makna dan langkah retorika dalam esai pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks	<p>1. Teks Berbentuk - daily activity</p> <p>2. Tata bahasa Kalimat sederhana - Simple present tense</p> <p>3. Kosa kata - Kata terkait tema dan jenis text - Kata penghubung and then After that before dst</p> <p>4. Tanda Baca</p>	<p>1 Review ungkapan ungkapan yang terkait jenis teks deskriptif.</p> <p>2. Menulis kalimat yang berdasarkan yang terkait jenis text</p>	<p>1. Menyusun kalimat menjadi teks yang bermakna</p> <p>2. Menulis teks esai dalam bentuk daily activity</p>	<p>Teks tulis</p> <p>Teks tulis</p>	<p>Essay</p>	<p>Please make the text about daily active based on the following vocabulary!</p> <p>Morning=pagi wake up = bangun tidur take a shower=mandi eating=makan my mom= ibu saya ride me=mengantar saya lunch=makan siang evening=malam sleeping=tidur</p>		<p>Video yang relevan terkait topik</p> <p>Buku terkait materi</p>

Karakteristik siswa yang diharapkan :

- Dapat dipercaya (Trust worthines)
- Rasa hormat dan perhatian (respect)
- Tekun ( dilligence)

Mengetahui,  
Guru Mata Pelajaran



Abidin, M.Pd

Metro, Juni 2023



Lilis Cantika  
NPM:1801070041

**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**  
***LESSON PLAN***

Satuan Pendidikan : SMP Muhammadiyah 4 Metro  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : VIII/2 (dua)  
Tema : Daily activity  
Alokasi Waktu : 2 x 40 menit

**A. KOMPOTENSI INTI**

- KI.1 Menghargai dan menghayati ajaran agama yang dianutnya.
- KI.2 Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
- KI.3 Memahami dan menerapkan pengetahuan (faktual, konseptual, berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI.4 Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

**B. KOMPETENSI DASAR**

- 1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar
- 2 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman
- 3 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial *menyatakan dan menanyakan perbandingan jumlah dan sifat orang, binatang, benda*, sesuai dengan konteks penggunaannya

- 4 Menyusun teks lisan dan tulis untuk *menyatakan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda*, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

### **C. TUJUAN PEMBELAJARAN**

1. Siswa dapat mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks terkait daily activity dengan baik dan benar.
2. Siswa dapat menggunakan simple present tense terkait daily activity.
3. Siswa menceritakan makna secara kontekstual terkait fungsi sosial, struktur teks pendek dan sederhana terkait daily activity dengan baik dan benar.
4. Siswa dapat menyimpulkan informasi dari teks terkait daily activity dengan baik dan benar.

### **D. KARAKTER YANG DIHARAPKAN**

1. Jujur
2. Saling Menghormati
3. Kerajinan
4. Bertanggungjawab

### **E. MATERI PEMBELAJARAN**

#### **MY DAILY ACTIVITY**

From Monday to Saturday, I usually wake up at 5 o'clock in the morning. I need to prepare myself to school. There are many activities I have to do before going to school.

First of all, I do my bed until it is very tidy. After that, I sweep the floor. I love to see my room neat and clean. When I still feel sleepy, I walk around my house. Also, I do some physical movements to stretch my body.

Then, I prepare some books based on schedule. I do not want to leave any book at home. I wash my face, brush my teeth, then have a shower. Finally, I



eat breakfast after wearing my school uniform. Before going to school I hug my parents. I enjoy learning time at school. I like to play with my friends too. The school finishes at 1 p.m. After school, I change my uniform then have lunch. I usually help parents to cook for our dinner then help to wash dishes after eating. After watching TV for one hour, I study and do my homework. At the end, I go to sleep at 9 p.m.

**Vocabulary:**

wake up = bangun tidur

prepare my self = mempersiapkan diri

do my bed = merapikan tempat tidur

sweep the floor = menyapu lantai

walk around my house = berjalan di sekitar rumahku

do some physical movements = melakukan beberapa gerakan fisik

have a shower = mandi

after wearing my school uniform = setelah memakai seragam sekolah

enjoy learning time = menikmati waktu belajar

wash dishes after eating = mencuci alat dapur setelah makan

**F. METODE PEMBELAJARAN**

CAR (Classroom Action Research)

**G. MEDIA PEMBELAJARAN:**

1. Media Alat dan Bahan:

Aplikasi Tik-tok

2. Sumber belajar :

- Video pembelajaran di aplikasi Tik-tok
- Buku Teks wajib

## H. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

Tahap	Kegiatan Guru	Kegiatan Siswa	Alokasi Waktu
<b>Pendahuluan</b>	<ol style="list-style-type: none"> <li>Persiapan psikis dan fisik dengan membuka pelajaran. dengan mengucapkan salam dan berdoabersama (menghayati ajaran agama)</li> <li>dilanjutkan dengan absensi.</li> <li>Menginformasikan tujuan yang akan dicapai selama pembelajaran (rasa ingin tahu)</li> <li>Menyampaikan secara singkat garis besar materi yang akan disajikan selama pembelajaran</li> </ol>	<ol style="list-style-type: none"> <li>Siswa menjawab salam</li> <li>Siswa merespon kehadiran</li> <li>Siswa menerima informasi yang disampaikan</li> <li>Siswa mengikuti proses pembelajaran</li> </ol>	<b>5 menit</b>
<b>Inti</b>	<ol style="list-style-type: none"> <li>Guru menerapkan RPP.</li> <li>Guru menjelaskan kegunaan aplikasi tiktok yang dipelajari dalam pengajaran penguasaan kosakata.</li> <li>Guru menjelaskan pembelajaran penguasaan kosakata.</li> <li>Guru membimbing siswa dalam proses belajar mengajar berdasarkan RPP</li> </ol>	<ol style="list-style-type: none"> <li>Siswa mendengarkan dan merespon arahan yang diberikan</li> </ol>	30 menit
<b>Inti</b>	<ol style="list-style-type: none"> <li>Guru meminta siswa mempersiapkan materi yang telah disampaikan</li> <li>Guru menutup pertemuan</li> </ol>	<ol style="list-style-type: none"> <li>Siswa mengikuti arahan yang diberikan arahan yang diberikan</li> <li>Siswa berdoa</li> </ol>	5 menit

## I. PENILAIAN

- Teknik: Tertulis
- Bentuk: Membuat teks daily activity
- Aspek: Pemahaman siswa terhadap materi.

### Pedoman Penilaian

The average score of pre-test and post-test the formula is:

$$\bar{X} = \frac{\sum X}{N}$$

Note:

$\bar{X}$  = Mean

$\sum$  = Sum of

X = Raw score

N = Number of cases

$$P = \frac{\sum X}{N} \times 100$$

P = Percentages

N = Number of Cases

$\sum X$  = The total number of students' score

Mengetahui,  
Guru Mata Pelajaran



**Abidin, M.Pd**

Metro, Mei 2023



**Lilis Cantika**  
NPM:1801070041

**PRE-TEST**

Subject/Sub Mater : English/Vocabulary  
Sub Subject Matter : Vocabulary in Daily Activity  
Name :  
Class :

**Instruction:**

Please make the text about daily activity based on the following vocabulary!

- Morning = pagi
- Wake up = bangun tidur
- Take a shower = mandi
- Eating = makan
- My mom = ibu saya
- Ride me = mengantar saya
- Lunch = makan siang
- Evening = malam
- Sleeping = tidur

**Answer:**

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**POST-TEST II**

Subject/Sub Mater : English/Vocabulary  
Sub Subject Matter : Vocabulary in Daily Activity  
Name :  
Class :

**Instruction:**

Please make the text about daily activity based on the following vocabulary!

- Morning = pagi
- Wake up = bangun tidur
- Eating = makan
- Do my bed = merapikan tempat tidur
- Sweep the floor = menyapu lantai
- Take a shower = mandi
- Go to school on foot = pergi ke sekolah dengan jalan kaki
- Near our house = dekat rumah kami
- Teacher = guru
- Afternoon = siang

**Answer:**

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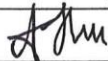







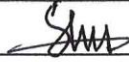
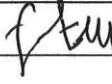
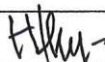
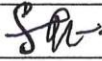

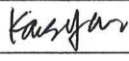

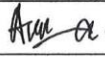



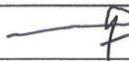
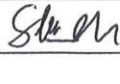
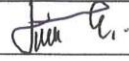

## ATTENDANCE LIST OF POST-TEST 1

CLASS : VIII  
DATE : 31-Mei-2023

No	Name	Signature	
1.	Amira Prudent S. N		
2.	Aqila Nurul Afifah		
3.	Bagus Firzatullah		
4.	Cellina Tasyandria		
5.	Eva Mona		
6.	Fahira Zahra Amelia		
7.	Faiza Azzahra		
8.	Farrel Saputra		
9.	Fasya Salma		
10.	Fatimah Ab		
11.	Humairo Luthfi		
12.	Isabella Saputri		
13.	Kaysan Aidan Ali		
14.	Kaysan Aidan		
15.	Khansa Nafisa Zahra		
16.	M. Ammar		
17.	M. Dzakwan		
18.	M. Hafidz Hasyim		
19.	Okta Putri K		
20.	Q Ibni Hyda		
21.	Salsa Billa		
22.	Serly Oktavia		
23.	Putri Lestari		

## ATTENDANCE LIST OF POST-TEST II

CLASS : VIII  
DATE : 7 - Juni - 2023

No	Name	Signature	
1.	Amira Prudent S. N		
2.	Aqila Nurul Afifah		
3.	Bagus Firzatullah		
4.	Cellina Tasyandria		
5.	Eva Mona		
6.	Fahira Zahra Amelia		
7.	Faiza Azzahra		
8.	Farrel Saputra		
9.	Fasya Salma		
10.	Fatimah Ab		
11.	Humairo Luthfi		
12.	Isabella Saputri		
13.	Kaysan Aidan Ali		
14.	Kaysan Aidan		
15.	Khansa Nafisa Zahra		
16.	M. Ammar		
17.	M. Dzakwan		
18.	M. Hafidz Hasyim		
19.	Okta Putri K		
20.	Q Ibni Hyda		
21.	Salsa Billa		
22.	Serly Oktavia		
23.	Putri Lestari		



**STUDENT'S SCORE**  
(Pre-test)

**Day/Date: Tuesday, May 30<sup>th</sup> 2023**

<b>No.</b>	<b>Name</b>	<b>Scores</b>	<b>Categories</b>
1	APSN	60	Incomplete
2	ANA	50	Incomplete
3	BF	70	Complete
4	CT	55	Incomplete
5	EM	70	Complete
6	FZA	65	Incomplete
7	FA	60	Incomplete
8	FS	55	Incomplete
9	FSA	70	Complete
10	FAA	60	Incomplete
11	HLR	60	Complete
12	IS	55	Incomplete
13	KAA	60	Incomplete
14	KNZ	70	Complete
15	MAD	65	Incomplete
16	MDAF	60	InComplete
17	MADA	70	Complete
18	MADI	60	Incomplete
19	MDAF	50	Incomplete
20	QIHR	55	Incomplete
21	SBB	50	Incomplete
22	SO	60	Incomplete
23	PL	60	Incomplete
<b>Total</b>			<b>1.390</b>
<b>Average (rata-rata)</b>			<b>60</b>

**STUDENT'S SCORE  
(Post-Test 1)**

**Day/Date: Wednesday, May 31<sup>th</sup> 2023**

<b>No.</b>	<b>Name</b>	<b>Scores</b>	<b>Categories</b>
1	APSN	70	Complete
2	ANA	60	Incomplete
3	BF	70	Complete
4	CT	60	Incomplete
5	EM	75	Complete
6	FZA	70	Incomplete
7	FA	70	Complete
8	FS	45	Incomplete
9	FSA	75	Complete
10	FAA	50	Incomplete
11	HLR	70	Complete
12	IS	60	Incomplete
13	KAA	70	Complete
14	KNZ	80	Complete
15	MAD	60	Incomplete
16	MDAF	65	InComplete
17	MADA	70	Complete
18	MADI	70	Complete
19	MDAF	50	Incomplete
20	QIHR	55	Incomplete
21	SBB	65	Incomplete
22	SO	75	Complete
23	PL	70	Complete
<b>Total</b>			<b>1.505</b>
<b>AVERAGE (RATA-RATA)</b>			<b>65</b>

**STUDENT'S SCORE**  
**(Post-Test II)**

**Day/Date: Wednesday, June 7<sup>th</sup> 2023**

<b>No.</b>	<b>Name</b>	<b>Scores</b>	<b>Categories</b>
1	APSN	80	Complete
2	ANA	70	Incomplete
3	BF	80	Complete
4	CT	70	Incomplete
5	EM	80	Complete
6	FZA	80	Incomplete
7	FA	70	Complete
8	FS	60	Incomplete
9	FSA	80	Complete
10	FAA	60	Incomplete
11	HLR	70	Complete
12	IS	60	Incomplete
13	KAA	70	Complete
14	KNZ	90	Complete
15	MAD	60	Incomplete
16	MDAF	70	InComplete
17	MADA	80	Complete
18	MADI	80	Complete
19	MDAF	60	Incomplete
20	QIHR	60	Incomplete
21	SBB	70	Incomplete
22	SO	80	Complete
23	PL	80	Complete
<b>Total</b>			<b>1.660</b>
<b>Average</b>			<b>72</b>

No. \_\_\_\_\_

Date. \_\_\_\_\_

Nama : Aqila Nurul Afifah  
 kelas : VIII B

In the Morning me wake up at 05.00 o'clock.  
 Next I take a shower. Bating morning with  
 Mom. My mom ride me to School. me Lunch  
 with my Grand - ~~Grand~~ Evening I  
 sleeping.

50

No. \_\_\_\_\_

Date: \_\_\_\_\_

KIS : VIII B

Th. 2023



MAMA = M. DZAKWAN AL FARUQ



I wake up at 04.00. I do my bed first next  
sweep the floor. I take a shower at 05.00.



and i eating in the morning. I go to school  
on foot because near our house. My



teacher good person. and afternoon i



lunch with my friend.



70



No. \_\_\_\_\_

Date: \_\_\_\_\_

KIS : VIII &amp;

MAMA = M. DZAKWAN AL FARUQ

I WAKE UP IN THE MORNING AT 04.00 O'CLOCK.

AND THEN I PAKING AND CHECK BOOKS IN MY

BEB. MY FATHER RIDE ME TO SCHOOL. MY MOM

PIC ME UP. MY SCHOOL FAR FROM MY HOUSE.

AFTERNOON I LUNC WIT MY FRIEND.

65

No. \_\_\_\_\_

Date: \_\_\_\_\_

KLS : VIII B

Nama = M. DZAKWAN AL FARUQ

MORNING day i wake up at 04.00 AM. I take  
a shower at 05.00. I take PRAYING. I EATING  
with my mom. She ride me to school. WE  
are LUNCH together with my friend. EVENING I  
SLEEPING

60





No. \_\_\_\_\_

Date. \_\_\_\_\_

Nama = Fahira Zahra Amelia

Kls : VIII, B

IN Morning I wake up. I take a  
Shower. I taking wit my Mom, my Mom ride me.  
Lunch I wit FrenD. Evening i Learning and  
Sleeping.

65



Nama : Fahira Zahra Amelia

Kls : VIII B

Morning I wake up at 05.00  
A.m and i eating with my  
Family. I Check books IN my bed.  
My Father ride me to School. my  
mom pick me up because Far from  
my hous. I playing with my  
Fren in afternoon. Lunch with  
my Family Night lam Sleeping.

70

No. \_\_\_\_\_

Date. \_\_\_\_\_

Nama : Fahira Zahra Amelia  
Kls : VIII B

I am wake up at 05.30 eating  
in the morning with Family. Don't  
forget do my bed and sweep  
the floor. I prepare my bed and  
take a shower. I go to school  
on foot. My school near our house.  
My teacher always cute. Afternoon  
I go to house.

80

No. \_\_\_\_\_

Date. \_\_\_\_\_

NAMA : AQILA NURUL AFIFAH

KIS : VIII B

in the morning ~~twice~~ i wake up at 05.00 o'clock. I am eating together. I do my bed, and sweep the floor, after go to school on foot. my school near our house. teacher good. Afternoon i came back.

70

No. \_\_\_\_\_

Date. \_\_\_\_\_

Nama : Aqila Nurra Apifah  
Kls : VIII B

In the Morning i wake up at 05.00 o'clock.  
next Eating. After that i check books in  
my bag. My mom ride me to school and  
pick me up. My school far from my house.  
A Afternoon me lunch with mom. and night  
i sleep.

GO

## OBSERVATION SHEET OF STUDENTS 'LEARNING ACTIVITIES

## CYCLE 1

Subject : English

Class : VIII/Ganjil

School : SMP Muhammadiyah 4 Metro

No.	Name	The Indicators of Students' Learning Activity			
		Paying attention to teacher's explanation	Asking/ answering the teachers' question	Being active in class	Doing the task given by the teacher
1.	APSN	✓	✓	✓	✓
2.	ANA	✓	✓		✓
3.	BF	✓	✓	✓	✓
4.	CT	✓			✓
5.	EM	✓			✓
6.	FZA	✓			✓
7.	FA	✓			✓
8.	FS	✓			✓
9.	FSA		✓	✓	✓
10.	FAA	✓	✓	✓	✓
11.	HLR	✓			
12.	IS	✓			✓
13.	KAA	✓			✓
14.	KNZ	✓	✓	✓	✓
15.	MAD				
16.	MDAF	✓			✓
17.	MADA	✓	✓	✓	✓
18.	MADI	✓	✓	✓	✓
19.	MDAF	✓			✓
20.	QIHR	✓	✓	✓	✓
21.	SBB	✓	✓	✓	✓
22.	SO	✓	✓	✓	✓
23.	PL	✓			
<b>Total</b>		<b>20</b>	<b>11</b>	<b>10</b>	<b>20</b>

Note:

- Tick (✓) for each positive activity
- Percentage of student's activities
  1. Paying attention of teacher's explanation
  2. Asking and answering the teacher's question
  3. Being active in class
  4. Doing the task given by the teacher

Mengetahui,  
Guru Mata Pelajaran



**Abidin, M.Pd**

Metro, Mei 2023



**Lilis Cantika**  
NPM:1801070041



**OBSERVATION SHEET OF STUDENTS 'LEARNING ACTIVITIES****CYCLE II****Subject : English****Class : VIII/Ganjil****School : SMP Muhammadiyah 4 Metro**

No.	Name	The Indicators of Students' Learning Activity			
		Paying attention to teacher's explanation	Asking/ answering the teachers' question	Being active in class	Doing the task given by the teacher
1.	APSN	✓	✓	✓	✓
2.	ANA	✓	✓	✓	✓
3.	BF	✓	✓	✓	✓
4.	CT	✓	✓	✓	✓
5.	EM	✓	✓		✓
6.	FZA	✓	✓	✓	✓
7.	FA	✓	✓	✓	✓
8.	FS	✓	✓	✓	✓
9.	FSA	✓	✓	✓	✓
10.	FAA	✓	✓	✓	✓
11.	HLR	✓		✓	✓
12.	IS			✓	✓
13.	KAA			✓	✓
14.	KNZ	✓	✓	✓	✓
15.	MAD	✓			✓
16.	MDAF	✓			✓
17.	MADA	✓	✓	✓	✓
18.	MADI	✓	✓	✓	✓
19.	MDAF	✓			✓
20.	QIHR	✓	✓	✓	✓
21.	SBB	✓		✓	✓
22.	SO	✓	✓	✓	✓
23.	PL	✓	✓	✓	✓
<b>Total</b>		<b>21</b>	<b>16</b>	<b>19</b>	<b>23</b>

Note:

- Tick (✓) for each positive activity
- Percentage of student's activities
  1. Paying attention of teacher's explanation
  2. Asking and answering the teacher's question
  3. Being active in class
  4. Doing the task given by the teacher

Mengetahui,  
Guru Mata Pelajaran



**Abidin, M.Pd**

Metro, Mei 2023



**Lilis Cantika**  
NPM:1801070041



**OBSERVATION SHEET OF RESEARCHER'S ACTIVITIES  
POST-TEST I**

Researcher Activities	Good	Enough	Low
1. Pre-Teaching			
a. Preparing the lesson	√		
b. Preparing the material	√		
c. Class opening ability		√	
2. While-teaching			
a. Informing the objective of learning	√		
b. Explaining the material using Tiktok Application	√		
c. Guiding the students to follow the lesson	√		
3. Post-teaching			
a. Concluding the result of learning		√	
b. Class closing ability	√		
Tick (√) for each positive effect			

Metro, May 2023  
Collaborator



**Abidin, M.Pd**

**OBSERVATION SHEET OF RESEARCHER'S ACTIVITIES  
POST-TEST II**

Researcher Activities	Good	Enough	Low
1. Pre-Teaching			
a. Preparing the lesson	√		
b. Preparing the material	√		
c. Class opening ability	√		
2. While-teaching			
a. Informing the objective of learning	√		
b. Explaining the material using Tiktok Application	√		
c. Guiding the students to follow the lesson	√		
3. Post-teaching			
a. Concluding the result of Clearning	√		
b. Class closing ability	√		
Tick (√ ) for each positive effect			

Metro, May 2023  
Collaborator



**Abidin, M.Pd**

**DOCUMENTATION SHEET**

No.	Documented Points	Avaiability
1.	Sylabus of English Subject	√
2.	Lesson Plan	√
3.	History of the School	√
4.	Organization Structure of the School	√
5.	Condition of Teacher and official employers of SMP Muhammadiyah 4 Metro	√
6.	Condition of Students of SMP Muhammadiyah 4 Metro	√
7.	Location Scate of SMP Muhammadiyah 4 Metro	√

-Tick (√) for each positive activity

Metro, May 2023  
Collaborator



**Abidin, M.Pd**

## FIELD NOTES

CYCLE		Note Students Attitude
CYCLE 1	1 <sup>ST</sup> Meeting	<ol style="list-style-type: none"> <li>1. Most of the students less could not focus to the teacher explanation.</li> <li>2. Most of students less pay attention to the teacher</li> </ol>
	2 <sup>rd</sup> Meeting	<ol style="list-style-type: none"> <li>1. Most students are noisy to chat with their friends and walk come and there, <del>and</del> was just silent.</li> <li>2. Most of the students did confusedly, and the test were poor</li> </ol>
CYCLE 2	3 <sup>th</sup> Meeting	<ol style="list-style-type: none"> <li>1. Most of the student were start focus the students.</li> <li>2. The students were start understand to English learning</li> </ol>
	4 <sup>th</sup> Meeting	<ol style="list-style-type: none"> <li>1. Most of the students were focus to the teacher</li> <li>2. The students activities were very active</li> <li>3. The students felt enjoyable</li> </ol>



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: [www.tarbiyah.metrouniv.ac.id](http://www.tarbiyah.metrouniv.ac.id); e-mail: [tarbiyah.iain@metrouniv.ac.id](mailto:tarbiyah.iain@metrouniv.ac.id)

Nomor : B-4100/In.28/J/TL.01/09/2022  
Lampiran :-  
Perihal : **IZIN PRASURVEY**

Kepada Yth.,  
AGUS PUJIANTO MPd SMP 4  
MUHAMMADIYAH METRO  
LAMPUNG  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama : **LILIS CANTIKA**  
NPM : 1801070041  
Semester : 9 (Sembilan)  
Jurusan : Tadris Bahasa Inggris  
Judul : **IMPROVING THE VOCABULARY MASTERY BY USING  
APPLICATION TIKTOK FOR THE EIGHTH GRADE  
STUDENTS OF THE SMP 4 MUHAMMADIYAH METRO**

untuk melakukan prasurvey di SMP 4 MUHAMMADIYAH METRO LAMPUNG, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 06 September 2022  
Ketua Jurusan,



**Andianto M.Pd**  
NIP 19871102 201503 1 004



MAJELIS PENDIDIKAN DASAR DAN MENENGAH MUHAMMADIYAH  
CABANG MUHAMMADIYAH METRO UTARA

**SMP MUHAMMADIYAH 4 METRO**

**TERAKREDITASI "B"**

NSS : 202126102016 NPSN :10807595

Alamat : Jln. Dr. Sutomo No. 35/28 Purwoasri Kec. Metro Utara Kota Metro Lampung Kode Pos 34117

Nomor : 40/ SMPM4/ 10/ 2022  
Lampiran : -  
Perihal : **Balasan Permohonan Izin Prasurvey**

Kepada Yth.

Ketua Jurusan

Di –

**IAIN Metro**

*Assalamu'alaikum Wr.Wb*

Dengan Hormat,

Sehubungan dengan surat dari Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, Nomor: **B-4100/In.28/J/TL.01/09/2022**, berkenaan dengan izin prasurvey, maka dengan ini kami menenrangkan mahasiswa di bawah ini:

Nama : Lilis Cantika  
NPM : 1801070041  
Semester : 9 (Sembilan)  
Jurusan : Tadris Bahasa Inggris  
Judul : IMPROVING THE VOCABULARY MASTERY BY USING  
APLICATION TIKTOK FOR THE EIGHTH GRADE STUDENTS OF THE  
SMP MUHAMMADIYAH 4 METRO

Telah kami setuju untuk melakukan prasurvey di SMP Muhammadiyah 4 Metro.

Demikian surat ini kami sampaikan, dan atas kerja samanya kami ucapkan terimakasih.

*Wassalamu'alaikum Wr.Wb.*

Metro, 17 Oktober 2022

Kepala SMP Muhammadiyah 4 Metro



**Agus Pujianto, M.Pd.**

**NBM. NBM.1042089**





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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Nomor : /In.28.1/J/TL.00//2023  
Lampiran : -  
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,  
Umi Yawisah (Pembimbing 1)  
(Pembimbing 2)  
di-

Tempat  
*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : **LILIS CANTIKA**  
NPM : 1801070041  
Semester : 11 (Sebelas)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris  
Judul : IMPROVING THE VOCABULARY MASTERY BY USING TIKTOK APPLICATION FOR THE EIGHTH GRADE STUDENTS OF SMP MUHAMMADIYAH 4 METRO

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
  - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
  - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro,  
Ketua Jurusan,



**Andianto M.Pd**

NIP 19871102 201503 1 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

## **SURAT TUGAS**

Nomor: B-2634/In.28/D.1/TL.01/05/2023

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : **LILIS CANTIKA**  
NPM : 1801070041  
Semester : 10 (Sepuluh)  
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMP MUHAMMADIYAH 4 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING THE VOCABULARY MASTERY BY USING TIKTOK APPLICATION FOR THE EIGHTH GRADE STUDENTS OF SMP MUHAMMADIYAH 4 METRO".
  2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro  
Pada Tanggal : 26 Mei 2023

Mengetahui,  
Pejabat Setempat



*Agus Pujiyanto*  
AGUS PUJIYANTO, M.Pd

Wakil Dekan Akademik dan  
Kelembagaan,



**Dra. Isti Fatonah MA**  
NIP 19670531 199303 2 003





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-2633/In.28/D.1/TL.00/05/2023  
Lampiran : -  
Perihal : **IZIN RESEARCH**

Kepada Yth.,  
KEPALA SMP MUHAMMADIYAH 4  
METRO  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-2634/In.28/D.1/TL.01/05/2023, tanggal 26 Mei 2023 atas nama saudara:

Nama : **LILIS CANTIKA**  
NPM : 1801070041  
Semester : 10 (Sepuluh)  
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP MUHAMMADIYAH 4 METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING THE VOCABULARY MASTERY BY USING TIKTOK APPLICATION FOR THE EIGHTH GRADE STUDENTS OF SMP MUHAMMADIYAH 4 METRO".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 26 Mei 2023  
Wakil Dekan Akademik dan  
Kelembagaan,



**Dra. Isti Fatonah MA**  
NIP 19670531 199303 2 003



MAJELIS PENDIDIKAN DASAR DAN MENENGAH MUHAMMADIYAH  
CABANG MUHAMMADIYAH METRO UTARA  
**SMP MUHAMMADIYAH 4 METRO**  
**TERAKREDITASI "B"**



Alamat : Jln. Dr.Sutomo No.35/28 Purwoasri Kec.Metro Utara Kota Metro Lampung Kode Pos 34117

No : 067/D3/SMP.M4/X/2022  
Lampiran : -  
Hal : **Surat Balasan Izin Research**

Kepada Yth.  
Wakil Dekan Akademik dan Kelembagaan  
Fakultas Tarbiyah dan Ilmu Keguruan  
IAIN Metro  
Di –  
Tempat

Assalamu'alaikum Warahmatullahi Wabarokatuh

Berdasarkan surat permohonan izin penelitian dengan nomor B-4531/ln.28/D1/TL.01/10/2022 tanggal 29 Mei 2023, bahwa mahasiswa atas

Nama : Lilis Cantika  
NPM : 1801070041  
Jurusan/Fakultas : Tadris Bahasa Inggris/ FTIK IAIN Metro  
Judul : IMPROVING THE VOCABULARY MASTERY BY USING  
TIK - TOK APPLICATION FOR THE EIGHTH GRADE  
STUDENTS OF SMP MUHAMMADIYAH 4 METRO

Kami setuju untuk melakukan Research/survey di SMP Muhammdiyah 4 Metro meliputi pengumpulan data wawancara, observasi, dan dokumentasi dengan waktu sesuai dengan keperluan tugas akhir/skripsi.

Demikian Surat Balasan Izin Research ini kami buat agar dapat dipergunakan sebagai mana mestinya.

Atas perhatiannya diucapkan terimakasih.

Wassalamu'alaikum Warahmatullahi Wabarokatuh

Metro, 29 Mei 2023

Kepala Sekolah,



**AGUS PUJIANTO, M.Pd**  
NBM. 1042089



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UNIT PERPUSTAKAAN**

**NPP: 1807062F0000001**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp (0725) 41507; Faks (0725) 47296; Website: [digilib.metrouniv.ac.id](http://digilib.metrouniv.ac.id); [pustaka.iain@metrouniv.ac.id](mailto:pustaka.iain@metrouniv.ac.id)

**SURAT KETERANGAN BEBAS PUSTAKA  
Nomor : P-394/In.28/S/U.1/OT.01/05/2023**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : Lilis Cantika  
NPM : 1801070041  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2022 / 2023 dengan nomor anggota 1801070041

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 23 Mei 2023  
Kepala Perpustakaan



Dr. As'ad, S. Ag., S. Hum., M.H., C.Me.  
NIP. 19750505 200112 1 002



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## **SURAT KETERANGAN BEBAS PUSTAKA**

Yang bertanda tangan di bawah ini Ketua Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Lilis Cantika

NPM : 1801070041

Program Studi : Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris.

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 20 Oktober 2023

Ketua Program Studi TBI



**Andianto, M.Pd**

NIP. 1987 1102 201503 1 004



# IMPROVING THE VOCABULARY MASTERY BY USING TIK-TOK APPLICATION

*by* LILIS CANTIKA

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**Submission date:** 10-Oct-2023 08:12AM (UTC+0100)

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**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Lilis Cantika  
NPM : 1801070041

Prodi : TBI  
Semester : IX

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Senin, 7/11-22	✓	Lengkap dgn BAB II, III	✓
2.	Senin, 28/11-22	✓	Revisi sesuai catatan	✓
3.	Selasa, 6/12-22	✓	- teknik pengumpulan data: Lengkap sesuai catatan - prosedur → + km	✓
4.	Jumat 9/12-22	✓	- Revisi is OK - Acc for seminar	✓

Mengetahui,  
Ketua Jurusan TBI

**ANDI ANTO, M.Pd**  
NIP.19711022015030104

Dosen Pembimbing

**Dr. Umi Yawisah, M.Hum**  
NIP. 19620424 199903 2 001



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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Lilis Cantika  
NPM : 1801070041

Program Studi : TBI  
Semester : X

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
-	Kamis, 25/23 5	✓	ACC APD, lanjutkan ke penelitian	
	Senin, 20/23 6	✓	Revise based on the notes, esp. on chapter IV (each cycle).	
	Jumat 22/23 9	✓	ACC for munaqosah	

Mengetahui  
Ketua Program Studi TBI



**Andianto, M.Pd**  
NIP. 1987110 2201503 1 004

Dosen Pembimbing

**Dr. Umi Yawisah, M.Hum**  
NIP. 19620424 199903 2 001



**DOCUMENTATION**



Source: Prasurvey Oktober 17th 2022

**CYCLE I**



Source: Tuesday, May 30<sup>th</sup> 2023 (Pre-Test and First Meeting)



Source: Wednesday, May 31th 2023(Second Meeting Post-Test 1)

CYCLE II



Source: Tuesday, June 6<sup>th</sup> 2023 (First Meeting)



Source: Wednesday, June 7<sup>th</sup> 2023 (Second Meeting Post-test II)

### CURRICULUM VITAE



The writer was born in Lampung, Februari 8, 2000. He is the first child of Mr. kiwil and Mrs. Emi . He lives in Rejo Agung Kalangan 2, kec Tegineneng, kab pesawaran. Becoming a good teacher is a big dream for her.

In early 2006 entering Elementary School at SDN 3 Rejo Agung, then in 2012 continuing to the Junior High School at SMP N 2 Trimurjo, and in 2015 entering SMA N 1 Trimurjo . It's been a long journey for him to find her dream. Until finally he chose State Institute for Islamic Studies of Metro (IAIN METRO) as an option to continue her S1 Program Study in English Education Department.