

AN UNDERGRADUATE THESIS

THE EFFECT OF SOCIAL MEDIA TIKTOK ON STUDENT'S
VOCABULARY MASTERY OF EIGHT GRADE
AT SMP N 11 PESAWARAN



By:

SINTA DEVI SISWANDARI

Student Number: 2101050025

ENGLISH EDUCATION STUDY PROGRAM

TARBIYAH AND TEACHER TRAINING FACULTY

STATE ISLAMIC INSTITUTE OF METRO

1447 H/2025 M

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THE EFFECT OF SOCIAL MEDIA TIKTOK ON STUDENT'S

VOCABULARY MASTERY OF EIGHT GRADE

AT SMP N 11 PESAWARAN

Presented as a partial fulfillment of the requirement

For the degree of bachelor of Education (S.Pd)

In English Education Department

By:

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ENGLISH EDUCATION STUDY PROGRAM

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GRADE AT SMP N 11 PESAWARAN

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Assalamu'alaikum, Wr. Wb

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It has been agreed so it can be continued to the Tarbiyah Faculty in order
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Wassalamu'alaikum Wr. Wb

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Sudah kami setuju dan dapat diajukan ke Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro untuk dimunaqsyahkan.

Demikian harapan kami dan atas perhatiannya saya ucapkan terima kasih.

Wassalamu'alaikumWr.Wb.

Mengetahui,
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RATIFICATION PAGE

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An Article entitled: “ THE EFFECT OF SOCIAL MEDIA TIKTOK ON STUDENT’S VOCABULARY MASTERY OF EIGHT GRADE AT SMP N 11 PESAWARAN ” written by: Sinta Devi Siswandari, Student Number 2101050025 English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teachers Training Faculty on Thursday, June 26th, 2025 at 15.00-17.00 WIB.

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ABSTRACT

THE EFFECT OF SOCIAL MEDIA TIKTOK ON STUDENT'S VOCABULARY MASTERY OF EIGHT GRADE AT SMP N 11 PESAWARAN

By:

Sinta Devi Siswandari

This study aims to determine whether the use of tiktok application has a positive and significant effect on students' mastery of vocabulary. Students face problems in vocabulary limitation, as well as difficulties to learn English. Therefore, this study aims to explore how the TikTok application can have an effect on students' vocabulary mastery.

This study uses a quantitative method with a quasi-experimental design. The sample of this study used one class, namely class VII E consisting of 30 students. To test the hypothesis, researchers used an independent sample t-test to determine whether the proposed hypothesis was accepted or rejected.

Based on the results to answer the research questions, the data were analyzed using t-test. The results showed that the average pre-test score in the class was 61.5 and increased to 73.16 in the post-test. After conducting the Independent Sample t-test test with SPSS, the sig (2-tailed) result of $0.000 < 0.05$ was obtained, which shows that the use of the tiktok application has a positive and significant effect on the vocabulary mastery of students in class VIII E SMP N 11 Pesawaran.

Keyword: *Quantitative Research, TikTok Application, Vocabulary Mastery*

ABSTRAK

EFEK MEDIA SOSIAL TIKTOK TERHADAP PENGUASAAN KOSAKATA SISWA KELAS VII DI SMP N 11 PESAWARAN

Oleh:

Sinta Devi Siswandari

Penelitian ini bertujuan untuk mengetahui apakah penggunaan aplikasi tiktok memiliki efek yang positif dan signifikan terhadap penguasaan kosakata siswa. Siswa menghadapi masalah dalam keterbatasan kosakata, serta kesulitan untuk belajar bahasa Inggris. Oleh karena itu, penelitian ini bertujuan untuk mengeksplorasi bagaimana aplikasi tiktok dapat memberikan efek untuk siswa dalam menguasai kosakata.

Penelitian ini menggunakan metode kuantitatif dengan desain kuasi eksperimen. Sampel penelitian ini menggunakan satu kelas, yaitu kelas VII E yang terdiri dari 30 siswa. Untuk menguji hipotesis, peneliti menggunakan independent sample t-test untuk menentukan apakah hipotesis yang diajukan diterima atau ditolak.

Berdasarkan hasil untuk menjawab pertanyaan penelitian, data dianalisis dengan menggunakan uji-t. Hasil penelitian menunjukkan bahwa nilai rata-rata pre-test di kelas adalah 61,5 dan meningkat menjadi 73,16 pada post-test. Setelah melakukan uji Independent Sample t-test dengan SPSS, diperoleh hasil sig (2-tailed) sebesar $0,000 < 0,05$ yang menunjukkan bahwa penggunaan aplikasi tiktok memiliki efek yang positif dan signifikan terhadap penguasaan kosakata siswa kelas VIII E SMP N 11 Pesawaran.

Kata Kunci: *Aplikasi TikTok, Penelitian Kuantitatif, Penguasaan Kosakata*

STATEMENT OF RESEARCH ORIGINALITY

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States this undergraduate thesis is originally the result of research of writer in exception of certain parts which are excerpted from the bibliography mentioned.

Metro, June 24, 2025
The Researcher



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Metro, 24 Juni 2025

Mahasiswa ybs,



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MOTTO

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا ۚ

“Allah does not burden anyone except according to his ability.”

(Qs. Al-Baqarah: 286)

DEDICATION PAGE

The Undergraduate thesis is dedicated to:

1. My beloved parent (Mr. Dam Siswoyo), thank you for all your sacrifices, patience, and endless love. Without you, this achievement would never have been possible.
2. My beloved brother (Hanafi Kouswoyo), who always supports me, motivates me, and encourages me.
3. My sponsor (Dr. Much Deiniatur, M.Pd B.I), who has guided me patiently to complete this thesis. Thank you for your guidance.
4. My friends in class B and class D, thank you for being together all this time, it is lucky to meet good people like you.
5. My big family of SMP N 11 Pesawaran, thank you for your help and support.

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In order to finish this undergraduate thesis, the researcher is grateful to Allah SWT for his kindness and blessings. It has the title "THE EFFECT OF SOCIAL MEDIA TIKTOK ON STUDENTS' VOCABULARY MASTERY OF EIGHT GRADE AT SMP N 11 PESAWARAN" Additionally, Sholawat and blessings are given to our prophet Muhammad SAW, who leads us from darkness to light.

Furthermore, without assistance, direction, counsel, support, and encouragement, this research would not have been possible. The researcher is very grateful for the following in relation to the undergraduate thesis:

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2. Dr. Siti Annisa, M.Pd., as the dean of the Tarbiyah and Teacher Training Faculty of IAIN Metro Lampung.
3. Dr. Much Deiniatur, M.Pd. B.I Head of the English Education Department State Institute of Islamic Studies (IAIN) Metro and the sponsor who given the researcher, advice and suggestion for this undergraduate thesis.
4. Every lecturer in the English Education Department, who consistently imparts information and knowledge.
5. All of the teacher of Junior High School SMP N 11 Pesawaran who provided the opportunity for researchers to conduct this research.

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The researcher acknowledges the shortcomings of this undergraduate thesis as a human being. The researcher regrets any mistakes in the text. The researcher hopes that everyone who reads this undergraduate thesis will find it useful.

Metro, June 12, 2025

The Researcher

A handwritten signature in black ink, featuring a large, stylized dollar sign (\$) on the left and a more complex, cursive-like scribble on the right that includes a small smiley face-like shape at the top.

SINTA DEVI SISWANDARI

Student Number: 2101050025

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CHAPTER I

INTRODUCTION

A. Background of Study

Vocabulary mastery is a fundamental aspect of learning English as a foreign language, yet many students face significant challenges in acquiring an adequate range of vocabulary.¹ Limited vocabulary often hinders students' ability to communicate effectively, comprehend texts, and engage confidently in English learning activities.² This deficiency can lead to frustration and decreased motivation, making English learning a difficult and less enjoyable experience for many learners.

In recent years, social media platforms have become increasingly popular among students and have shown potential as innovative tools for language learning.³ Among these platforms, TikTok stands out due to its engaging, short-video format that attracts millions of young users worldwide. TikTok offers a dynamic environment where students can encounter new English words and phrases in context, including slang and everyday expressions, which may enhance their vocabulary acquisition outside the traditional classroom setting.

¹ Afrah Abdullah Alghameeti, "Is TikTok an Effective Technology Tool in English Vocabulary Expansion?," *English Language Teaching* 15, no. 12 (2022): 14,

² Eryc, "The Impact of Tik-Tok Use on Self-Expression by Generation-Z Users," *Journal of Information System, Applied, Management, Accounting and Research*. 6, no. 4 (2022): 921–27,

³ Astrinia Ristama Tampubolon, Basar Lolo Siahaan, and Anita Sitanggang, "The Effect Of Using Tiktok On Students' Vocabulary Mastery In Seventh Grade At SMP Negeri 9 Pematang Siantar," *Jurnal Ilmu Pendidikan Dan Sosial* 2, no. 3 (2023): 390–402,

TikTok's interactive and entertaining content motivates students to learn new words and apply them in their daily communication, thereby addressing the common problem of limited vocabulary and learning difficulties in English.

Given these findings, it is important to explore how TikTok influences students' vocabulary mastery, especially in contexts where students struggle with vocabulary limitations and English learning challenges.⁴ Understanding this effect can provide valuable insights for educators seeking to integrate social media into language teaching strategies to improve students' vocabulary skills and overall English proficiency.

The researcher did the interview media used by the teacher pra survey on Friday, November 22, 2024. By interviewing the English teacher. The teacher explained that in English vocabulary activities, students have difficulty learning English because the students have low vocabulary, they always use the same vocabulary, and they do not understand the material given by the teacher.

Additionally, the researcher obtained the teacher's English score, which is displayed in the table below.

Tabel 1.1

The Explanation of the Pra-Survey Data

No	Grade	Explanation	Frequencies	Percentage
1	<70	Incomplete	17	55%
2	>70	Complete	14	45%
Total			31	100%

⁴ Luluk Syifaul Fitriyah and Norma Ita sholichah, "Improving Vocabulary Using Tik Tok Application," *English Language Teaching Journal* 3, no. 1 (2023): 17–24, <https://doi.org/10.35897/eltj.v3i1.934>.

From the data above, a large number of students have low English scores; some received scores below 70, meaning they have not yet met the basic criterion.

According to the explanation given above, students' vocabulary knowledge improves when they use learning media, particularly TikTok. One of the distinctions is that the eighth-grade students at SMP N 11 Pesawaran are the topic, population, and sample of this study. Based on the aforementioned reasons, it is envisaged that using TikTok as a learning media tool can aid students in becoming more proficient in vocabulary. Thus, "The Effect of Social Media TikTok on Students' Vocabulary Mastery of Eighth Grade at SMP N 11 Pesawaran" is the title of the study that the researcher would undertake.

B. Problem Identification

1. The Students have a low Vocabulary.
2. The Students have difficulties Learning English.

C. Problem Limitation

This study focuses specifically on the issue of students having a low vocabulary level, which affects their overall language proficiency.

D. Problem Formulation

Based on the above statement, the researcher formulated the problem statement as follows:

“Is there a significant effect of using TikTok social media on students' English vocabulary mastery in eighth grade students of SMP N 11 Pesawaran in the academic year 2024/2025?”

E. Objective and Benefit of Study

1. Objective

Based on the definition of the problem, the researcher concluded that the goal of this study was to determine the effect of TikTok on vocabulary mastery of eighth-grade students at SMP N 11 Pesawaran through the use of the TikTok application.

2. Benefit

a) For the students

The researcher expects that by utilizing the TikTok application, pupils would be able to comprehend English language and simply increase their memorization of it.

b) For the Instructors

In the future, the instructor could employ the TikTok app as an alternate medium to improve English instruction.

c) Regarding Other Scholars

Future researchers looking to improve vocabulary abilities will find this research valuable. This is due to the fact that this study may serve as one of the alternate research guidelines or sources. Future studies may find this study useful in determining the best practices for teaching vocabulary through the TikTok app.

F. Prior Research

There have been some findings related to this study. Some of them are:

First, Lilis Cantika's research, *Improving Students Vocabulary Mastery By Using Tik-Tok Application For The Eighth Graders of SMP Muhammadiyah 4 Metro* improved their vocabulary mastery by using the TikTok application.⁵ This research using a mixed-methods approach that incorporates quantitative surveys, focus groups, and qualitative interviews, the study examines the effects of TikTok in actual classroom environments with eighth graders from SMP Muhammadiyah 4 Metro.

The similarity of this research is that both examine junior high school students and both use the TikTok application for research.

The difference from this research is that previous researchers used qualitative and quantitative methods while the current research only uses quantitative methods.

Second, Ida I Dewa Agung Tirtayasa, I Gusti Ngurah Agung Wijaya Mahardika, and Ni Wayan Satri Adnyani's study, *"The Effectiveness of TikTok as an Instructional Media on Students' English Vocabulary Mastery"*.⁶ The method used in this research was quasi-experimental research design.

⁵ Cantika, Lilis. "Improving Students Vocabulary Mastery By Using Tik-Tok Application For The Eighth Graders Of SMP Muhammadiyah 4 Metro." Undergraduate Thesis, IAIN Metro, 2023.

⁶ Ida I Dewa Agung Tirtayasa, I Gusti Ngurah Agung Wijaya Mahardika, and Ni Wayan Satri Adnyani, "The Effectiveness of TikTok as an Instructional Media on Students' English

The similarity of this research is that both use the TikTok application for research.

The difference from this research is the students studied, the previous researcher used students from the high school level, while the current researcher used students from the junior high school level to be studied.

Third, Astrinia Ristama Tampubolon, Basar Lolo Siahaan, and Anita Sitanggang. The research entitled "The Effect of Using TikTok on Students' Vocabulary Mastery in Seventh Grade at SMP Negeri 9 Pematang Siantar".⁷ This research uses a quantitative approach method.

The similarity of this study is that both examined junior high school students and the class used in the study, namely the same grade 8.

The difference from this study is that the previous researcher used a class action research method while the current study used quantitative methods.

The novelty or difference between this research and the previous one is that there is a difference in the year of research, because with the TikTok application which is always updated every time to add features, of course the research conducted now will be more complete in terms of features and others so that it will produce more varied research, especially in using

Vocabulary Mastery," *New Language Dimensions* 5, no. 1 (2024): 31–39, <https://doi.org/10.26740/nld.v5n1.p31-39>.

⁷ Astrinia Ristama Tampubolon, Basar Lolo Siahaan, and Anita Sitanggang, "The Effect Of Using Tiktok On Students' Vocabulary Mastery In Seventh Grade At SMP Negeri 9 Pematang Siantar."

features in the TikTok application, and the current researcher focuses more on seeing the effects obtained from using the TikTok application for learning, especially vocabulary learning.

CHAPTER II

THEORETICAL REVIEW

A. Concept of Vocabulary Mastery

1. Definition of Vocabulary

Vocabulary is a collection of words, phrases, and expressions that a person can use and understand in a particular language. It's a fundamental aspect of language that's essential for learning and teaching a second language.⁸ Expert definitions of some terms are provided. Horbny defines vocabulary as all the words one knows or uses when discussing a particular topic.

Neuman and Drawyer define vocabulary as the words one needs to speak and listen in order to communicate effectively.

According to the definition given above, vocabulary is all of the words in a language that people are familiar with and use to communicate with one another.

2. Definition of Vocabulary Mastery

Mastery of vocabulary is one of the factors in mastering English as a foreign language. This indicates that students can comprehend and apply words and their meanings. Students' mastery of the language

⁸ Lestari, "The Effectiveness of Using Hangaroo Game for Teaching Vocabulary (An Experimental Research at Seventh Grade Students of SMP Negeri 3 Sokaraja in Academic Year 2014/2015)," *Repository UMP*, 2015, 5–15.

improves with the size of their vocabulary. Students will struggle to learn English if they have a little vocabulary.⁹

At the primary, secondary, and advanced levels of learning English as a foreign language, knowledge of vocabulary is one of the essential skills. The knowledge or abilities a person possesses in comprehending and mastering words is known as vocabulary mastery. Mastering vocabulary is crucial for learning English since it opens up the possibility of learning more. Additionally, without a strong vocabulary and a comprehension of meaning, communicating will be challenging and pointless. This implies that a person may communicate effectively and express their thoughts by expanding their vocabulary.

The quantity of words one knows is referred to as vocabulary mastery. Mastery encompasses more than just knowing the definitions of specific terms. To put it another way, understanding a word is a better way to define vocabulary mastery since students are considered to have strong vocabulary mastery if they can recognize its meaning while also being aware of its form, grammar, collocation, meaning, and word formation. Students can employ their mastery of language in relation to the writing subskill. The assessment of productive skills, or the vocabulary required for writing, is connected to the vocabulary test that will be used to gauge students' vocabulary competence.

⁹ Aswal Syarifudin, Rismaya Marbun, and Dewi Novita, "Analysis on the Students' Vocabulary Mastery a Descriptive Study on the MTs," *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa* 3, no. 9 (2014): 1–10.

3. The Importance of Vocabulary Mastery

Students who wish to become fluent in English must first study vocabulary, which is a crucial component of learning the language. The most crucial aspect of a language is its vocabulary, which is why it should always be taught first. Vocabulary serves as the basis for both written and spoken communication. English is taught and presented to pupils as one of the required subjects in schools. Nonetheless, pupils still consider English to be a hard subject and a hard language to master. Vocabulary is the total number of words in a language. "A person's vocabulary is the collection of words they know." Because of this, students who lack a sufficient vocabulary will struggle to learn a language.¹⁰

Vocabulary, in addition to grammar, pronunciation, and spelling, is regarded as one of the most crucial aspects of language acquisition. This essential talent should be mastered by the students. By increasing their vocabulary, students can acquire the four language abilities of speaking, listening, writing, and reading. Therefore, vocabulary acquisition determines proficiency in the four language skills. Strong vocabulary allows students to communicate with one another in an understandable and productive manner.

¹⁰ Astrinia Ristama Tampubolon, Basar Lolo Siahaan, and Anita Sitanggang, "The Effect Of Using Tiktok On Students' Vocabulary Mastery In Seventh Grade At SMP Negeri 9 Pematang Siantar."

In the junior high school English learning process, vocabulary mastering is crucial for the students. The reason for this is that vocabulary-related experiences that youngsters receive during their early years are crucial to the formation of their language.

Junior high school students are taught language acquisition techniques. It will be developed when the student enters senior high school. Junior high school students receive more specific training since they are either in the concrete phase of psychological development or are moving on to the semi-abstract stage, even though they study similarly to senior high school students. The children mostly learned content terms because of their major word dominance in English.¹¹

4. Aspect of Vocabulary

Language must be taught to students in five different methods. The five elements are: (1) Meaning; (2) Spelling; (3) Pronunciation; (4) Word Class; and (5) Word Usage. Below, these components will be explained in further depth:

a. Meaning

Meaning is one of the most important things that students should understand since it describes how a word conveys meaning to language users. Often, when a word is employed in a different context, it might have multiple meanings. For instance, the noun

¹¹ Aswal Syarifudin, Rismaya Marbun, and Dewi Novita, "Analysis on the Students' Vocabulary Mastery a Descriptive Study on the MTs," *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa* 3, no. 9 (2014): 1–10.

"present" denotes a time period that is currently occurring. The word "present" as a noun also can be defined as something that you give to someone, usually for a particular occasion. Therefore, it is really important for the students to know the meaning of the word, because it will help them to use and understand the message from that word when it occurs in different context.

b. Spelling

Students must be able to spell words when they come across them for the first time. Spelling describes the appearance of a word. Students will be able to write words accurately in written form if they know how to spell them. So, it is crucial that students understand how to spell the word.

c. Pronunciation

In addition to learning vocabulary, students must be able to pronounce words correctly. Students will gain a better understanding of others' meanings as a result. It will be challenging for someone to understand a word if it sounds incorrect. In order to prevent misunderstandings during oral communication, it is crucial that students grasp how to pronounce words correctly.

d. Word Classes

One way to describe word classes is as groups of words. In semantic feature analysis, they constitute a crucial component. Nouns, verbs, adverbs, adjectives, and prepositions are some of the

categories into which word classes can be separated. This approach of classifying words in a language is based on how they are used in communication.

e. Word Uses

In a language, word usage describes how a word is used. Word usage is analyzed in detail because it might also include grammar.

The teaching-learning process in this study will concentrate on the elements of pronunciation, word usage, and meaning. This is due to the fact that these elements are important to the hot seat game and are suitable for the classroom setting.¹²

5. Kinds of Vocabulary

There are two categories of vocabulary: useful and informative. You have a helpful and instructive vocabulary. Words that both learners and native speakers can know and understand but rarely use—passively when reading or listening—are referred to as receptive vocabulary. When writing or speaking, productive vocabulary is actively employed. Generally speaking, the vocabulary used in reading is more than that used in writing, and the vocabulary used in listening is greater than that used in speaking. Thus, it can be claimed that vocabulary can be learned in four different ways. Speaking, writing, listening, and reading are all

¹² Desak Made et al., “Role of Vocabulary Mastery in Students’ Reading Comprehension. *Jurnal Santiaji Pendidikan*,” *Jurnal Santiaji Pendidikan* 11, no. 3 (2021): 225–30, <https://e-journal.unmas.ac.id/index.php/jsp/article/view/3091>.

parts of vocabulary. Reading vocabulary is the collection of words that you encounter when reading. Conversely, listening vocabulary refers to the words you hear and understand when you talk to others or when you watch TV or listen to the radio. The words that people use in their everyday conversations and in life are called spoken vocabulary. Finally, the words used in essays, reports, letters and other written work make up the writing vocabulary.

The following are the types of vocabulary:

- a. High-frequency terms. Nearly 80% of the text's running words are composed of these terms;
- b. Academic terms. These words typically comprise around 9% of the text's running words;
- c. Terminology. Approximately 5% of the text's running words are these words;
- d. Low frequency words. These are the medium-frequency terms that were left off of the high-frequency word list. In an academic text, they comprise more than five percent of the words.¹³

6. Assessment of Vocabulary Mastery

The assessment that researchers will use in this study is Multiple-choice tests.

¹³ I. S.P. Nation, "Learning Vocabulary in Another Language," *Learning Vocabulary in Another Language*, 2013, 1–624, [https://doi.org/10.1016/s0889-4906\(02\)00014-5](https://doi.org/10.1016/s0889-4906(02)00014-5).

Multiple-choice tests are objective tests in which participants have to select the correct answer from a list of options. Multiple-choice tests are often used in higher education, market research and elections.

B. Concept of TikTok

1. Definition of TikTok

TikTok is a social media platform where users can create, share, and discover short videos. Under the name Douyin, it was created in China by the Beijing-based technology company ByteDance. The platform, which made its global debut in 2016, completely changed how people around the world produce and consume digital content. The short films on TikTok include dancing, comedy, and instructional content. Users usually make videos that are between 15 and 60 seconds long and add music, filters, and effects from a vast library.

What sets TikTok apart is its powerful algorithm, which tailors content for each user. By analyzing user engagement and viewing patterns, the app generates a customized "For You" feed, ensuring a dynamic assortment of content that aligns with a user's preferences. Through navigating, viewing, and eventually producing, this cutting-edge technology encourages involvement. TikTok's impact extends beyond entertainment. It has evolved into a social media platform for campaigning, brand promotion, and talent identification.¹⁴

¹⁴ Alex Miltsov, "Researching TikTok: Themes, Methods, and Future Directions," *The SAGE Handbook of Social Media Research Methods*, no. October (2022): 664–76, <https://doi.org/10.4135/9781529782943.n46>.

2. Feature 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. Advantages and Disadvantages of TikTok as Media in Learning Vocabulary Mastery.

Table 2.1

Feature Contained in the TikTok Application

Feature	Usability
Record Sound	Use a device to record sound, then add it to your own TikTok account.
Record Video	Using a device to record video, then incorporate it into a personal TikTok account.
Background	There is now a background sound available for download from the media storage of the TikTok app.
Edit	Modify and edit a preliminary version of the produced video.
Collaboration	Share video that have been made
	Collaborate with other TikTok app users.

It can be concluded from the previous description that the TikTok app can be a useful learning tool. First of all, kids' learning interests might be enhanced by the TikTok app. Due to the numerous elements that can be used in the educational process, both TikTok applications have the potential to pique students' interest. Last but not least, the TikTok app is correlated with students' growth and engagement in order to keep them engaged to and near the digital world, particularly devices.

3. The Procedure for Applying TikTok to Learning Vocabulary Mastery

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

- a. The teacher shows three videos from the TikTok app. One video contains an explanation of vocabulary mastery as the material, while two videos contain daily activities related to vocabulary mastery learning materials.
- b. The teacher shows the videos to the students.
- c. Students watch and retrieve knowledge about vocabulary acquisition.
- d. The teacher closes the video which contains an explanation of vocabulary acquisition.
- e. To show students' ability in vocabulary mastery, the teacher gives students to do daily activities about vocabulary mastery.
- f. The teacher assesses the students' work.

4. Hypothesis

The researcher develop the following research hypothesis based on the framework mentioned above:

Ha: There is a significant effect of using the TikTok application on the mastery of vocabulary of eighth grade students of SMP N 11 Pesawaran.

Ho: There is no significant effect of using TikTok application on the mastery of vocabulary of eighth grade students of SMP N 11 Pesawaran.

CHAPTER III

RESEARCH METHOD

A. Research Design

This study will employ a quantitative research design. The researcher will use one class as the sample for the classroom experiment in order to perform a pre-experiment investigation. One of the pre-experimental method designs that uses an experimental group without a control group is the one-group pretest-posttest. Pre-experimental research is used by researchers to examine how students' vocabulary knowledge (dependent variable) is affected by the TikTok application as a learning tool (independent variable).

The pre-test and post-test will be given to a single group with the following formula¹⁵:

Table 3.1

Pre-Experimental Design

Pre-test	Treatment	Post-test
O1	X	O2

O1 : Pre-test

X : Treatment

O2 : Post-test

¹⁵ Gay L. R., Geoffrey E. Mills, and Peter Airasian, *Educational Research: Competencies for Analysis and Applications*, Tenth Edition (Pearson Education, 2012).

From the research design above, the treatment will be given after conducting a pre-test. The pre-test will be given before the implementation of the TikTok application as a treatment. At the end of the treatment period, a post-test will be conducted to assess students' vocabulary acquisition.

B. Research Variables and Operational Definitions

1. Research Variables

Research variables are qualities, traits, or values of individuals, things, or activities that show certain variances and are chosen by researchers in order to examine and make inferences. The dependent variable and the independent variable are the two research variables. Whereas the independent variable is one that is independent of other factors, the dependent variable is one that is dependent on them. In the context of this study, the following variables are used:

a) Independent Variable

Independent variables are those that influence or result in modifications to other variables. Independent variables are altered or manipulated in research to observe the effects of these changes on other variables. The letter X stands for the independent variable in research. The study's independent variables are: The Effect of The TikTok Application as a Learning Media.

b) Dependent Variable

The variable that is affected by the independent variable is known as the dependent variable. Dependent variables are also referred to as output, criterion or follow-up variables. To ascertain whether modifications to the independent variable have an impact, the dependent variable is measured. Since the dependent variable is dependent upon the independent variable, its absence indicates the absence of the independent variable. The dependent variable is symbolized by the letter Y. The dependent variables in this study are: Student's Vocabulary Mastery.

2. Operational Definition

Operational definition is the process of giving a variable meaning by outlining the procedures or actions necessary to measure, classify, or work with the variable. The operational definition explains to the research report's reader what is needed to test the hypothesis or provide an answer to the question.¹⁶

C. Population, Sample, and Sampling Technique

1. Population

Students in the eighth grade at SMP N 11 Pesawaran during the 2024–2025 academic year made up the study's population. Includes classes 8A, 8B, 8C, 8D, 8E, and 8F. There are 185 students in total.

¹⁶ Fitria, "Definisi Operasional Variable," *Journal of Chemical Information and Modeling* 53, no. 9 (2013): 1689–99.

Table 3.2
The Total Students at Eight Grade Class Of
SMP N 11 Pesawaran

No	Class	Sex		Total
		Male	Female	
1	8A	14	17	31
2	8B	15	16	31
3	8C	13	18	31
4	8D	12	19	31
5	8E	14	17	31
6	8F	14	16	30
Total				185

2. Sample

The researcher took class 8A as a sample that would be given treatment consisting of 31 students. This study only examined one class, namely the experimental class, there was no control class.

3. Sampling Technique

Purposive sampling is the method of sampling that is employed. Sugiyono claims that it is a sample selection process where specific factors are taken into account in line with the intended criteria to ascertain the quantity of samples to be examined.¹⁷ According to Creswell, purposive sampling is a technique for selecting people and

¹⁷ L. Y., Duka, I. M. Sujana, and B. Z. Melanie, "Needs Analysis for Teaching English at The International Relation Study Program University of Mataram," *Indonesian Journal of Teacher Education* 1, no. 1 (2020): 11–20.

places to be studied because it can provide an understanding of the research problem.¹⁸

In this study, researchers will use purposive sampling by selecting only one group or one class as a sample. This one group is students in class 8A who are selected from 6 other classes in the second year. They were chosen because of their higher ability compared to other second year students.

D. Data Collecting Technique

Data collection techniques are the means researchers use to collect data.

In this study, researchers used tests to collect data.

1. Test

A test is a methodical process used to evaluate someone's performance, abilities, or knowledge. It can also be used to assess a material, system, or product. Some experts have provided definitions of the test. Text is a meaningful, logical, and linked structure made up of all language-based structures, as defined by Karatay (2007).¹⁹ Furthermore Airisian & Russel (2008) states that a test is a formal procedure for gathering information about a student's achievement or cognitive skills.²⁰

¹⁸ Muhammad Ishtiaq, "Book Review Creswell, J. W. (2014). Research Design: Qualitative, Quantitative and Mixed Methods Approaches (4th Ed.). Thousand Oaks, CA: Sage," *English Language Teaching* 12, no. 5 (2019): 40, <https://doi.org/10.5539/elt.v12n5p40>.

¹⁹ Karatay, H. (2007) A research about reading comprehension skill of primary school preservice teacher of Turkish (Unpublished Doctoral Dissertation). Gazi University, Ankara.

²⁰ Airasian Peter W and Russell Michael K, Classroom Assessment: Concepts and Applications, Boston: McGraw-Hill, 6th Ed, 2008.

In this study, researchers will implement two steps, which are as follows:

a. Pre-test

Students will take a vocabulary test as a pre-test before receiving the program. The researcher administered the treatment to the students following the administration of the pre-test.

b. Post-test

Following treatment, the researcher provides a post-test to the students to determine the effectiveness of the intervention. The researcher will also administer multiple vocabulary tests to the students, using videos about vocabulary from the TikTok app.

Table 3.3

Rubric for Assessing Students' English Vocabulary

No	Assessment Aspect	Criteria	Point
1	Meaning	Can correctly interpret the meaning.	5
		Cannot correctly interpret the meaning.	0
2	Spelling	Can spell the word correctly.	5
		Cannot spell the word correctly.	0
3	Pronunciation	Can pronounce the word correctly	5
		Cannot pronounce the word correctly	0
4	Word Classes	Can classify words based on the function and meaning of words in a sentence.	5
		Cannot classify words based on the function and meaning of words in a sentence.	0

5	Word Use	Can choose the word that best fits the meaning to be conveyed and fits the context.	5
		Cannot choose the word that best fits the meaning to be conveyed and fits the context.	0

Description:

5 Point: If answered correctly.

0 Point: If not answered correctly.

E. Research Instrument

In quantitative research, researchers measure data using equipment. Instruments are the devices used to measure, observe, and record quantitative data. Instrumentation is the process of gathering data, and instruments can also be thought of as tools for data collection. Furthermore, Brown underlined that an instrument is a collection of methods, processes, or assignments that test takers must complete.

As a tool, the researcher will employ a vocabulary exam. Pre-test and post-test will be used in the test. The pre-test is intended to determine the students' vocabulary ability before being given the treatment, while the post-test is intended to determine the students' vocabulary ability after being given the visual treatment.

F. Data Analysis Technique

The researcher will utilize SPSS 25.0 for Windows and a pre-experiment in the form of a pre-test and post-test design to examine if TikTok social media has an impact on students' vocabulary acquisition in class VIII SMP N 11 Pesawaran.

1. Normality Test

The purpose of a normality test is to determine whether or not the data is regularly distributed. Researchers employed the Shapiro-Wilk approach to find data normality. This method, a normalcy test, is often only applied to samples with less than fifty. If the significant value in the Shapiro-Wilk test is greater than 0.05, the data is considered normally distributed. On the other hand, it might be presumed that the data distribution is not normal if the normality test value is less than 0.05.

2. Homogeneity Test

The purpose of the homogeneity test is to ensure that the data used for analysis really comes from populations that are not too different from each other. In particular, the model to be used in predictive studies must match the distribution and composition of the data. The researcher also uses SPSS to do a homogeneity test.

3. Hypothesis Test

In research, hypothesis testing is a short-term assertion regarding probability or sample distribution. The process of hypothesis testing will lead to a choice either acceptance or rejection. A study's hypotheses are crucial since they provide the investigation direction. Consequently, statistical tests must be used to evaluate the hypothesis. The study's premise is that students' vocabulary mastery, the dependent variable, is significantly impacted by the TikTok application, the independent variable.

The impact of independent variables on a dependent variable will be ascertained in this study using a T-test. Considering the significance level of 0.05, the t-test is used to ascertain whether an independent variable partially (individually) influences the dependent variable.

The hypothesis to be proven is as follows:

- a. H_a : If the significance value (2-tailed) < 0.05 , then the alternative hypothesis (H_a) is accepted and (H_0) is rejected. This means that TikTok media in class VIII SMP N 11 Pesawaran has a significant influence on students' vocabulary mastery.
- b. H_0 : If the significance value (2-tailed) > 0.05 , then the null hypothesis (H_0) is accepted and (H_a) is rejected. It means that TikTok media in class VIII of SMP N 11 Pesawaran has no significant effect on students' vocabulary mastery.

CHAPTER IV

RESULT AND DISCUSSION

A. Research Setting

1. The profile of SMP N 11 Pesawaran

SMPN 11 Pesawaran is a public junior high school located on Jalan Sriwedari, Sriwedari Village, Tegineneng Sub-district, Pesawaran Regency, Lampung Province. SMP N 11 Pesawaran was established on January 1, 1970.

The school has a fairly large land area, reaching 15,000 m², indicating adequate facilities and learning spaces. SMPN 11 Pesawaran runs a full-day education system with 5 learning days a week.

As a public school, SMPN 11 Pesawaran is under the auspices of the Local Government and has been accredited with a grade of “B” based on Decree No. 139/BAN-SM/LPG/XII/2018 dated 02-12-2018. The school is also equipped with adequate internet access and electricity from PLN.

SMPN 11 Pesawaran is committed to providing quality education for its students. This can be seen from the various efforts made, including the implementation of a full-day education system and good accreditation. The school is also supported by adequate facilities and sufficient resources, creating a conducive learning environment.

a. Vision and Mission of SMP N 11 Pesawaran

1) Vision

SMP N 11 Pesarawan has a vision that is, Taqwa, Inspirational, collaborative, orderly, optimistic, and competent.

- a) Taqwa: building godly characteristics and noble character so that education will be realized that prioritizes the formation of the Pancasila student profile.
- b) Inspirational: fostering a spirit of work and achievement, so that students who excel in academic and non-academic fields will be realized.
- c) Collaborative: establishing harmonious cooperation between school residents and the school environment, so that a lifelong learning community will be realized, namely school as a place of mutual learning and development for teachers as experts, students, as well as parents and the community.
- d) Orderly: implementing a culture of smiles, greetings, greetings, courtesy, security, comfort, cleanliness, and order, so that learners who have respect, have compassion, and are helpful will be realized.
- e) Optimistic: appreciating the work and achievements of the school community which will then increase the sense of confidence and appreciation.
- f) Competent: conducting training programs to improve the human resources of the school community so that global education can be realized.

2) Mission

Some missions that can be derived from the vision include:

- a) Improving achievements in various fields, including academics, imtaq, sports, arts, and information technology.
- b) Fostering superior character, such as morals, character, social care, and other positive characters.
- c) Creating a school environment that is conducive, healthy and supportive of the teaching-learning process.
- d) Improving the understanding and practice of religious values.
- e) Fostering discipline and a sense of responsibility among students.

b. Student Identity of SMP N 11 Pesawaran

School Name	: SMP N 11 PESAWARAN
Address	: Jl. Sriwedari, Sriwedari Village, Tegineneng Sub-district, Pesawaran Regency, Lampung Province Lampung Regency.
NPSN	: 10800537
Accredited	: B
Established year	: January 01, 1970
Head of Madrasah	: Koryati Afianasari, S.Pd.
Land Area	: 15,000 m ²

B. Research Finding

1. Validity

Validity refers to how accurately a measure reflects the concept to be assessed. Validity testing using Microsoft Excel. This test aims to measure the extent of the effect of using the TikTok application on the mastery of vocabulary of class VIII students of SMP N 11 Pesawaran. The following are the results of the validity test that has been carried out.

ITEM	RELEVANT PROPORTION						I-CVI
	V1	V2	V3	V4	V5	V6	
1	1	1	1	1	1	1	1
2	1	1	0	1	1	0	0.66
3	1	1	1	1	1	1	1
4	1	1	1	1	0	1	0.83
5	1	1	1	1	1	1	1
6	1	1	1	1	1	1	1
7	0	1	1	1	0	1	0.66
8	1	1	1	1	1	1	1
9	1	1	1	1	1	1	1
10	1	1	1	1	1	1	1
11	1	0	1	0	1	1	0.66
12	1	1	1	1	1	1	1
13	1	1	1	1	1	1	1
14	1	0	1	1	1	0	0.66
15	1	1	1	1	1	1	1
16	1	1	1	1	1	1	1
17	1	1	0	1	1	1	0.83
18	1	1	1	1	1	1	1
19	1	0	1	0	1	1	0.66
20	1	1	1	1	1	1	1
S-CVI							0.9

The criteria that can be used to determine validation results are

Guilford & Fruchter²¹:

²¹ Fruchter, Benjamin, Andrew L. Comrey, and William B. Michael. "J. Paul Guilford (1897-1987)." *Multivariate behavioral research* 24, no. 1 (1989): 3-15.

- a. $0.80 < \text{Mean } II - CVI < 1.00$: very high validity (excellent)
- b. $0.60 < \text{Mean } II - CVI < 0.80$: high validity (good)
- c. $0.40 < \text{Mean } I - CVI < 0.60$: moderate validity (fair)
- d. $0.20 < \text{Mean } I - CVI < 0.40$: low validity (poor)
- e. $< \text{Mean } I - CVI < 0.20$: very low validity (poor)
- f. $\text{Mean } I - CVI < 0.00$: invalid

Based on Table 2, the mean values of i-CVI are 1.00, 0.83, and 0.66. While the s-CVI value is 0.9. The CVI acceptance criteria from the Table for 6 experts is 0.83.²² So based on the data from the expert validation results and the calculation of the i-CVI and s-CVI values, it can be concluded that the questionnaire is feasible or relevant because the value is more than 0.80.

2. Reability

Reliability Statistics	
Cronbach's	
Alpha	N of Items
.998	20

The alpha value indicates the average correlation between items measuring the same construct. The range of alpha values is between 0-1, with higher values indicating better reliability. However, the minimum accepted alpha value is 0.6. Based on this

²² Susan M Fox-wasylyshyn Ā and Maher M El-masri, "Focus on Research Methods Handling Missing Data in Self-Report Measures," 2005, 488–95, <https://doi.org/10.1002/nur>.

table, the Cronbach's alpha value obtained is 0.998, which indicates that the statements used in data collection can be said to be reliable.

C. Description Of Data Research Result

1. Pre-Test Score

To find out the level of students' vocabulary mastery before being given teaching using the TikTok Application, the researcher conducted an initial test. This test was in the form of 20 questions which were done by each student individually. The data from this test is presented in the following table.

Table 4.1
Pre-Test Result

No	Student's Initial	Gender	Score Pre-Test
1	AA	Male	60
2	AB	Female	65
3	ACI	Male	60
4	BB	Male	65
5	BI	Female	60
6	BL	Male	50
7	CC	Female	50
8	CA	Female	60
9	CIA	Female	55
10	DD	Male	60
11	DS	Female	65
12	DAZ	Male	65
13	EE	Female	55
14	FA	Female	55
15	GG	Female	60
16	GS	Female	60
17	HO	Male	65
18	HS	Male	70
19	ILY	Female	65

20	JJ	Male	60
21	KK	Female	55
22	LL	Female	55
23	MN	Male	60
24	MO	Male	70
25	NN	Male	75
26	PP	Female	75
27	RA	Female	60
28	SS	Female	70
29	TA	Female	70
30	TT	Female	50
Total		1845	
Average		61,5	
The Highest Score		75	
The Lowest Score		50	

Based on the table, this test was attended by 30 students, with the highest score being 80, and the lowest score being 50. The average score obtained was 61,5. From the class pre-test graph, it can be concluded that the 33 students who became the research sample. A total of 1 student obtained a score between 41-50, 15 students obtained a score between 51-60, 6 students obtained a score between 61-70, and 8 Students obtained a score between 71-80.

2. Post-Test Score

Below are the results of the post-test scores of class VIII E SMP N 11 Pesawaran.

Table 4.2
Post-Test Result

No	Student's Initial	Gender	Score Pro-Test
----	-------------------	--------	----------------

1	AA	Male	80
2	AB	Female	75
3	ACI	Male	70
4	BB	Male	80
5	BI	Female	65
6	BL	Male	85
7	CC	Female	65
8	CA	Female	65
9	CIA	Female	60
10	DD	Male	70
11	DS	Female	80
12	DAZ	Male	75
13	EE	Female	75
14	FA	Female	70
15	GG	Female	65
16	GS	Female	75
17	HO	Male	65
18	HS	Male	70
19	ILY	Female	80
20	JJ	Male	70
21	KK	Female	60
22	LL	Female	70
23	MN	Male	70
24	MO	Male	80
25	NN	Male	85
26	PP	Female	90
27	RA	Female	65
28	SS	Female	90
29	TA	Female	80
30	TT	female	65
Total		2195	
Average		73,16	
The Highest Score		90	
The Lowest Score		60	

Based on the table, this test was attended by 30 students, with the highest score of 90 and the lowest score of 60. The average score obtained was 73.16. From the post-test graph, it can be concluded that

of the 30 students who became the research sample, there were 9 students who obtained scores between 60-69, 11 students obtained scores between 70-79, 8 students obtained scores between 80-89, and 1 student obtained scores between 90-99.

3. Testing of Hypothesis

a. The Result of Normality Test

The normality test is used to determine whether the data from the class is normally distributed or not. In this study, researchers used SPSS version 25 to calculate the normality test.

Ha: The data collected is normally distributed.

H0: The data collected is not normally distributed.

The acceptance criteria for the normality test are as follows:

Ha is accepted if Sig Value ≥ 0.05

Ho is accepted if Sig Value ≤ 0.05

Table 4.3
The Normality Test

		Tests of Normality					
	Kelompok	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Hasil	Pre-test	.187	30	.009	.940	30	.089
	Post-test	.181	30	.013	.935	30	.066

a. Lilliefors Significance Correction

Based on the table above, the probability or Sig. (Shapiro-Wilk) of the class shows the post-test result is 0.06, higher than 0.05.

Ha is accepted and Ho is rejected. So it can be concluded that the data follows a normal distribution.

b. The Result of Homogeneity Test

After knowing that the data tested was normal, the researcher then calculated homogeneity to find out whether the data was homogeneous or not. In this case, researchers used SPSS (Statistical Package for the Social Sciences) to calculate the homogeneity test.

Table 4.4

The Homogeneity Test

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Hasil	Based on Mean	2.174	1	58	.146
	Based on Median	1.561	1	58	.217
	Based on Median and with adjusted df	1.561	1	55.901	.217
	Based on trimmed mean	2.166	1	58	.147

Based on the table above, it can be concluded that the average value of Sig. $0.146 > 0.05$, so Ha is accepted and Ho is rejected. This means that the data is homogeneous.

Table 4.5

Paired Sample T-test

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	61.50	30	6.842	1.249
	Posttest	73.17	30	8.355	1.525

Paired Samples Test									
		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pretest -	-	6.989	1.276	-14.277	-9.057	-9.143	29	.000
	Posttest	11.66							
		7							

This data shows that the 2-tailed Sig value is 0.000. This shows that there is a positive and significant effect of the TikTok application on student vocabulary, with a Sig.2 tailed value that is smaller than 0.05.

D. Discussion

Based on the research conducted at SMP N 11 Pesawaran shows that the use of TikTok application can have a positive influence on the mastery of English vocabulary of students in class VIII E. In this study, students were given a pre-test to determine their initial ability, then given treatment in the form of learning using TikTok for two meetings. As a result, the students' average score increased from 61.5 in the pre-test to 73.16 in the post-test. Statistical test using independent sample t-test resulted in a significance value of 0.000 which is smaller than 0.05, so it can be concluded that the use of TikTok significantly improves students' vocabulary mastery.

This finding is in line with research conducted by Lilis Cantika at SMP Muhammadiyah 4 Metro. In her research, Lilis used TikTok as a learning medium in two cycles of classroom action research. The results

showed a significant increase in students' vocabulary mastery after learning using TikTok.²³ Students also became more active and motivated in following the lesson, so that the learning process became more effective and fun.

Similar research was also conducted by Ida I Dewa Agung Tirtayasa, I Gusti Ngurah Agung Wijaya Mahardika, and Ni Wayan Satri Adnyani. They used a quasi-experimental design by comparing groups taught using TikTok and groups taught with conventional methods.²⁴ The results showed that the group using TikTok experienced a higher increase in post-test scores than the control group, so TikTok proved to be effective as a medium for learning English vocabulary.

Furthermore, research conducted by Astrinia Ristama Tampubolon, Basar Lolo Siahaan, and Anita Sitanggang at SMP Negeri 9 Pematang Siantar also supports the previous findings. In this study, the average pre-test and post-test scores in the experimental class using TikTok increased significantly compared to the control class using the usual learning method.²⁵ The statistical test results also showed a significant difference between the two classes, confirming the effectiveness of TikTok in improving students' vocabulary acquisition.

²³ Cantika, Lilis. "Improving Students Vocabulary Mastery By Using Tik-Tok Application For The Eighth Graders Of SMP Muhammadiyah 4 Metro." Undergraduate Thesis, IAIN Metro, 2023.

²⁴ Ida I Dewa Agung Tirtayasa, I Gusti Ngurah Agung Wijaya Mahardika, and Ni Wayan Satri Adnyani, "The Effectiveness of TikTok as an Instructional Media on Students' English Vocabulary Mastery," *New Language Dimensions* 5, no. 1 (2024): 31–39,

²⁵ Astrinia Ristama Tampubolon, Basar Lolo Siahaan, and Anita Sitanggang, "The Effect Of Using Tiktok On Students' Vocabulary Mastery In Seventh Grade At SMP Negeri 9 Pematang Siantar," *Jurnal Ilmu Pendidikan Dan Sosial* 2, no. 3 (2023): 390–402,

Based on the comparison of several studies, it can be concluded that the use of TikTok as a learning media can significantly improve junior high school students' mastery of English vocabulary. TikTok not only makes the learning process more interesting and fun, but also significantly increases students' participation and learning outcomes. Thus, TikTok can be an effective alternative learning media to help students in mastering English vocabulary.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of the study, the researcher concluded that there is a positive and significant effect of using TikTok application on students' vocabulary mastery in the eighth grade of SMP N 11 Pesawaran. The pre-test score had an average of 61.5, with the highest score of 75 and the lowest score of 50. After getting the treatment, the average score increased to 73.16. The results of the independent sample t-test on SPSS show a Sig. (2-tailed) value of $0.000 < 0.05$, which indicates a positive and significant effect of the use of hyponymy game on vocabulary mastery of students in grade VIII SMP N 11 Pesawaran.

B. Suggestion

The researcher provides some suggestions for the students, instructors, and the Regarding Other Scholars, as follows:

1. For the students

The researcher expects that by utilizing the TikTok application, pupils would be able to comprehend the English language and simply increase their memorization of it.

2. For the Instructors

In the future, the instructor could employ the TikTok app as an alternate medium to improve English instruction.

3. Regarding Other Scholars

Future researchers looking to improve vocabulary abilities will find this research valuable. This is due to the fact that this study may serve as one of the alternative research guidelines or sources. Future studies may find this study useful in determining the best practices for teaching vocabulary through the TikTok app.

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APPENDICES

ALUR TUJUAN PEMBELAJARAN (ATP)

FASE D (KELAS VIII) SMP/MTs

MATA PELAJARAN : BAHASA INGGRIS

Mata Pelajaran : BAHASA INGGRIS

Satuan Pendidikan : SMP N 11 PESAWARAN

Fase D, Kelas / Semester : VIII (Delapan) / 1 & 2

Tahun Pelajaran : 2024/2025

CAPAIAN PEMBELAJARAN MATA PELAJARAN BAHASA INGGRIS

Pada akhir Fase D, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal. Peserta didik dapat menggunakan berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam bahasa Inggris yang terstruktur dengan kosakata yang lebih beragam. Mereka memahami tujuan dan pemirsa ketika memproduksi teks tulisan dan visual dalam bahasa Inggris.

Elemen Menyimak – Berbicara
Pada akhir Fase D, peserta didik menggunakan bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan penggantian kosakata, peserta didik memahami ide utama dan detail yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah. Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat perbandingan dan menyampaikan preferensi. Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana.
<i>By the end of Phase D, students use English to interact and exchange ideas, experiences, interests, opinions and views with teachers, peers and others in an increasing variety of familiar formal and informal contexts. With some repetition and rewording, they comprehend the main ideas and relevant details of discussions or presentations on a variety of general interest topics. They engage in discussion such as giving opinions, making comparisons and stating preferences. They explain and clarify their answers using basic sentence structure and verb tenses.</i>
Elemen Membaca – Memirsa
Pada akhir fase D, peserta didik membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks.
<i>By the end of Phase D, students independently read and respond to familiar and unfamiliar texts containing predictable structures and familiar vocabulary. They locate and evaluate main ideas and specific information in texts of different genres. These texts may be in the form of print or digital texts, including visual, multimodal or interactive texts. They identify the purpose of texts and begin to make inference to comprehend implicit information in the text.</i>

Elemen Menulis – Mempresentasikan

Pada akhir Fase D, peserta didik mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosakata spesifik dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat.

By the end of Phase D, students communicate their ideas and experience through simple, organized paragraphs, demonstrating a developing use of specific vocabulary and simple sentence structures. Using models, they plan, create and present informative, imaginative and persuasive texts in simple and compound sentences to structure arguments and to explain or justify a position. They include basic information and detail, and also vary their sentence construction in their writing. Students express ideas in the present, future, and past tenses. They use time markers, adverbs of frequency and common conjunctions to link ideas. Their attempts to spell new words are based on known English letter-sound relationships and they use punctuation and capitalization with consistency.

No	TUJUAN PEMBELAJARAN (TP)	MATERI	KEGIATAN	Alokasi Waktu	GLOSARIUM
SEMESTER 1					
1	8.1.1 Dapat menemukan ungkapan meminta dan merespon perhatian dari sebuah percakapan; 8.1.2 Dapat menemukan ungkapan meminta dan merespon perhatian serta mengecek pemahaman dari sebuah percakapan; 8.1.3 Dapat memadankan ungkapan meminta perhatian dalam Bahasa Inggris dan Bahasa Indonesia; 8.1.4 Dapat menemukan arti dari ungkapan memberikan perhatian dalam Bahasa Indonesia; 8.1.5 Dapat menemukan ungkapan yang dipakai untuk meminta perhatian dan responsnya dari percakapan di grup kelas (moda teks tertulis); 8.1.6 Dapat mengkategorikan kelompok ungkapan mengecek pemahaman, menyatakan pemahaman, dan menyatakan kekurangpahaman dari daftar ungkapan yang diberikan; 8.1.7 Dapat menentukan ungkapan yang cocok dipakai untuk teks percakapan di aplikasi pengiriman pesan.	Teks lisan dan tulis untuk (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat serta responnya	▪ Menemukan ungkapan meminta ▪ Merespon perhatian dari sebuah percakapan	4 JP	<i>affirmative sentence</i> : Kalimat persetujuan atau biasa juga disebut kalimat positif <i>around the time of speaking</i> : Pada waktu sekitar pembicaraan <i>at the time of speaking</i> : Pada saat terjadi pembicaraan <i>negative sentence</i> : Kalimat penyangkalan atau biasa juga disebut kalimat negatif <i>pattern of sentence</i> : pola kalimat <i>present continuous tense</i> : Merupakan tense yang menunjuk tindakan yang sedang berlangsung sekarang atau ketika pembicaraan itu sedang berlangsung <i>rules of verbing form</i> : Peraturan bentuk kata kerja berakhiran

2	8.2.1 Siswa terampil memahami, menyatakan, dan menanyakan Teks lisan dan tulis untuk menyatakan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan untuk menunjukkan sikap personal tentang kemampuan dan kemauan diri sendiri dan orang lain untuk melakukan suatu tindakan, menggunakan ungkapan dengan struktur teks yang runtut dengan unsur kebahasaan yang benar dan sesuai konteks, secara jujur, disiplin, percaya diri, bertanggung jawab, peduli, kerja sama, dan cinta damai (sikap, pengetahuan, keterampilan). 8.2.2 Peserta didik belajar ‘memerankan’ tokoh-tokoh dalam setiap percakapan tertulis. 8.2.3 Peserta didik dapat membaca dan memahami instruksi dalam setiap kegiatan 8.2.4 Peserta didik bermain peran dari percakapan 8.2.5 Peserta didik dapat mengetahui bagaimana cara membaca percakapan tersebut dengan intonasi dan tekanan kata yang baik dan benar.	Teks lisan dan tulis untuk menyatakan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan	belajar ‘memerankan’ tokoh-tokoh dalam setiap percakapan tertulis Bermain peran dari percakapan	4 JP	<i>affirmative sentence</i> : Kalimat persetujuan atau biasa juga disebut kalimat positif <i>adverb of time</i> : Keterangan waktu <i>around the time of speaking</i> : Pada waktu sekitar pembicaraan <i>at the time of speaking</i> : Pada saat terjadi pembicaraan <i>negative sentence</i> : Kalimat penyangkalan atau biasa juga disebut kalimat negatif <i>pattern of sentence</i> : pola kalimat <i>present continuous tense</i> : Merupakan tense yang menunjuk tindakan yang sedang berlangsung sekarang atau ketika pembicaraan itu sedang berlangsung <i>rules of verbing form</i> : Peraturan bentuk kata kerja berakhiran
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3	8.3.1 Peserta didik dapat mempresentasikan saran yang diberikan tokoh guru secara lisan 8.3.2 Peserta didik dapat memberikan saran berdasarkan situasi yang ada 8.3.3 Peserta didik dapat memahami cara membaca saran	(1) memberikan saran dan himbauan dan (2) menyatakan aturan dan keharusan	Mempresentasikan materi hasil diskusi	4 JP	<i>affirmative sentence</i> : Kalimat persetujuan atau biasa juga disebut kalimat positif <i>adverb of time</i> : Keterangan waktu <i>around the time of speaking</i> : Pada waktu sekitar pembicaraan <i>at the time of speaking</i> : Pada saat terjadi pembicaraan <i>negative sentence</i> : Kalimat penyangkalan atau biasa juga disebut kalimat negatif <i>pattern of sentence</i> : pola kalimat <i>present continuous tense</i> : Merupakan tense yang menunjuk tindakan yang sedang berlangsung sekarang atau ketika pembicaraan itu sedang berlangsung <i>rules of verbing form</i> : Peraturan bentuk kata kerja berakhiran
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4	8.4.1 Peserta didik dapat menjelaskan teks lisan dan tulis untuk menyuruh, mengajak, meminta izin, serta menanggapi. Kemampuan ini dapat meningkatkan kecerdasan sosial peserta didik, terutama dalam menunjukkan kepedulian, penghormatan, dan kesantunan terhadap orang lain 8.4.2 Peserta didik dapat memahami penggunaan ungkapan untuk menyuruh, mengajak, meminta izin, serta menanggapi. 8.4.3 Peserta didik belajar memainkan peran tokoh dengan memperagakan secara lisan pesan yang dikatakan tokoh dalam gambar secara bermakna dengan intonasi, jeda, ucapan, dan tekanan kata yang tepat. 8.4.4 We will learn to invite someone to do something	To invite someone to do something	Belajar memainkan peran tokoh dengan memperagakan secara lisan pesan yang dikatakan tokoh dalam gambar secara bermakna dengan intonasi, jeda, ucapan, dan tekanan kata	4 JP	<i>affirmative sentence</i> : Kalimat persetujuan atau biasa juga disebut kalimat positif <i>adverb of time</i> : Keterangan waktu <i>around the time of speaking</i> : Pada waktu sekitar pembicaraan <i>at the time of speaking</i> : Pada saat terjadi pembicaraan <i>negative sentence</i> : Kalimat penyangkalan atau biasa juga disebut kalimat negatif <i>pattern of sentence</i> : pola kalimat <i>present continuous tense</i> : Merupakan tense yang menunjuk tindakan yang sedang berlangsung sekarang atau ketika pembicaraan itu sedang berlangsung <i>rules of verbing form</i> : Peraturan bentuk kata kerja berakhiran
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5	8.5.1 Peserta didik dapat menjelaskan teks lisan dan tulis untuk menyuruh, mengajak, meminta izin, serta menanggapi. Kemampuan ini dapat meningkatkan kecerdasan sosial peserta didik, terutama dalam menunjukkan kepedulian, penghormatan, dan kesantunan terhadap orang lain 8.5.2 Peserta didik dapat memahami penggunaan ungkapan untuk menyuruh, mengajak, meminta izin, serta menanggapi. 8.5.3 Peserta didik belajar memainkan peran tokoh dengan memperagakan secara lisan pesan yang dikatakan tokoh dalam gambar secara bermakna dengan intonasi, jeda, ucapan, dan tekanan kata yang tepat.	Mempelajari contoh kartu ucapan selamat ulang tahun untuk Lina	Memainkan peran tokoh dengan memperagakan secara lisan pesan yang dikatakan tokoh dalam gambar secara bermakna dengan intonasi, jeda, ucapan, dan tekanan kata	4 JP	<i>affirmative sentence</i> : Kalimat persetujuan atau biasa juga disebut kalimat positif <i>adverb of time</i> : Keterangan waktu <i>around the time of speaking</i> : Pada waktu sekitar pembicaraan <i>at the time of speaking</i> : Pada saat terjadi pembicaraan <i>negative sentence</i> : Kalimat penyangkalan atau biasa juga disebut kalimat negatif <i>pattern of sentence</i> : pola kalimat <i>present continuous tense</i> : Merupakan tense yang menunjuk tindakan yang sedang berlangsung sekarang atau ketika pembicaraan itu sedang berlangsung <i>rules of verbing form</i> : Peraturan bentuk kata kerja berakhiran
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6	8.6.1 Peserta didik dapat memahami fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>there is/are</i>). 8.6.2. Peserta didik dapat bercerita tentang karakter 8.6.3 Peserta didik dapat dapat meningkatkan kecerdasan sosial peserta didik, terutama menunjukkan kepedulian, penghormatan, dan kesantunan terhadap orang lain 8.6.4 Peserta didik dapat menyadari perlunya kemampuan menunjukkan keberadaan benda atau orang dan jumlahnya.	Keberadaan orang, binatang, benda, di kelas, sekolah, rumah, dan sekitarnya	Bercerita tentang karakter	4 JP	<i>affirmative sentence</i> : Kalimat persetujuan atau biasa juga disebut kalimat positif <i>adverb of time</i> : Keterangan waktu <i>around the time of speaking</i> : Pada waktu sekitar pembicaraan <i>at the time of speaking</i> : Pada saat terjadi pembicaraan <i>negative sentence</i> : Kalimat penyangkalan atau biasa juga disebut kalimat negatif <i>pattern of sentence</i> : pola kalimat <i>present continuous tense</i> : Merupakan tense yang menunjuk tindakan yang sedang berlangsung sekarang atau ketika pembicaraan itu sedang berlangsung <i>rules of verbing form</i> : Peraturan bentuk kata kerja berakhiran
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7	8.7.1 Peserta didik dapat mengidentifikasi berbagai informasi tentang masing-masing hewan 8.7.2 Peserta didik dapat menyebutkan jenis – jenis hewan yang ada dikebun binatang 8.7.3 Peserta didik dapat memahami secara rinci kehidupan hewan yang ada di kebun binatang	We will learn to describe the animals in the zoo, one by one	Menyebutkan jenis – jenis hewan yang ada dikebun binatang	4 JP	<i>affirmative sentence</i> : Kalimat persetujuan atau biasa juga disebut kalimat positif <i>adverb of time</i> : Keterangan waktu <i>around the time of speaking</i> : Pada waktu sekitar pembicaraan <i>at the time of speaking</i> : Pada saat terjadi pembicaraan <i>negative sentence</i> : Kalimat penyangkalan atau biasa juga disebut kalimat negatif <i>pattern of sentence</i> : pola kalimat <i>present continuous tense</i> : Merupakan tense yang menunjuk tindakan yang sedang berlangsung sekarang atau ketika pembicaraan itu sedang berlangsung <i>rules of verbing form</i> : Peraturan bentuk kata kerja berakhiran
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SEMESTER 1					
8	8.8.1 Peserta didik dapat menyimak dan menirukan guru mengucapkan kegiatan yang sedang berlangsung dan mengucapkan kegiatan-kegiatan tersebut di kelompok masing-masing 8.8.2 Peserta didik dapat mencari tahu tahu apa yang dilakukan orang lain yang ada disekitarnya 8.8.3 Peserta didik dapat membuat kalimat untuk mengungkapkan kegiatan yang sedang dilakukan orang-orang di sekitar mereka	We will learn to communicate states and events in progress to share information with others	Membuat kalimat untuk mengungkapkan kegiatan yang sedang dilakukan orang-orang di sekitar mereka	4 JP	<i>affirmative sentence :</i> Kalimat persetujuan atau biasa juga disebut kalimat positif <i>adverb of time :</i> Keterangan waktu <i>around the time of speaking :</i> Pada waktu sekitar pembicaraan <i>at the time of speaking :</i> Pada saat terjadi pembicaraan <i>negative sentence :</i> Kalimat penyangkalan atau biasa juga disebut kalimat negatif <i>pattern of sentence :</i> pola kalimat <i>present continuous tense :</i> Merupakan tense yang menunjuk tindakan yang sedang berlangsung sekarang atau ketika pembicaraan itu sedang berlangsung <i>rules of verbing form :</i> Peraturan bentuk kata kerja berakhiran

9	8.9.1 Peserta didik dapat belajar membandingkan orang, binatang, dan benda-benda dalam urutan : bangga dengan mereka, untuk memuji mereka, dan mengkritik mereka. 8.9.2 Peserta didik dapat mengatakan kata sifat dalam tiga bentuk berbeda.	We will learn to compare people, animals, and things	Membandingkan orang, binatang, dan benda-benda dalam urutan : bangga dengan mereka, untuk memuji mereka, dan mengkritik mereka	4 JP	<i>affirmative sentence</i> : Kalimat persetujuan atau biasa juga disebut kalimat positif <i>adverb of time</i> : Keterangan waktu <i>around the time of speaking</i> : Pada waktu sekitar pembicaraan <i>at the time of speaking</i> : Pada saat terjadi pembicaraan <i>negative sentence</i> : Kalimat penyangkalan atau biasa juga disebut kalimat negatif <i>pattern of sentence</i> : pola kalimat <i>present continuous tense</i> : Merupakan tense yang menunjuk tindakan yang sedang berlangsung sekarang atau ketika pembicaraan itu sedang berlangsung <i>rules of verbing form</i> : Peraturan bentuk kata kerja berakhiran
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10	8.10.1 Peserta didik dapat mengumpulkan informasi tentang keadaan dan peristiwa di masa lalu. 8.10.2 Peserta didik dapat belajar untuk mengatakan apa yang kita lakukan sebelumnya dan bagaimana keadaan atau orang-orang sebelumnya. 8.10.3 Peserta didik dapat mengetahui, mengapa kita perlu memberi tahu orang lain apa yang kita lakukan di masa lalu? 8.10.4 Peserta didik dapat menjelaskan keadaan, kegiatan, dan kejadian yang terjadi di waktu lampau 8.10.5 Peserta didik dapat Bermain peran mengenai kejadian di waktu lampau	Keadaan, kegiatan, dan kejadian yang terjadi di waktu lampau	Mengumpulkan informasi tentang keadaan dan peristiwa di masa lalu	4 JP	<i>affirmative sentence</i> : Kalimat persetujuan atau biasa juga disebut kalimat positif <i>adverb of time</i> : Keterangan waktu <i>around the time of speaking</i> : Pada waktu sekitar pembicaraan <i>at the time of speaking</i> : Pada saat terjadi pembicaraan <i>negative sentence</i> : Kalimat penyangkalan atau biasa juga disebut kalimat negatif <i>pattern of sentence</i> : pola kalimat <i>present continuous tense</i> : Merupakan tense yang menunjuk tindakan yang sedang berlangsung sekarang atau ketika pembicaraan itu sedang berlangsung <i>rules of verbing form</i> : Peraturan bentuk kata kerja berakhiran
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11	8.11.1 Peserta didik dapat bermain peran untuk menangkap dan menyampaikan makna 8.11.2 Menangkap makna teks recount dengan mencocokkan gambar dengan pernyataan 8.11.3 Peserta didik dapat memiliki sedikit pemahaman tentang perlunya kemampuan memaparkan peristiwa, kejadian, atau kegiatan 8.11.4 Peserta didik dapat menangkap makna teks recount dengan mencocokkan gambar dengan pernyataan 8.11.5 Peserta didik dapat mengidentifikasi kejadian-kejadian yang dinyatakan dalam teks recount	Peristiwa, Kegiatan, pengalaman yang terjadi di sekolah, rumah	▪ Bermain peran untuk menangkap dan menyampaikan makna ▪ Menangkap makna teks recount dengan mencocokkan gambar dengan pernyataan	4 JP	<i>affirmative sentence</i> : Kalimat persetujuan atau biasa juga disebut kalimat positif <i>adverb of time</i> : Keterangan waktu <i>around the time of speaking</i> : Pada waktu sekitar pembicaraan <i>at the time of speaking</i> : Pada saat terjadi pembicaraan <i>negative sentence</i> : Kalimat penyangkalan atau biasa juga disebut kalimat negatif <i>pattern of sentence</i> : pola kalimat <i>present continuous tense</i> : Merupakan tense yang menunjuk tindakan yang sedang berlangsung sekarang atau ketika pembicaraan itu sedang berlangsung <i>rules of verbing form</i> : Peraturan bentuk kata kerja berakhiran
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12	8.12.1 Peserta didik dapat menirukan sebuah note dan saling membacakan di dalam kelompok untuk menangkap makna 8.12.2 Peserta didik dapat memahami pesan yang terdapat di dalam note berdasarkan waktu dilakukannya kegiatan-kegiatan tersebut 8.12.3 Peserta didik dapat memahami sebuah note dengan cara membubuhkan tanda baca, huruf kapital, dan ejaan yang tepat 8.12.4 Peserta didik dapat menulis pesan dan pemberitahuan singkat.	We will learn to write short messages and notices	Menulis pesan dan pemberitahuan singkat	4 JP	<i>affirmative sentence</i> : Kalimat persetujuan atau biasa juga disebut kalimat positif <i>adverb of time</i> : Keterangan waktu <i>around the time of speaking</i> : Pada waktu sekitar pembicaraan <i>at the time of speaking</i> : Pada saat terjadi pembicaraan <i>negative sentence</i> : Kalimat penyangkalan atau biasa juga disebut kalimat negatif <i>pattern of sentence</i> : pola kalimat <i>present continuous tense</i> : Merupakan tense yang menunjuk tindakan yang sedang berlangsung sekarang atau ketika pembicaraan itu sedang berlangsung <i>rules of verbing form</i> : Peraturan bentuk kata kerja berakhiran
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13	8.13.1 Peserta didik terampil memahami lagu pendek dan sederhana untuk memahami pesan moral lagu dan menghargai lagu sebagai karya seni, menggunakan unsur kebahasaan yang benar dan sesuai konteks, secara jujur, disiplin, percaya diri, bertanggung jawab, peduli, kerja sama, dan cinta damai (sikap, pengetahuan, keterampilan). 8.13.2 Peserta didik dapat memahami makna dari lirik lagu. 8.13.3 Peserta didik dapat menikmati lagu beserta memaknai isi dari lagu tersebut. 8.13.4 Memahami pesan moral lagu dan menghargai lagu sebagai karya seni.	Lagu dari One Direction, History, yang menceritakan tentang kebersamaan dan persahabatan	Mengulas lagu pendek dan sederhana untuk memahami pesan moral lagu dan menghargai lagu sebagai karya seni	4 JP	<i>affirmative sentence</i> : Kalimat persetujuan atau biasa juga disebut kalimat positif <i>adverb of time</i> : Keterangan waktu <i>around the time of speaking</i> : Pada waktu sekitar pembicaraan <i>at the time of speaking</i> : Pada saat terjadi pembicaraan <i>negative sentence</i> : Kalimat penyangkalan atau biasa juga disebut kalimat negatif <i>pattern of sentence</i> : pola kalimat <i>present continuous tense</i> : Merupakan tense yang menunjuk tindakan yang sedang berlangsung sekarang atau ketika pembicaraan itu sedang berlangsung <i>rules of verbing form</i> : Peraturan bentuk kata kerja berakhiran
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SEKOLAH MENENGAH PERTAMA (SMP)

Nama Penyusun : Sinta Devi Siswandari
Nama Sekolah : SMP N 11 PESAWARAN
Mata Pelajaran : Bahasa Inggris Kelas / Semester : VIII / 2 (genap)

MODUL AJAR KURIKULUM MERDEKA BAHASA INGGRIS SMP KELAS VIII

INFORMASI UMUM	
A. IDENTITAS MODUL	
Nama Penyusun	: Sinta Devi Siswandari
Instansi	: SMP N 11 Pesawaran
Tahun	2025
Jenjang Pendidikan	: SMP
Fase / Kelas	: D/VIII
Alokasi Waktu	: 2 x 30 Menit (2 Pertemuan)
B. KOMPETENSI AWAL	
❖ Memahami kosakata dasar terkait perayaan umum, mampu mendeskripsikan kegiatan sehari-hari, dan memiliki pengetahuan dasar tentang Hari Kemerdekaan Indonesia.	
C. PROFIL PELAJAR PANCASILA	
1) Beriman, bertakwa kepada Tuhan Yang Maha Esa dan berakhlak mulia, 2) Bergotong-royong, 3) Mandiri, 4) Bernalar kritis, dan 5) Kreatif.	
D. SARANA DAN PRASARANA	
❖ Sumber belajar: Buku teks Bahasa Inggris kelas 8 ❖ Kamus bahasa Inggris ❖ Media Belajar: Kartu-Kartu Hyponymy game	
E. TARGET PESERTA DIDIK	
❖ Peserta didik reguler	

F. MODEL PEMBELAJARAN			
❖ Model pembelajaran tatap muka			
KOMPONEN INTI			
A. TUJUAN KEGIATAN PEMBELAJARAN			
❖ Siswa dapat mengidentifikasi kata-kata yang berhubungan dengan kemerdekaan (Independence Day). ❖ Menguasai Kosakata (vocabulary) terkait tema tersebut melalui hyponymy game. ❖ Menggunakan kosakata dalam kalimat sederhana secara tepat. ❖ Berpartisipasi dalam permainan dan kegiatan diskusi kelompok			
B. PEMAHAMAN BERMAKNA			
❖ Menghubungkan hyponymy game dengan independence day.			
C. PERTANYAAN PERMANTIK			
❖ What do you know about Indonesia's Independent Day? ❖ What English word can you use to describe the celebration of independence day?			
D. KEGIATAN PEMBELAJARAN UTAMA			
Pengaturan Siswa : 1. Individu 2. Kelompok Metode : 1. Ceramah 2. Tanya Jawab 3. Permainan			
E. PERSIAPAN BELAJAR			
PERTEMUAN KE 1			
No	Kegitan	Deskripsi	Waktu
1.	Pendahuluan	- Mengucapkan Salam, doa bersama, menanyakan kabar - Melakukan absensi - Mengenalkan materi	10 menit

2.	Kegiatan Inti	- Guru memperkenalkan kepada siswa definisi hypernym dan hyponym - Guru memberikan contoh kepada siswa contoh dari hyponymy. Contoh: Animal (Hyponym); cat, dog, lion, cow, etc	25 menit
		- Guru memperkenalkan kepada siswa sebuah permainan yang berhubungan dengan hyponymy - Guru membagi siswa kedalam beberapa kelompok. - Setiap kelompok diberikan kartu kata-kata (hyponym) seperti `Animal`, `Fruit` Atau `Food` - Setiap Kelompok mempresentasikan hasil diskusinya - Guru dan siswa lainnya memberikan masukan dan menambah daftar hyponym jika ada - Guru memberikan penjelasan lebih lanjut tentang cara penggunaan kosakata tersebut dalam kalimat.	
3.	Penutup	- Guru dan siswa merefleksikan pembelajaran hari ini. - Guru memberikan umpan balik dan menyimpulkan materi pembelajaran. - Guru memberikan tugas individu berupa teks pendek tentang hari kemerdekaan yang harus berisi minimal 5 kosakata baru yang telah dipelajari.	10 menit

PERTEMUAN KE 2

No	Kegiatan	Deskripsi	Waktu
1.	Pendahuluan	- Mengucapkan Salam, doa bersama, menanyakan kabar - Melakukan absensi - Mengenalkan materi	10 menit

	2.	Kegiatan Inti	- Guru memperkenalkan beberapa kata yang berhubungan dengan hari kemerdekaan - Siswa diminta untuk menuliskan kata kata lain yang mereka ketahui dan relevant dengan tema. - Guru membagi siswa kedalam beberapaa kelompok.	25 menit
			- Setiap kelompok diberikan kartu kata-kata (hypernym) seperti `celebration`, `Hero` Atau `Freedom` - Setiap Kelompok mempresentasikan hasil diskusinya - Guru dan siswa linnya memberikan masukan dan menambah daftar hyponym jika ada - Guru memberikan penjelasan lebih lanjut tentang cara penggunaan kosakata tersebut dalam kalimat.	
	3.	Penutup	- Guru dan siswa merefleksikan pembelajaran hari ini. - Guru memberikan umpan balik dan menyimpulkan materi pembelajaran. - Guru memberikan tugas individu berupa teks pendek tentang hari kemerdekaan yang harus berisi minimal 5 kosakata baru yang telah dipelajari.	10 menit
F. DIFERENSIASI				
1. Untuk peserta didik yang bermunat belajar dan mengeksplorasi topik ini lebih jauh, disarankan untuk membaca materi menganalisis peran				

G. ASSESMENT / PENILAIAN

a. Asesmen Diagnostik (Sebelum Pembelajaran)

Untuk mengetahui kesiapan peserta didik dalam memasuki pembelajaran dengan memberikan soal *pre-test* sebagaimana terlampir.

Pertanyaan	Jawaban	
	ya	tidak
1) Apakah peserta didik dapat mengidentifikasi kata dasar yang berhubungan dengan hari kemerdekaan/Independent day?		
2) Apakah peserta didik dapat menggunakan kosakata dalam kalimat sederhana secara tepat?		
3) Apakah kalian sudah siap melaksanakan pembelajaran hari ini?		

b. Asesmen Formatif (Selama Proses Pembelajaran)

Asesmen formatif dilakukan oleh guru selama pembelajaran berlangsung, khususnya saat peserta didik melakukan diskusi dan refleksi tertulis.

Lembar kerja pengamatan kegiatan pembelajaran dengan model kooperatif tipe *jigsaw*.

No	Nama Peserta Didik	Aspek yang diamati			skor			
		Pemahaman kosakata	Aktif	kerjasama	1	2	3	4
1								
2								
3								
4	Dst							
Nilai = skor x 25								

Keterangan Skor :

1 = Kurang 3 = Baik
 2 = Cukup 4 = Sangat Baik

c. Asesmen Sumulatif

Assesmen ini digunakan oleh guru untuk mengukur kemampuan siswa setelah seluruh materi tersampaikan dengan menggunakan soal pos-test sebagaimana terlampir dan angket penilaian diri sebagaimana terlampir.

H. PENGAYAAN											
❖ Peserta didik mengerjakan soal Pilihan ganda											
I. REFLEKSI											
Nama Peserta Didik : Kelas :											
	<table border="1"> <thead> <tr> <th>Pertanyaan Refleksi</th> <th>Jawaban Refleksi</th> </tr> </thead> <tbody> <tr> <td>Bagian manakah yang menurutmu paling sulit dari pelajaran ini?</td> <td></td> </tr> <tr> <td>Apa yang akan kamu lakukan untuk memperbaiki hasil belajarmu?</td> <td></td> </tr> <tr> <td>Kepada siapa kamu akan meminta bantuan untuk memahami pelajaran ini?</td> <td></td> </tr> <tr> <td>Jika kamu diminta memberikan bintang 1 sampai 5, berapa bintang yang akan kamu berikan pada usaha yang telah kamu lakukan?</td> <td></td> </tr> </tbody> </table>	Pertanyaan Refleksi	Jawaban Refleksi	Bagian manakah yang menurutmu paling sulit dari pelajaran ini?		Apa yang akan kamu lakukan untuk memperbaiki hasil belajarmu?		Kepada siapa kamu akan meminta bantuan untuk memahami pelajaran ini?		Jika kamu diminta memberikan bintang 1 sampai 5, berapa bintang yang akan kamu berikan pada usaha yang telah kamu lakukan?	
Pertanyaan Refleksi	Jawaban Refleksi										
Bagian manakah yang menurutmu paling sulit dari pelajaran ini?											
Apa yang akan kamu lakukan untuk memperbaiki hasil belajarmu?											
Kepada siapa kamu akan meminta bantuan untuk memahami pelajaran ini?											
Jika kamu diminta memberikan bintang 1 sampai 5, berapa bintang yang akan kamu berikan pada usaha yang telah kamu lakukan?											
LAMPIRAN											
A. BAHAN BACAAN GURU DAN SISWA											
❖ Buku teks bahasa inggris kelas 8 ❖ Internet											
B. DAFTAR PUSTAKA											
❖ LKS Bahasa inggris kelas 8											

SOAL PRE-TEST**A. Choose a, b, c, d for the correct answer.**

1. The word "fragile" means:
 - a. Strong and durable
 - b. Easy to break
 - c. Heavy
 - d. Expensive
2. What does "to comprehend" mean?
 - a. To ignore
 - b. To understand
 - c. To forget
 - d. To question
3. The word "obsolete" means:
 - a. Modern and new
 - b. Out of date or no longer used
 - c. Expensive
 - d. Useful
4. Which is the correct spelling?
 - a. Recieve
 - b. Receive
 - c. Recive
 - d. Receeve
5. Choose the correctly spelled word:
 - a. Accomodate
 - b. Acommodate
 - c. Accommodate
 - d. Accomodate
6. Which word is spelled correctly?
 - a. Definatly
 - b. Definitely
 - c. Definetly
 - d. Definitley
7. In the word "phone," the "ph" is pronounced as:
 - a. /f/
 - b. /p/

- c. /v/
 - d. /b/
8. Which word has a silent letter?
- a. Knife
 - b. Cat
 - c. Dog
 - d. Run
9. The word "read" in past tense is pronounced as:
- a. /ri:d/
 - b. /rɛd/
 - c. /rid/
 - d. /rɪd/
10. Which word is a noun?
- a. Run
 - b. Happiness
 - c. Quickly
 - d. Blue
11. Which word is a verb?
- a. Beautiful
 - b. Jump
 - c. Slowly
 - d. Chair
12. Identify the adjective in the sentence: "She wore a red dress."
- a. She
 - b. Wore
 - c. Red
 - d. Dress
13. Choose the correct word: She ____ to the market every Saturday.
- a. Go
 - b. Goes
 - c. Going
 - d. Gone
14. Choose the correct word: I have ____ apples in my basket.
- a. Some
 - b. Any
 - c. Much
 - d. Many

15. Choose the correct word: He is very good ____ playing the piano.
- At
 - In
 - On
 - For
16. Why do many students prefer TikTok for learning English vocabulary?
- It is interactive and visually appealing
 - It requires no internet
 - It uses only written texts
 - It is used only by teachers
17. How can TikTok videos help students learn English?
- By showing vocabulary in context
 - By giving written tests only
 - By making students read books
 - By teaching grammar rules only
18. What kind of media is TikTok considered in education?
- Audio media
 - Visual and digital media
 - Printed media
 - None of the above
19. Which of the following is a benefit of using TikTok for vocabulary learning?
- It makes students bored
 - It helps students memorize new words easily
 - It distracts students from learning
 - It replaces textbooks completely
20. How does TikTok motivate students to learn vocabulary?
- By providing engaging and relatable content
 - By giving written exams
 - By using only textbooks
 - By limiting video duration

Name:

Class:

Soal Post-Test

1. What does the word "ancient" mean?
 - a. Modern
 - b. Very old
 - c. Beautiful
 - d. Expensive
2. What is the meaning of "brilliant"?
 - a. Stupid
 - b. Dull
 - c. Very smart
 - d. Slow
3. What does "essential" mean?
 - a. Not important
 - b. Very important
 - c. Unnecessary
 - d. Optional
4. Find the correctly spelled word.
 - a. Beleive
 - b. Believe
 - c. Belive
 - d. Beliebe
5. Find the correctly spelled word:
 - a. Tommorrow
 - b. Tomorrow
 - c. Tommorow
 - d. Tomorrow
6. Choose the correct spelling:
 - a. Privilege
 - b. Privelege
 - c. Priviledge
 - d. Privilage
7. Which word has a long "i" sound /ai/?
 - a. Sit
 - b. Bit

- c. Bite
 - d. Hit
8. Which word has a silent "b"?
- a. Bomb
 - b. Bombard
 - c. Bob
 - d. Bubble
9. Which word contains the diphthong /eɪ/?
- a. Bed
 - b. Made
 - c. Mad
 - d. Bad
10. Choose the correct word class for the word in brackets:
"He is very (smart)."
- a. Adverb
 - b. Adjective
 - c. Verb
 - d. Pronoun
11. Identify the word class of the word in brackets:
"I put my books (between) the table and the chair."
- a. Adjective
 - b. Verb
 - c. Preposition
 - d. Conjunction
12. Choose the correct word class of the word in brackets:
"(Indonesia) is a beautiful country."
- a. Noun
 - b. Verb
 - c. Adjective
 - d. Adverb
13. Which word is the correct form?
"She has been working here _____ five years."
- a. since
 - b. for
 - c. during
 - d. from

14. Choose the correct word:

"I'm looking forward _____ my vacation next month."

- a. to
- b. for
- c. at
- d. on

15. Which word fits best?

"She speaks English very _____."

- a. good
- b. well
- c. better
- d. best

16. How does TikTok help students remember new English words?

- a. By repeating words in different videos
- b. By showing only pictures
- c. By avoiding difficult words
- d. By giving long lectures

17. What should students do after watching a TikTok video to improve vocabulary mastery?

- a. Practice using new words in sentences
- b. Forget the new words
- c. Only watch the video once
- d. Avoid using the words

18. Why is it important to choose the right TikTok content for learning vocabulary?

- a. To ensure the vocabulary is accurate and useful
- b. To watch only entertainment videos
- c. To avoid learning new words
- d. To focus on unrelated topics

19. What type of vocabulary is often found in TikTok educational videos?

- a. Academic and daily vocabulary
- b. Only slang
- c. Only technical terms
- d. Only names of places

20. Which TikTok content is most effective for vocabulary learning?

- a. Dance challenges
- b. English learning tips and tutorials
- c. Prank videos
- d. Cooking without narration

Answer of the Pre-Test	Answer of the Post-Test
1. B	1. B
2. B	2. C
3. B	3. B
4. B	4. B
5. C	5. B
6. B	6. A
7. A	7. C
8. A	8. A
9. B	9. B
10. B	10. B
11. B	11. C
12. C	12. A
13. B	13. B
14. A	14. B
15. A	15. B
16. A	16. A
17. A	17. A
18. B	18. A
19. B	19. A
20. A	20. B

KUESIONER

1. TikTok dapat menjadi media pembelajaran yang efektif, menarik, interaktif, dan inovatif.
 - a. Tidak setuju
 - b. Agak setuju
 - c. Cukup setuju
 - d. Sangat setuju
2. Penggunaan TikTok dalam pembelajaran dapat membantu menciptakan lingkungan belajar yang lebih menarik, kreatif, dan interaktif.
 - a. Tidak setuju
 - b. Agak setuju
 - c. Cukup setuju
 - d. Sangat setuju
3. TikTok mampu meningkatkan minat dan motivasi belajar siswa melalui format video pendek yang menarik dan interaktif.
 - a. Tidak setuju
 - b. Agak setuju
 - c. Cukup setuju
 - d. Sangat setuju
4. Aplikasi ini menjadi solusi efektif dalam meningkatkan semangat belajar siswa karena sesuai dengan kebiasaan dan preferensi mereka dalam mengonsumsi konten digital.
 - a. Tidak setuju
 - b. Agak setuju
 - c. Cukup setuju
 - d. Sangat setuju
5. TikTok secara efektif dapat meningkatkan motivasi belajar siswa dan pemahaman materi pembelajaran.
 - a. Tidak setuju
 - b. Agak setuju
 - c. Cukup setuju
 - d. Sangat setuju
6. Banyak pengguna memanfaatkan TikTok untuk membuat konten edukatif seperti tutorial, penjelasan materi pelajaran, dan tips belajar.
 - a. Tidak setuju
 - b. Agak setuju
 - c. Cukup setuju
 - d. Sangat setuju
7. Format yang ringan dan interaktif di TikTok menarik perhatian banyak pelajar dan pendidik.
 - a. Tidak setuju
 - b. Agak setuju
 - c. Cukup setuju
 - d. Sangat setuju

8. TikTok menyajikan berbagai jenis konten pendidikan dengan cara yang menarik dan kreatif.
 - a. Tidak setuju
 - b. Agak setuju
 - c. Cukup setuju
 - d. Sangat setuju
9. Konten pendidikan di TikTok dapat meningkatkan minat belajar pelajar.
 - a. Tidak setuju
 - b. Agak setuju
 - c. Cukup setuju
 - d. Sangat setuju
10. TikTok memungkinkan guru atau pelajar membagikan penjelasan konsep-konsep dasar dalam berbagai bidang.
 - a. Tidak setuju
 - b. Agak setuju
 - c. Cukup setuju
 - d. Sangat setuju
11. Penjelasan materi pelajaran menjadi lebih mudah dipahami dan tidak membosankan dengan video pendek dan visual yang menarik.
 - a. Tidak setuju
 - b. Agak setuju
 - c. Cukup setuju
 - d. Sangat setuju
12. TikTok juga menjadi platform untuk berbagi tips dan trik belajar yang efektif.
 - a. Tidak setuju
 - b. Agak setuju
 - c. Cukup setuju
 - d. Sangat setuju
13. Video-video di TikTok dapat berisi strategi belajar yang berguna untuk mengingat materi pelajaran.
 - a. Tidak setuju
 - b. Agak setuju
 - c. Cukup setuju
 - d. Sangat setuju
14. Berbagai fitur yang tersedia dalam aplikasi TikTok memungkinkan pemanfaatannya sebagai media pembelajaran yang inovatif.
 - a. Tidak setuju
 - b. Agak setuju
 - c. Cukup setuju
 - d. Sangat setuju

15. TikTok yang menarik dan dekat dengan siswa memenuhi kriteria pemilihan media pembelajaran yang baik.
 - a. Tidak setuju
 - b. Agak setuju
 - c. Cukup setuju
 - d. Sangat setuju
16. Penggunaan TikTok dapat bermanfaat sebagai sarana dalam proses belajar yang interaktif dan menarik.
 - a. Tidak setuju
 - b. Agak setuju
 - c. Cukup setuju
 - d. Sangat setuju
17. Dengan kemudahan penggunaan dan fungsinya yang beragam, TikTok dapat diterapkan pada kegiatan pembelajaran.
 - a. Tidak setuju
 - b. Agak setuju
 - c. Cukup setuju
 - d. Sangat setuju
18. Sarana atau media pembelajaran yang interaktif seperti TikTok dapat menunjukkan apa yang belum diberikan oleh pendidik.
 - a. Tidak setuju
 - b. Agak setuju
 - c. Cukup setuju
 - d. Sangat setuju
19. Proses pembelajaran menjadi lebih efisien dan efektif dengan bantuan TikTok.
 - a. Tidak setuju
 - b. Agak setuju
 - c. Cukup setuju
 - d. Sangat setuju
20. Pendidik dapat dengan mudah membuat proses pembelajaran yang menarik perhatian peserta didik menggunakan aplikasi TikTok.
 - a. Tidak setuju
 - b. Agak setuju
 - c. Cukup setuju
 - d. Sangat setuju

DOCUMENTATION

1. PRE-TEST



2. TREATMENT



3. POST-TEST





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Nomor : 5230/In.28/J/TL.01/11/2024
Lampiran : -
Perihal : **IZIN PRASURVEY**

Kepada Yth.,
Kepala Sekolah SMP N 11
PESAWARAN
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Bapak/Ibu Kepala Sekolah SMP N 11 PESAWARAN berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama	: SINTA DEVI SISWANDARI
NPM	: 2101050025
Semester	: 7 (Tujuh)
Jurusan	: Tadris Bahasa Inggris
Judul	: THE EFFECT OF USING SOCIAL MEDIA TIKTOK IN IMPROVING STUDENT'S ENGLISH VOCABULLARY MASTERY

untuk melakukan prasurvey di SMP N 11 PESAWARAN, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu Kepala Sekolah SMP N 11 PESAWARAN untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 18 November 2024

Ketua Jurusan,



Dr. Much Deiniatur M.Pd.B.I.
NIP 19880308 201503 1 006



**PEMERINTAH KABUPATEN PESAWARAN
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPTD SMP NEGERI 11 PESAWARAN**

NSS : 201120105502

NPSN: 10800537



Alamat : Jl. Sriwedari Desa Sriwedari Kecamatan Tegineneng Kabupaten Pesawaran 35363

SURAT KETERANGAN

No. 421.3/165/IV.01/3.11/XI/2024

Yang bertanda tangan dibawah ini, Kepala UPTD SMP Negeri 11 Pesawaran Kabupaten Pesawaran

Nama : **TRI JOKO LATIHANTO, S.Pd.**
NIP : 197004121999031003
Pangkat Golongan : Pembina, Gol. IV/A
Jabatan : Kepala Sekolah
Unit Kerja : UPTD SMP Negeri 11 Pesawaran

Berdasarkan surat dari Ketua Jurusan Institut Agama Islam Negeri Metro Fakultas Tarbiyah dan Ilmu Keguruan Perihal : Surat Pengantar Izin Prasurey, Pada dasarnya kami memberikan Ijin kepada mahasiswa :

Nama : **SINTA DEVI SISWANDARI**
NPM : 2101050025
Jurusan : Tadris Bahasa Inggris
Semester : 7 (Tujuh)

Untuk mengadakan Penelitian di UPTD SMP Negeri 11 Pesawaran Kabupaten Pesawaran dengan judul

"THE EFFECT OF USING SOCIAL MEDIA TIKTOK IN IMPROVING STUDENT'S ENGLISH VOCABULLARY MASTERY "

Demikian surat keterangan ini dibuat, agar dapat dipergunakan sebagaimana mestinya.

Tegineneng, 26 November 2024

A.n Kepala Sekolah

Staf Tata Usaha



SUNARDI.

NIP. 197501041999031004



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SURAT TUGAS

Nomor: B-2035/In.28/D.1/TL.01/06/2025

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

Nama : **SINTA DEVI SISWANDARI**
NPM : 2101050025
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMP N 11 PESAWARAN, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECT OF SOCIAL MEDIA TIKTOK ON STUDENTS VOCABULARY MASTERY".
 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.

Mengetahui,
Pejabat Setempat


SINTA DEVI SISWANDARI

Dikeluarkan di : Metro
Pada Tanggal : 16 Juni 2025

Wakil Dekan Akademik dan
Kelembagaan,



Dr. Tubagus Ali Rachman Puja
Kesuma M.Pd
NIP 19880823 201503 1 007



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Nomor : B-2036/In.28/D.1/TL.00/06/2025
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMP N 11 PESAWARAN
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2035/In.28/D.1/TL.01/06/2025, tanggal 16 Juni 2025 atas nama saudara:

Nama : **SINTA DEVI SISWANDARI**
NPM : 2101050025
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA SMP N 11 PESAWARAN bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP N 11 PESAWARAN, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECT OF SOCIAL MEDIA TIKTOK ON STUDENTS VOCABULARY MASTERY".

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

Wassalamu'alaikum Wr. Wb.

Metro, 16 Juni 2025
Wakil Dekan Akademik dan
Kelembagaan,



Dr. Tubagus Ali Rachman Puja
Kesuma M.Pd
NIP 19880823 201503 1 007



**PEMERINTAH KABUPATEN PESAWARAN
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPTD SMP NEGERI 11 PESAWARAN**

NSS: 201120105502

NPSN: 10800537

Alamat: Jl. Sriwedari Desa Sriwedari Kecamatan Tegineneng Kabupaten Pesawaran 35363



SURAT KETERANGAN

No. 421.3/165/IV.01/3.11/XI/2024

Yang bertanda tangan dibawah ini, Kepala UPTD SMP Negeri 11 Pesawaran Kabupaten Pesawaran

Nama	: TRI JOKO LATIHANTO, S.Pd.
NIP	: 197004121999031003
Pangkat Golongan	: Pembina, Gol. IV/A
Jabatan	: Kepala Sekolah
Unit Kerja	: UPTD SMP Negeri 11 Pesawaran

Berdasarkan surat dari Ketua Jurusan Institute Agama Islam Negeri Metro Fakultas Tarbiyah Dan Ilmu Keguruan Perihal: Surat Izin Research, Pada dasarnya kami memberikan Ijin kepada mahasiswa:

Nama	: SINTA DEVI SISWANDARI
NPM	: 2101050025
Jurusan	: Tadris Bahasa Inggris
Semester	: 8 (Delapan)

Untuk mengadakan penelitian di UPTD SMP Negeri 11 Pesawaran Kabupaten Pesawaran dengan Judul

“THE EFFECT OF SOCIAL MEDIA TIKTOK ON STUDENTS’ VOCABULARY MASTERY OF EIGHT GRADE AT SMP N 11 PESAWARAN”

Demikian surat keterangan ini dibuat, agar dapat dipergunakan sebagaimana mestinya.

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A.n Kepala Sekolah
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Nama : SINTA DEVI SISWANDARI
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Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

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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 : Sinta Devi Siswandari
NPM : 2101050025
Program Studi : Tadris Bahasa Inggris (TBI)

Tidak mempunyai peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris.
Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.



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Ketua Program Studi TBI

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CURRICULUM VITAE



The researcher's name is Sinta Devi Siswandari. She was born in Trirahayu, on February 26, 2004. She is the second child of a happy married couple and lives in Tegineneng, Pesawaran Regency, Lampung Province. She started her education at SD N30 Tegineneng in 2009 and graduated in 2015. She continued her education at SMP N 11 Pesawaran in 2015 and graduated in 2018. He continued his studies at SMA N 1 Tegineneng in 2018 and graduated in 2021.

In 2024, he was enrolled as an undergraduate student of English Education Department of Metro State Islamic Institute.