

THESIS

THE EFFECTIVENESS OF TIKTOK AS MEDIA PLATFORM FOR IMPROVING VOCABULARY SKILLS IN SENIOR HIGH SCHOOL

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FACULTY OF TARBIYAH AND TEACHER TRAINING

UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM

MALANG

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THESIS

THE EFFECTIVENESS OF TIKTOK AS MEDIA PLATFORM FOR IMPROVING VOCABULARY SKILLS IN SENIOR HIGH SCHOOL

To complete a thesis in the English education department of the undergraduate program at Maulana Malik Ibrahim State Islamic University Malang's Faculty of Tarbiyah and Teacher Training

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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM
MALANG**

2024

APPROVAL SHEET

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IMPROVING VOCABULARY SKILLS IN SENIOR HIGH SCHOOL

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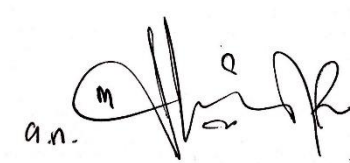
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Declare that :

1. This thesis has never been submitted to any other tertiary education instution for any other academic degree.
2. This thesis is the sole work of the author and has not been written in collaboration with any other person, not does it include, without due acknowledgment, the result of any other person.
3. Should it later be found that thesis is product of plagiarism, I am willing to accept any legal consequences that may be imposed on me.

Malang, May 21, 2025
The Researcher



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MOTTO

As long as life still flows, never let go of hope.

For even the darkest night must end—
and glory will return, even to Manchester United.

-Akmal

THESIS DEDICATION

I would like to dedicate this thesis to my beloved family: My Father, KH. Ali Murtadlo, M.M., My Mother, Siti Zainab, S.Pd., and my dear siblings: Esa Kharisma Muhammad Nakti, Asa Derajat Muhammad, Muhammad Syakkarudin Panatagama and Muhammad Alva Badridjua. I am deeply grateful for their endless support, love, prayers, and I was given a lot of encouragement as I went through my studies. I also extend this dedication to all members of my family whose names I cannot mention one by one but whose presence and prayers have meant so much to me. This thesis is also dedicated with sincere appreciation to my supervisor, Dian Arsitades Wiranegara, M.Pd., for the invaluable guidance, patience, and constructive feedback that have enabled me to complete this research. Finally, I dedicate this work to my friends and peers who have walked alongside me—sharing support, motivation, and collaboration throughout the process. Thank you for being part of this meaningful journey.

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All praises be to Allah SWT, who has granted me guidance, strength, and health to complete this undergraduate thesis entitled “The Effectiveness of TikTok as a Media Platform for Improving Vocabulary Skills in Senior High School.” May peace and blessings be upon the Prophet Muhammad SAW, who has become a role model for humanity in leading a life filled with kindness and purpose.

With deep humility and gratitude, I would like to express my heartfelt thanks to all those who have supported, encouraged, and guided me throughout my academic journey.

1. My beloved family: My father, KH. Ali Murtadlo, M.M., My mother, Siti Zainab, S.Pd., and my dear siblings: Esa Kharisma Muhammad Nakti, M.Pd., Asa Derajat Muhammad, S.Pd., Muhammad Syakkarudin Panatagama, S.S., and Muhammad Alva Badridjua, S.Pd. Thank you for your unwavering prayers, love, and motivation throughout this process.
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4. Prof. Dr. H. Nur Ali, M.Pd., as the Dean of the Faculty of Education and Teacher Training
5. Prof. Dr. H. Langgeng Budianto, M.Pd., as the Head of the English Education Department.
6. Mr. Dian Arsitades Wiranegara, M.Pd., as my thesis advisor, who has guided me with patience, wisdom, and encouragement throughout this research.
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12. Last but not least, to Manchester United—not just a football club, but a lesson in resilience, loyalty, and hope. May your comeback reflect the same perseverance that this journey has taught me.

Finally, I understood the fact that this thesis is far from perfect. I sincerely welcome any constructive feedback for future improvement. I hope this work may be useful for both readers and myself.

Malang, May 27, 2025

Student,

Akmalul Abbad Sabda Muhammad

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LATIN ARABIC TRANSLITERATION GUIDE

Based on the collective decision of the Minister of Religious Affairs of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia Number 158 of 1987 and Number 0543b/U/1987, it has been decided that the Arabic-Latin transliteration guidelines used in this thesis are as follows:

A. Words

ا	= a	ز	= z	ق	= q
ب	= b	س	= s	ك	= k
ت	= t	ش	= sy	ل	= l
ث	= ts	ص	= sh	م	= m
ج	= j	ض	= dl	ن	= n
ح	= h	ط	= th	و	= w
خ	= Kh	ظ	= zh	ه	= h
د	= d	ع	= ‘	ء	= ’
ذ	= dz	غ	= gh	ي	= y
ر	= r	ف	= f		

B. Long Vocal

Long Vocal (a)	= ^a
Long Vocal (i)	= î
Long Vocal (u)	= ^u

C. Dipthong Vocal

أو	= aw
أي	= ay
أو	= ^u
إي	= î

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ABSTRACT

Muhammad, Akmalul Abbad Sabda (2025). The Effectiveness of TikTok as a Media Platform for Improving Vocabulary Skills in Senior High School. Thesis, Department of English Education, Faculty of Tarbiyah and Teacher Training, Maulana Malik Ibrahim State Islamic University of Malang.

Advisor: Dian Arsitades Wiranegara, M. Pd.

Key Words : *Vocabulary. TikTok. Senior High School*

This study aims at examining the effectiveness of TikTok as a media platform to support vocabulary acquisition among Grade 11 students at MAN 1G. TikTok is expected to enhance student engagement and provide alternative learning experiences through short, interactive, and contextualized video content. This study employed a quantitative approach using a quasi-experimental design with a non-equivalent control group. Participants were Grade XI students at MAN 1G, who were divided into experimental and control groups. Instruments included a pre-test and a post-test to measure students' vocabulary improvement. As the data were not normally distributed—based on the results of the normality and homogeneity tests—the Mann-Whitney U test was used for data analysis via SPSS version 21.

The results revealed a significant difference in vocabulary performance between the two groups. The average post-test score of the experimental group was 89, while the control group obtained an average of 73. According to the output shown in the table, the Mann-Whitney U value was 58.500 and the significance level (Asymp. Sig. 2-tailed) was 0.000, which is less than 0.05. This indicates that the use of TikTok had a statistically significant effect on improving students' vocabulary mastery.

ABSTRAK

Muhammad, Akmalul Abbad Sabda (2025). Efektivitas aplikasi TikTok sebagai media pembelajaran untuk meningkatkan kemampuan kosakata di tingkat SMA. Skripsi, Jurusan Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim, Malang.

Key Words : *Vocabulary. TikTok. Senior High School*

Penelitian ini bertujuan untuk mengkaji efektivitas penggunaan TikTok sebagai media pembelajaran dalam mendukung penguasaan kosakata siswa kelas XI di MAN 1G. TikTok diharapkan dapat meningkatkan keterlibatan siswa serta memberikan pengalaman belajar alternatif melalui konten video pendek yang bersifat interaktif dan kontekstual. Rumusan masalah dalam penelitian ini adalah: Sejauh mana efektivitas penggunaan TikTok dalam meningkatkan kemampuan kosakata siswa? Penelitian ini menggunakan pendekatan kuantitatif dengan desain quasi-eksperimen tipe nonequivalent control group. Populasi penelitian adalah seluruh siswa MAN 1G, sementara sampel terdiri dari siswa kelas XI yang dibagi menjadi dua kelompok: kelompok eksperimen dan kelompok kontrol. Instrumen yang digunakan meliputi pre-test, perlakuan menggunakan konten pembelajaran berbasis TikTok, dan post-test untuk mengukur peningkatan penguasaan kosakata siswa.

Berdasarkan hasil uji normalitas dan homogenitas, data diketahui tidak berdistribusi normal. Oleh karena itu, analisis data dilakukan menggunakan uji Mann-Whitney U dengan bantuan program SPSS versi 21. Hasil penelitian menunjukkan bahwa nilai rata-rata post-test kelompok eksperimen adalah 89, sedangkan kelompok kontrol memperoleh rata-rata sebesar 73. Berdasarkan output yang ditampilkan dalam tabel, nilai Mann-Whitney U adalah 58.500 dengan tingkat signifikansi (Asymp. Sig. 2-tailed) sebesar 0.000, yang berarti kurang dari 0.05. Dengan demikian, terdapat perbedaan yang signifikan antara kedua kelompok, dan dapat disimpulkan bahwa penggunaan TikTok terbukti efektif dalam meningkatkan penguasaan kosakata siswa sekolah menengah atas.

مُستخلصُ البَحْثِ

مُحمَّد أكمل العبَّاد سبَّده (2025). فعَّاليَّةُ تطبِّيق تيكُنوك كوسيلةٍ تعليميَّةٍ في تطوِير المَهارةِ المُفرداتيَّةِ لدى طُلَّابِ المَرحلةِ الثَّانويَّةِ. بَحْثٌ تَحْرُجُ، قِسْمُ تعلِيم اللُّغةِ الإنجليزيَّةِ، كُليَّةُ التَّربِيَّةِ وإعداد المُعلِّمين، الجامِعةُ الإسلاميَّةُ الوُطنيَّةُ مَوْلانا مَلِك إبراهيم مَالانُج. المُشرف: دِيان أُرسييادس ويرانغارا، م.ب.د.

الكَلِمَاتُ المُفتاحيَّة: المُفردات، تيكُنوك، الطُّلاب الثَّانويُّون

يَهْدَفُ هَذَا البَحْثُ إلى دِرَاسَةِ فعَّاليَّةِ تطبِّيق تيكُنوك كوسيلةٍ تعليميَّةٍ في تطوِير فَدَرَةِ الطُّلابِ على فَهْم المُفرداتِ في الصَّفِّ الحادي عَشَرَ بِمَدْرَسَةِ م.أ.ن 1 غرسك. وَيُرَجَى مِنْ تطبِّيق مَقاطعِ تيكُنوك القصيرةِ والنَّفاعيَّةِ أَنْ تُساهمَ في زيادَةِ دافِعيَّةِ الطُّلابِ، وتُقدِّمَ لَهُم أساليبَ تعلُّمٍ بديلةً ومُبتكرةً. وتتمثلُ إشكاليَّةُ البَحْثِ في: ما مَدَى فعَّاليَّةِ تيكُنوك في تطوِير فَدَرَاتِ الطُّلابِ اللُّغويَّةِ في المُفرداتِ؟ اتَّبَعَ الباحِثُ مَنهجًا كميًّا، واستُخدِمَ تَصْنيمًا تجرِيبِيًّا شَبهِيًّا يَتَضَمَّنُ مَجْموعَةً تجرِيبِيَّةً وأُخرى ضابطةً. تَكَوَّنَت العَيِّنةُ مِنْ طُلَّابِ الصَّفِّ الحادي عَشَرَ، وَتَضَمَّنَتِ أَدواتُ البَحْثِ اخْتِبارًا قَبْلِيًّا، وَمُعَالَجَةً تعليميَّةً بِاستِخدامِ مَقاطعِ تيكُنوك، واختِبارًا بَعْدِيًّا لِقِياسِ نُموِّ المُفرداتِ. وَلَعَدِمَ تَوْفُرُ شُرُوطِ التَّوَرُّعِ الطَّبِيعِيِّ، تَمَّ تَحْلِيلُ البَيِّناتِ بِاخْتِبارِ مان-وِثْنِي U عَبرَ بَرنامِجِ SPSS الإصدار 21.

وَأُظْهِرَتِ النَّتائِجُ وَجُودَ فَرْقٍ إحصائيٍّ دالٍّ بَيْنَ المَجْمُوعَتَيْنِ. حَيْثُ بَلَغَ المُتَوَسِّطُ العامُّ لِنَتِيجَةِ الاختِبارِ البَعْدِيِّ لِلْمَجْمُوعَةِ التَّجْرِيبِيَّةِ 89 ، فِيمَا بَلَغَ 73 لدى المَجْمُوعَةِ الضَّابِطَةِ. وَبِحَسَبِ ما جَاءَ في نَتِيجَةِ الجَدُولِ الإخْرَاجِيِّ، فَإِنَّ قِيَمَةَ اخْتِبارِ مان-وِثْنِي U بَلَغَتْ 58.500 وَقِيَمَةُ الدَّلالةِ 0.000 (Asymp. Sig. 2-tailed) ، وَهِيَ أَقَلُّ مِنْ 0.05 ، مِمَّا يَدُلُّ على أَنَّ تيكُنوك وَسيلةٌ فعَّالةٌ في تطوِير مَهارةِ المُفرداتِ لدى طُلَّابِ المَرحلةِ الثَّانويَّةِ.

CHAPTER I

INTRODUCTION

This introductory section covers the background of the study, the research queries, the objectives of the research, the scope and limitations of the studies, together with the definition of the key terms.

1.1 Background of the Study

In English language learning, there are four essential skills: listening, speaking, reading, and writing. In addition to these skills, aspects such as grammar, vocabulary, pronunciation, and spelling play an important role in mastering the language. It is impossible to communicate effectively in English without a solid grasp of these basic elements. Mastery of vocabulary, in particular, is crucial because it forms the foundation for understanding and expressing ideas both in speaking and writing. Learning English has become an essential requirement in this era of globalization. English is not only a tool for international communication, but also opens access to a wide range of knowledge, job opportunities, and global cultures. English, as a first world language and international lingua franca, is widely spoken in various work settings today (Jon et al., 2021).

In this study, vocabulary is a key linguistic feature that influences communicative competence. A strong vocabulary is crucial, as it forms the basis for effective communication. A large vocabulary enables you to grasp and communicate concepts more clearly and precisely, both in speaking and in writing. Mastering vocabulary helps in reading complex texts, writing accurately, and participating in discussions more confidently. In addition, it

also improves listening and speaking comprehension, which are important in everyday and professional situations (Hindarto, 2022).

Technology has transformed the way we learn English vocabulary, making it more efficient and enjoyable. In this learning process, technology plays a very significant role. Technology has revolutionized practically every area of modern civilization, including education. In recent decades, technological breakthroughs have transformed traditional educational processes, opening up previously unthinkable potential for teaching, learning, and cooperation. From interactive whiteboards and digital textbooks to online learning platforms and virtual reality simulations, technology has become an integral part of the educational landscape, reshaping the dynamics of classrooms and expanding access to quality education on a global scale. Access to technology and electronic resources has significantly increased over the past few decades. Technologies in education have quickly become part of our daily lives (Camilleri & Camilleri, 2020)

With the growing technology that indirectly affects the world of education, we should be able to maximise it in our studies, as in the word of Allah in Surah Al-alaaq, verse 1 the Qur'an, as following

اَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ

It means: 'Recite in the name of your Lord who created' (QS. Al-'Alaaq: 1). This verse teaches us the importance of knowledge and learning. The utilisation of technology in the field of education is a tangible form of practising this teaching, as technology facilitates access to broad and deep

knowledge. With technology, we can broaden our horizons, improve the quality of education, and optimise our potential as caliphs on earth.

وَاللَّهُ أَخْرَجَكُمْ مِنْ بُطُونِ أُمَّهَاتِكُمْ لَا تَعْلَمُونَ شَيْئًا وَجَعَلَ لَكُمُ السَّمْعَ وَالْأَبْصَارَ وَالْأَفْئِدَةَ لَعَلَّكُمْ تَشْكُرُونَ

Technology in education can also be seen as a manifestation of Allah's word in QS. An-Nahl: 78, 'And Allah took you out of your mother's womb knowing nothing, and He gave you hearing, sight and a heart that you may be grateful.' With technology, we are given the tools to hear, see and understand more, so that we can be grateful in a more meaningful way, namely by continuing to learn and develop ourselves.

Technology has become inextricably linked to our lives, particularly since the Industrial Revolution. According to Savira et al., (2022) social media refers to a set of technologies that enable individuals to collaborate, exchange information, and engage via web-based messaging content. Because the internet is perpetually evolving, the many technologies and capabilities available to consumers are always changing. This makes social media more hypernymous than a particular reference to distinct applications or designs. Utilizing social media, individuals can make individual pages and interface with companions to share substance. For that reason, social media has been famously utilized by individuals over the last few years (Hanim, 2021).

Social media has emerged as a highly successful instrument for English language acquisition, providing a number of substantial benefits. YouTube, Instagram, and TikTok offer a diverse spectrum of instructional content, including grammar tutorials, pronunciation exercises, and

vocabulary-learning suggestions. This makes it simple and learning becomes more interactive and engaging with short videos, quizzes and language challenges that make learning more fun and reduce boredom.

TikTok was first launched by Chinese tech company ByteDance in the domestic market in September 2016, under the name Douyin. In September 2017, ByteDance launched the international version of the app under the name TikTok. In November 2017, ByteDance acquired Musical.ly, a lip-syncing video platform popular in the United States. The merger was completed in August 2018, combining Musical.ly's user base with TikTok's and increasing its popularity globally. Since then, TikTok has experienced rapid growth, becoming one of the most popular social media apps in the world (Hindarto, 2022).

TikTok, a popular branding app, has become increasingly influential in our daily lives (Erwani et al., 2022). TikTok, at its foundation, embraces participatory culture by allowing people to express themselves artistically through video narrative, music, dance, comedy, and other mediums. Its algorithm-driven recommendation engine, which is powered by artificial intelligence, curates personalized content streams based on users' choices and interaction habits, resulting in an interactive and immersive viewing experience.

The advent of TikTok coincided with the onset of the Covid-19 pandemic. During this period, the disruption of normal activities and the necessity to conduct them remotely led to a surge in the popularity of the platform. It could be argued that the global population, regardless of

location, experienced a sense of boredom during this period. In response, TikTok emerged as a source of entertainment, offering a range of content, including educational videos about Covid-19, entertainment videos, dance challenges, fashion and beauty, food, place, games etc. According to Rizaty (2024) The We Are Social report noted that TikTok users in the world are expected to reach 1.56 billion by January 2024. As of January 2024, there were 126.83 million TikTok users in Indonesia. The majority of users are people aged 18-24 years.

Using social media to learn English is one way to learn the language. It can be used as a tool or resource to help people learn and comprehend content linked to their classes and also help them get better at speaking English (Hanim, 2021). Technology has transformed learning, with teenagers bringing their phones to the classroom. TikTok, a popular social media platform, can be used as a support tool. Educators can provide English content on TikTok to increase vocabulary and make learning more enjoyable, as students prefer technology over traditional methods.

According to Novitasari. N. & Addinna (2022), students' speaking abilities can be enhanced by using the TikTok app while learning English. TikTok content can also help students become better listeners of English. As in the explanation above about the TikTok algorithm being easier to set up, this will of course be one of its own advantages. Students will find it easier to find English content on TikTok. There are so many content creator that sharing about English materials, for example: @mikethechameleon @jayfujiwara @johnhiday @aaron's English

The purpose of this study is to use TikTok as one of the learning media in the development of English vocabulary at the senior high school level. Researchers focus on optimizing the use of TikTok as a means to support learning. Accordingly, the researcher formulated this study under the title as written "The Effectiveness of Tiktok as a Media Platform for Improving Vocabulary in Senior High School ".

1.2 Research Question

Based on the background discussed, the research questions are as follows:

1. Is TikTok effective in enhancing students' vocabulary skill at MAN 1G?

1.3 Research Objective

Following the research question this study aims at achieving the following objectives:

1. To assess the effectiveness of TikTok as a media platform for enhancing vocabulary skills at MAN 1G

1.4 Scope and Limitation of Study

The purpose of this study is to assess the effectiveness TikTok is as a teaching tool, specifically for expanding vocabulary. This study's scope and limitations are restricted to MAN 1G XI grade students. This study is primarily concerned on the issues surrounding the use of TikTok as a learning support tool. It focuses on two Grade XI classes at MAN 1G (XI-A and XI-B, with 31 students each), targeting verbs and adjectives commonly used in recount texts under the theme of personal experiences.

1.5 Significance Of Study

The finding of this research suggest the proposed study which has the potential to significantly enhance students' vocabulary acquisition. The utilization of the TikTok social media platform, which enjoys considerable popularity among the teenage demographic, may facilitate the introduction of new vocabulary in a manner that is appealing to students

1.6 Definition Of Key Terms

1. Vocabulary

Vocabulary refers to the set of words a person understands and uses in communication, involving both comprehension and production. A strong vocabulary supports effective language use. According to Lube & Nuraeni (2020), vocabulary learning plays a central role in language acquisition. This study focuses on contextual vocabulary in recount texts, especially past tense verbs and descriptive adjectives related to personal experiences. These words are presented through TikTok videos featuring short stories and daily activities to enhance student engagement and understanding.

2. Tiktok

TikTok is a social media platform where users create and share short videos, typically 15 seconds to 3 minutes long. With easy editing tools, creative filters, and a personalized content feed, TikTok has become especially popular among younger audiences

due to its viral challenges and trending content (Comp et al., 2021). The videos used in this study were short TikTok clips that told simple stories or daily activities in English. They were chosen because they matched the lesson theme and used vocabulary related to past events. The researcher made sure the videos were clear, suitable for students, and easy to understand.

CHAPTER II

LITERATURE REVIEW

This chapter will go over the reasons TikTok should be a part of a vocabulary-building supporting tool. In this section the researcher will explain the concept of TikTok and how TikTok can be used for support facilities.

2.1 Vocabulary

The first thing to learn in any language is its vocabulary, as it is the most fundamental component. It was considered essential, whether expressed orally or in writing. One of the most important things for English language learners to do is to learn vocabulary (Graves, 2016). The foundation of language proficiency is vocabulary, which gives students the ability to read, write, speak, and listen effectively (Suryani et al., 2023)

According to Diamond, (2006) Vocabulary is the knowledge of words and their meanings. Furthermore Suryani et al., (2023) Vocabulary is the capacity to understand word meanings, which is helpful for language development and communication. Vocabulary is the knowledge of words and word meanings. In general, vocabulary can be defined as the set of words for which a person knows the meanings when they hear or see them (Nation, 2013). Vocabulary refers to the set of words that an individual knows and employs in a specific language. It encompasses both receptive vocabulary—words that are understood during listening or reading—and productive vocabulary, which consists of words used in speaking or writing

As mentioned in the description above, the vocabulary of a language consists of all of its basic terms. Another way to think of vocabulary is as a person's understanding of words and their use in conversation. Of course, the vocabulary has to be used in the right way and in the right context, otherwise it will be meaningless. There is two form of vocabulary:

a. Receptive Vocabulary

Receptive vocabulary is the list of words a person understands when listening or reading, even if they don't use them in everyday communication. In other words, receptive vocabulary includes all the words that a person can recognize and understand in a given context, even if they do not actively use them. Learners recognize this vocabulary when they encounter it in reading texts, but they do not utilize it in their writing or speaking (Al-Qahtani, 2015).

b. Productive Vocabulary

According to Maskor & Baharudin (2016), Words that learners can pronounce and comprehend are considered to be part of their productive vocabulary. Productive vocabulary refers to words that are meaningful and useful in everyday life, as opposed to receptive vocabulary, which includes only words that can be understood and used.

2.2 Vocabulary Mastery

The four language skills depend on vocabulary mastery. Therefore, it is important to consider vocabulary mastery as a fundamental aspect of language. To understand the language, In sentences or entire texts, we have to create as many meanings for words as we can. Developing skills in other domains, like reading, writing, speaking, and listening, requires mastering the fundamental vocabulary of English. As a result, everyone needs a large vocabulary because without one, it would be impossible to establish one's capacity for communication and for expressing thoughts, desires, emotions, and feelings (Sardi, 2022).

In general, vocabulary is regarded as one of the most crucial components of understanding instructional materials, particularly when learning a foreign language. Put differently, vocabulary can be thought of as a linguistic component that contains specific information. Put another way, a language's vocabulary is just its outward form; it already has meaning and serves as a means of naming, mentioning, and expressing various concepts. Speaking allows us to communicate with others and convey our ideas, so we can conclude that learning to speak is crucial, with vocabulary being one of the most crucial components of learning a foreign language (Jambari et al., 2021).

Based on Alfani1 et al., (2022) Acquiring knowledge of vocabulary involves not only comprehending the definition of a word but also mastering its spelling, pronunciation, collocations, and significance There are several indicator that need to be considered in mastering vocabulary:

1. Pronunciation

Pronunciation refers to the way an individual articulates a word in a language. It plays a significant role in influencing vocabulary.

2. Spelling

Additionally, spelling requires that students understand the letters and syllables that comprise the word. "The act of correctly forming words from individual letters or the way a word is spelled is called spelling."

3. Grammar

Words are linked to grammatical information, and as students learn vocabulary, they naturally progress toward understanding grammar. This indicates that emphasizing vocabulary does not equate to disregarding grammar

4. Meaning

Nation and Cameron suggest various methods to explain new words in a young learner classroom, including objects, figures, gestures, photographs, diagrams, and storybooks. They argue that the mental effort required to understand a foreign language word significantly impacts its retention, as students who focus on the word and its meaning are more likely to remember it.

2.3 Definition of Tiktok

Indonesia's digital industry advances with the help of TikTok, the official Chinese social networking and music video app. ByteDance, a Chinese company, released this app. The business first released the short-lived Douyin app. In only a year, Douyin reached 100 million users and generated one billion daily video views. TikTok's intuitive interface makes it easy for anyone to create videos and share them. The application, referred to as Douyin in its native country, became formally known in September 2016. With over 500 million downloads, the TikTok app dominated the App Store in 2018 (Dewi, 2023). TikTok is a social media platform focused on video content, allowing users to create, share, and watch short videos between 15 seconds and 3 minutes long. The app is popular for its user-friendly video editing tools, wide range of artistic effects and highly customisable algorithm that recommends content based on users' tastes.

TikTok is also known for the challenges, dances and viral trends that frequently appear on the platform. TikTok has several features that enhance the creation and consumption of video content, such as a main "For You Page" feed that features personalized videos and timelapse movies from 15 days to 3 days that can be customized with music and text. Users can use filters and visual effects to enhance their own videos, and can also use the "Duet" and "Stitch" features to collaborate and communicate with other users. In addition, TikTok offers hashtags to increase visibility, exercises and challenges to encourage creativity, and silent messaging to facilitate real-time communication with users. With features like stickers, text and

video analytics, and flexible privacy settings, TikTok offers a variety of ways to express creativity and interact with the global community. As the description above suggests, the Tiktok application can be used as an effective learning tool. First and foremost, the Tiktok application meets the educational needs of students (Sari et al., 2023).

2.4 Tiktok as Media to Teach Vocabulary

TikTok and YouTube have fundamental differences that can be compared and also affect user preferences, especially among teenagers. TikTok stands out with its short videos ranging from 15 seconds to 3 minutes, which are designed for quick and easy consumption, as well as more casual and creative content, often following viral trends and challenges that are particularly appealing to young users. TikTok's algorithm is extremely clever in customizing material based on user interaction, resulting in a highly customized and addictive experience. In contrast, YouTube allows for significantly longer videos, ranging from a few minutes to several hours, making it perfect for more in-depth material like tutorials, documentaries, and lectures. YouTube's algorithm alters material depending on a user's viewing history, although it concentrates on lengthier and more diversified films (Morbida, 2021).

While TikTok offers short, engaging content that appeals to students, it also presents challenges such as distractions and irrelevant material. To maximize its use for vocabulary learning, teachers should pre-select appropriate videos aligned with lesson goals and guide students during

viewing. This helps reduce distractions and ensures students stay focused on the intended material.

The combination of short video duration, engaging content, and personalized algorithms makes TikTok more appealing to teens than YouTube, especially in the context of quick and interactive entertainment. With so many students preferring TikTok for entertainment, it wouldn't hurt if content providers took advantage of this opportunity. By providing information about language that is packed in a context that is easy to consume, it will be possible to help these students with the presence of TikTok.

According to Dewi (2023), TikTok has the potential to provide students with engaging and dynamic learning experiences. TikTok promotes educational benefits through creativity, interactive learning, diverse content, digital tools, and a learning community. Its algorithm system, focusing on algorithmically generated content, expands vocabulary and caters to modern students' vocabulary expansion preferences. This innovative feature makes TikTok a valuable resource for language learning. TikTok puts unprecedented emphasis on algorithmically generated content, including feeds and experiences (Bhandari & Bimo, 2022). It is quite possible that this application can support students' needs in finding English content by making use of the Tiktok algorithm system.

The use of hashtags and the selection of currently viral music is another useful feature of the Tiktok algorithm. Users can choose from a

variety of musical genres and original sound clips for their videos, which can also serve as a powerful tool to convey a story or a specific message (Fiallos et al., 2021). Music on TikTok has become a central element in the platform's strategy, allowing users to integrate popular songs into their videos, attracting more attention and evoking emotions. Music with energetic beats and lyric lyrics can create more emotional content. Using relevant hashtags, such as #ForYou or #FYP, can increase visibility and attract more viewers. This not only enhances content visibility but also allows users to express their creativity and participate in the global competition.

Overall, TikTok contributes to a more engaging and effective learning environment. Users can learn new words and phrases in a variety of contexts by utilizing the language-learning content that TikTok offers. It also makes learning efficient and informal by offering new vocabulary, strategies, and short, entertaining videos. Users can also learn how to use language in natural settings on TikTok, including conversations, everyday expressions, and common phrases. Engaging with interactive content, like "Duet" and "Stitch," boosts language practice participation. By using language-learning-related themes and vocabulary, TikTok also fosters cross-cultural understanding. According to Alghameeti, (2022) TikTok offers a variety of vocabulary levels for users to learn, which makes a substantial contribution to the improvement of learners' English vocabulary.

2.5 The Use of Online Media in Teaching Vocabulary

Sanusi et al., (2009) said, “Without grammar, very little can be conveyed but without vocabulary, nothing can be conveyed.”. This shows that vocabulary is an important element of a language. Teachers play a crucial role in this. To teach vocabulary, English teachers need to be able to: (A) Be able to identify the language, both orally and in writing. (B) Remember it whenever you want. (C) Use it in the correct grammatical form. (D) Relate it to a suitable object or idea. When speaking, pronounce the letter 'E' in a recognizable manner. (F) Use it appropriately and spell it correctly when writing.

Many teaching techniques in vocabulary learning can be used to facilitate students' comprehension of the material. For example, Verbal and Visual Techniques. Verbal technique is a method that uses words to remember, understand, and use new vocabulary through repetition, pronunciation, and context. Visual technique, on the other hand, uses images, illustrations, or other visual aids to help people learn and retain new words by linking them to specific pictures or visuals that represent the word's meaning. Online media provides dynamic and interactive platforms for teaching vocabulary, blending traditional techniques with modern digital innovations. Platforms like TikTok allow educators to implement verbal and visual techniques effectively, helping students to retain and use new vocabulary in meaningful ways.

Furthermore, Mohd Tahir et al., (2020) felt that by using visuals, students would be able to derive some meaning from the material, making

the language learning process more significant and meaningful. TikTok's algorithm further enhances vocabulary learning by curating personalized content based on users' preferences. By utilizing hashtags like #LearnEnglish or #VocabularyChallenge, educators and content creators can provide tailored learning materials to students, fostering a sense of discovery and excitement in vocabulary acquisition.

In conclusion, the integration of online media in teaching vocabulary offers educators an opportunity to make learning more accessible, interactive, and enjoyable. Platforms like TikTok bridge the gap between traditional classroom techniques and modern digital tools, equipping students with the skills they need to expand their vocabulary effectively.

2.6 Previous Studies

The researcher does a literature review by examining past studies, which will serve as a point of reference. The researcher used three literature reviews in this study, which are as follows:

The first study was carried out by Rahayu & Rakhmawati (2022), titled This journal, titled "How TikTok Videos Help Students Improve Their English Vocabulary in the Fourth Semester at Bhinneka PGRI University." The research displayed the findings of a pre-experimental design that included a pre-test and post-test for a single group. The objective was to use TikTok videos to gauge students' vocabulary levels before and after instruction. 16 fourth-semester English Education Department students from the 2022–2023 school year participated in the study. They needed to

improve their vocabulary mastery because they had never used TikTok videos to teach English, so it was chosen based on observations. Based on The existing data, it shows that students have experienced an increase in vocabulary and are increasingly interested in using TikTok as one of the supporting applications for mastering vocabulary.

The similarities, both of the studies focuses on how to maximize vocabulary mastery by using Tiktok. The difference from this research is the object of this study, in this study, the researcher's object is in Senior high school.

The second research was conducted by Sinta et al. (2022) entitled “Students Experience in Vocabulary Memorizing of Adjective by Using Tiktok Duet Video”. This study used qualitative research. The data was collected from the first-year students at SMA Swasta Cerdas Murni. Six students were used as samples in the interviews. Six students are assumed to be a representation of every student in the class by the researcher. The samples were interviewed one-on-one by the researcher. The study found that TikTok duet videos can aid in memorizing adjective vocabulary in English language learning, increase motivation, and enhance students' participation. These learning media are easy to use, engaging, and can be used at home, enhancing students' English skills, particularly vocabulary.

The similarities, both of studies focus in how to use Tiktok as media platform for improving vocabulary mastery. The differences from this

research is the method in this study only takes data using one of the features on Tiktok namely “Duet”.

The last previous research conducted by Sukmawati et al., (2023) entitled “Modernisation in Teaching Adjective Vocabulary in Digital Era: Is Tiktok Effective to Use?”. This study examines whether TikTok is effective to use as a support tool in adjective vocabulary. Pre-experimental research design was used in this study. The researcher created a pre- and post-test design that is exclusive to this group and does not allow for plagiarism. The purpose of the pre-test is to determine what needs to be evaluated and how well students understand adjectives. For the study, 35 seventh-graders from SMP Negeri 1 Bangsri Jepara were selected. One group was given both pre- and post-tests as part of this study. The correlation coefficient indicates that students who did not meet the validity criteria in the pre-test now meet them in the post-test, with a significance value of 0.3338 for 33 in the r table. The average pre-test score was 64.4286, and the post-test score was 79.8571. This suggests that TikTok treatment contributed to enhancing students' mastery of adjective vocabulary.

The similarities, both of studies use pre-test and post-test. Using the same application. The difference is the level of students and in this study, it is more focused on analyzing adjective vocabulary.

CHAPTER III

RESEARCH METHODOLOGY

Research methodology, research design, sample and population, research instrument, research variable, research validity and reliability, and data collection methods are all covered in this chapter.

3.1 Research Design

This study was planned to use a quantitative approach, specifically a quasi-experimental. Quantitative methods are research approaches based on objective and measurable information, usually represented by numerical data. This data is statistically analyzed to test theories and draw research conclusions. According to Sugiyono (2017), “a scientific way to obtain valid data with the aim of discovering, proving, and developing knowledge so that the results can be used to understand, solve and anticipate problems”. Quantitative methods encompass the science and art of data collection, analysis, and interpretation procedures, with the goal of obtaining information necessary for decision-making and drawing conclusions (Imam Santoso, 2021).

The Quasi-experimental design used in this study is the non equivalent control group design, which involves two groups: experimental group, who received treatment using TikTok as a learning media for vocabulary mastery, and control group, which is taught using conventional methods. This design was chosen because the researcher could not randomly

assign students to each group, as the classes were already formed by the school.

A pre-test was administered to the experimental and control groups to ascertain their starting vocabulary levels prior to the treatment, while a post-test was administered following the treatment to gauge the progress made in vocabulary mastery. The following is the presentation of the research design's structure:

Control Group	Pre Test	No Treatment	Post Test
Experimental Group	Pre Test	Treatment	Post Test

Table 3.1 Adopted from : (Creswell, 2003)

3.2 Time and Location of the research

This study was carried out at MAN 1G, a senior high school in Bungah, Gresik, East Java. The researcher's accessibility and an English teacher's recommendation that the students' vocabulary mastery still needed work were the main factors in selecting the school. Furthermore, TikTok is regarded as a part of the everyday media consumption of the students in this school, so using it as a tool to support vocabulary learning is relevant.

During the second semester of the 2024–2025 school year, the study was conducted. Pre-test, treatment, and post-test were the three primary phases of the implementation process. The entire process, including planning and liaising with the school, took about five weeks.

Table 3.2 Schedule of the Research

No.	Activity	Date
1	Observation	16 th , December 2024
2	Pre-Test	13 rd , January 2025
3	Giving Treatment	15 th , January 2025 – 10 th , February 2025
4	Post-Test	13 rd , February 2025

3.3 Research Variables

A variable is any element or factor that is measured, observed, or manipulated during research. Variables can be properties, conditions, or values that can affect or have an influence on the thing or phenomenon under study. According to (Sugiyono, 2013) Research variables are the attributes, qualities or values of people, objects or activities that are selected by researchers to be examined in order to draw conclusions. Concerning the above explanation, the focus of this study is TikTok and vocabulary.

3.3.1 Independent Variable

According To Sugiyono (2013) This variable is often referred to as an antecedent, predictor or stimulus variable. In Indonesian, it is often referred to as an independent variable. Free variables impact, generate or lead to changes in dependent (bound) variables. TikTok is the independent variable in this study.

3.3.2 Dependent Variable

Dependent variable is a variable that is observed or measured to see how changes in the independent variable affect it. Related to Sugiyono (2013) statement dependent variable that is influenced or occurs due to the existence of an independent variable. According to the definition, this research dependent variable (y) is students' vocabulary.

3.4 Sample and Population

The population and sample used in the study are described in this section. A sample is a subset of the population chosen for the study.

3.4.1 Population

A population is a broad category of items or people with particular attributes and traits chosen by the researcher for examination to draw conclusions (Sugiyono, 2013). All 350 students of Grade XI at MAN 1G , distributed across 10 classes, were included in this study conducted in the 2024–2025 academic year.

3.4.2 Sample

The sample can be either a small portion of the population, selected according to specific protocols to represent the population as a whole, or a portion of the population that reflects its size and composition (Hamsina, 2021). Based on observations during the internship program, the researcher selected class XI-A and XI-B, each consisting of 31 students. Class XI-A includes 8 male and 23

female students, while class XI-B includes 10 male and 21 female students. The selection was made upon the recommendation of the English teacher, who noted that the students in these classes demonstrate high motivation and interest in learning English.

3.5 Data Sources

Two categories of sources were used to gather the data for this study: primary and secondary sources. Using these data sources bolstered the accuracy and applicability of the study findings.

3.5.1 Primary Data

The results of the pre- and post-tests administered to the experimental and control groups formed the primary basis for the study's data. The point of these tests was to see how well the students knew the vocabulary before and after the intervention. The effectiveness of using TikTok to enhance students' vocabulary skills was assessed by comparing the difference in scores.

3.5.2 Secondary Data

Secondary data were obtained from various supporting documents and references, such as the school profile, syllabus, lesson plans and other teaching and learning documents related to MAN 1G. These data enabled the researcher to understand the school context and develop suitable research instruments.

3.6 Research Instrument

Tools for methodically and consistently gathering data and information for a study are known as research instruments. A multiple-choice test was employed in this study to assess the vocabulary proficiency of MAN 1G students. Pre-test and post-test are the two types of tests that the researcher wants to use in order to collect the data.

3.6.1 Pre-Test

According to Creswell (2003), pre-test is a preliminary assessment technique used prior to the administration of a treatment or intervention. The pre-test is used to gauge the participants' starting conditions or research variables, and the post-test results are compared with them following the intervention. This seeks to observe modifications or the impact of the offered intervention.

A pilot test was conducted on 31 students from another Grade XI class. Their responses were used to analyze item validity and test reliability before the instrument was applied in the actual study. Both the pre-test and post-test consist of 20 multiple-choice questions. The students will have thirty minutes to complete each test. After the pre-test, the researcher will conduct a treatment session using TikTok.

3.6.2 Post Test

The post-test is a post-intervention measurement used to assess the effectiveness of a treatment by comparing post-test results

to pre-test results after the intervention is completed (Creswell, 2003). The researcher will give a post-test to find out the significant difference between students before and after they are taught by using English song lyrics to improve students' vocabulary, to find out whether this technique is successful or not. The form of the test is multiple choice. The purpose is to find out how the students' ability changes after using Tiktok media as a medium for vocabulary mastery.

Table 3.3 Pre-test and Post-test design

Pre-test	Treatment	Post-test
T1	X	T2

(Adapted from Gay, 2006:257)

Note:

T1 : Pre-test score

X : Treatment

T2 : Post-test score

The table shows a Pre-test and Post-test design. First, the T1 (pre-test score) is taken before the treatment (X) is given. After the treatment, the T2 (post-test score) is taken to see if there is any change. This design helps to compare the scores before and after the treatment to evaluate its effect.

3.7 Validity and Reliability

For research instruments such as tests and questionnaires to accurately measure what they are intended to measure, validity and reliability are essential. To assess the accuracy and dependability of a research tool, its validity and reliability — which pertain to the accuracy of the test or question — will be examined.

3.7.1 Validity

Validity according to Newton, (2012) is defined as the degree to which data and theory support the interpretations of test results that recommended test applications require. In various contexts, such as testing, logic, and research, validity assesses the validity, soundness, and truth of a claim, argument, or experiment. For example, validity ensures that research methods measure what they are intended to measure and that the results are trustworthy and significant. Based on (Heale et al, (2015) there are 3 (three) main types of validity:

1. Content validity

Content validity refers to how well the items in a test or instrument accurately reflect the material or construct being measured, ensuring that the conclusions drawn from the results are reliable (Sireci, 1998). It is grounded in theoretical frameworks that help define the construct,

including the appropriate terms, concepts, and dimensions involved.

Table 3.4 validity content

No.	Test	Materials	Standard competence	Test item
1.	Pre test Post test	Verbs, adjective	<ul style="list-style-type: none"> Students are able to complete the gap paragraphs with the correct vocabulary Determine the antonym word Determine the synonyms of the words 	10 5 5

2. Construct validity

Construct validity is the extent to which a measurement instrument actually measures the theoretical concept in question, ensuring that the measurement results are consistent with the underlying theory. This process involves testing the relationship between the measurement results and the theoretical predictions, if the instrument can meet these criteria, then its construct validity is considered good (Strauss & Smith, 2009).

This is in accordance with the theory outlined in the previous chapter, namely filling in the blanks, and matching words that can be used to test student results. This study

includes a vocabulary test with 20 questions that will be explained by the researcher. The type of test used above is 10 questions to complete the incomplete paragraph with the correct vocabulary, 10 questions on the combination of antonyms and synonyms of words.

3. Item Validity

In this study, the researcher reliability metric was content validity. The experts examined how closely the instrument materials matched the real classroom instruction to confirm their accuracy. The accuracy of the items was tested in this study using Pearson's product moment correlation method.

$$R_{xy} = \frac{N\sum XY - (\sum x)(\sum y)}{[\sum x^2 - (\sum x)^2][\sum y^2 - (\sum y)^2]}$$

Description:

R_{XY} = Correlation coefficient between variables X and Y

N = Number of Respondents

$\sum x$ = Total score of the items

$\sum Y$ = Sum of the total scores

$\sum x^2$ = Sum of the squared scores of the items

$\sum Y^2$ = Sum of the total scores for the squares of the items

According to the formula $Df = n - 2$ at 5% significance level, $Df = n - 2$, valid questions are found by comparing R_{xy} with valid

questions. If the R_{xy} equals or exceeds the valid questions, the question is considered genuine.

3.7.2 Reliability

Reliability in quantitative research refers to the consistency of a measuring instrument, ensuring consistent results when used in the same situation at different times. Measurements of reliability include homogeneity, stability, and equivalence, which measure the extent to which items measure one construct (Heale & Twycross, 2015).

A reliable test consistently produces stable results over time. If students complete the same test on different occasions, their scores should remain relatively consistent. The more consistent the results, the higher the test's reliability. This reliability can be measured using tools like SPSS or Excel, typically through a two-step calculation process.

1. Scale Reliability

The reliability of a scale or questionnaire can be measured using the Cronbach's Alpha formula, as shown below:

$$R_{tt} = \left[\frac{k}{k-1} \right] \left[1 - \frac{\sum S_i^2}{s_t^2} \right]$$

Description :

R_{tt} = Instrument reliability coefficient (total test)

k = Number of valid questions

$\sum s^2$ = Number of item variants

st^2 = Variant of the total score

Value of r count > r table 5 %, then the item is accepted

2. Test reliability

As the test is dichotomous — the correct answer receives a score of 1 and the incorrect answer receives a score of 0 — the reliability of the test is determined using the KR-20 formula.

The KR-20 formula is as follows:

$$R_{tt} = \left[\frac{k}{k-1} \right] \left[\frac{v_t - \sum p q}{v_t} \right]$$

Description :

R_{tt} = test reliability

k = Number of valid items

v_t = variance score of total tests

p = Proportion of subjects who answered the question correctly

q = Proportion of subjects who answered the question incorrectly (1-p)

$\sum p q$ = Number of multiplication results between p and q

In simple terms, the KR-20 formula measures how consistent the test results are by looking at the correctness of answers and how they vary across all test items. The higher the reliability score, the more consistent the test is.

3.8 Technique Analysis Data

After the data is collected, they will be calculate the data using the t-test to determine whether there is a real difference before and after treatment. However before conducting the hypothesis test, a preliminary test or prerequisite test will be carried out. Prerequisite tests will be carried out before conducting this test. The hypothesis that will be carried out is the data normality test. The research will use hypothesis testing to analyze the effectiveness of using Tiktok. Hypothesis testing will use a normality test and t-test. For this hypothesis test, the SPSS 21 program will be used.

3.8.1 Normality Test

Following the completion of the validity and reliability testing phases, a test is performed to ascertain whether the data used has a normal distribution. In this study, the Shapiro–Wilk test was used for the normality test. The Shapiro-Wilk method was chosen because the sample size was less than fifty.

A normality test was employed to determine whether the data collected from the experimental and controlled classes was normally distributed. This test was conducted using SPSS version 21, which classifies data distribution as normal if the result is greater than 0.05 and as non-normal if the result is less than 0.05.

3.8.2 Homogeny Test

The next step was to calculate the homogeneity of the data, following the results of the normality test. The homogeneity test

was employed to ascertain whether the data in both classes were homogeneous. This test was carried out using SPSS version 21. This was to ensure that the data was homogeneous and that the significance level was greater than $\alpha = 0.05$.

3.8.3 Mann-Whitney Test

The vocabulary mastery scores of the experimental and control groups were compared using the Mann–Whitney U test to see if there was a significant difference. The results of the homogeneity test showed that the data did not meet the assumptions for parametric testing, which is why this non-parametric test was chosen.

3.8.4 Hypothesis test

According to Arikunto, (2003) test the hypothesis that has been formulated using the t-test statistical formula as shown below:

$$t = \frac{\frac{M d}{\sqrt{\sum x^2 d}}}{N(N - 1)}$$

Description :

t = the value which is found

Md = mean of the different between pretest and post test

x²d = total of quadrate deviation

N = subject on the sample

Data analysis for the t-test, the hypothesis criteria to be used in this study are as follows:

H_0 : There is no effect in using Tiktok media to Vocabulary Mastery in students MAN 1G.

H_a : There is an effect in using Tiktok media to Vocabulary Mastery in students MAN 1G.

With the test criteria at a significant level $\alpha = 0,05$ with degree o freedom $(dk) = (n-1)$, where the test criteria are H_0 is rejected if $t_{count} > t_{table}$ and H_a is accepted.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter includes data from the pre-test, normality test, homogeneity test, post-test, hypothesis test and discussion.

4.1 Finding

In this section, the researcher presents the findings from the study, including an analysis of the data collected from the experimental and control groups following the administration of the pre-test and post-test.

4.1.1 Data Analysis of Pre-Test

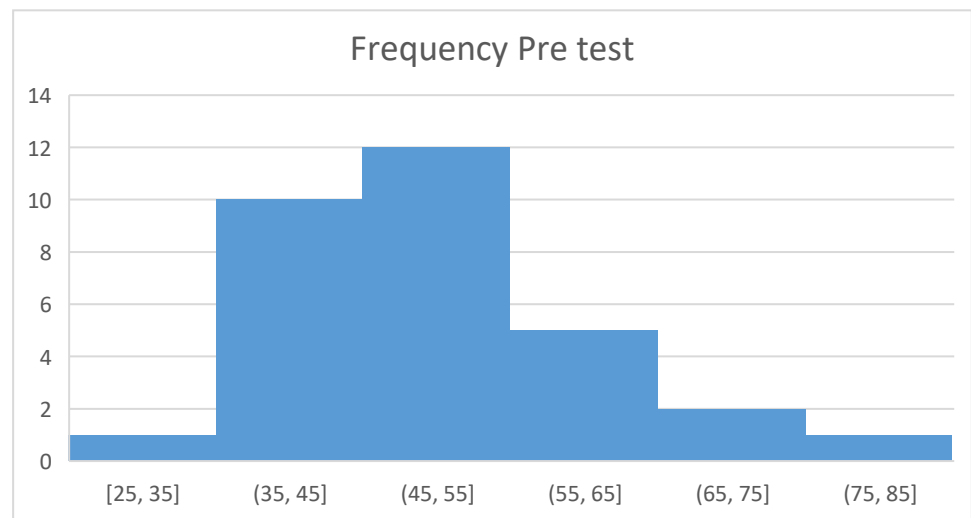
The pre-test was carried out on 13 January 2025, before the treatment was put into effect. The test comprised twenty multiple-choice questions, designed to assess the students' vocabulary skills. Students were instructed to select the correct response from three options within a forty-minute class period. Two classes at MAN 1 Gresik took part in the test: Class XI-A, the experimental group, and Class XI-B, the control group. Each class had 31 students and they were all given the same set of questions.

Table 4 1 Pre-Test of Experimental Class Students

No	Intials Name	Pre-Test
1	ANRPI	55
2	AR	55
3	AVP	75
4	CCDA	45
5	EAM	75
6	EJ	45
7	EJP	45
8	ES	50
9	FAA	55
10	FNA	55
11	FS	60
12	HA	45
13	INZ	50
14	KP	65
15	LST	50
16	MAF	45
17	MHAS	55
18	MJH	65
19	MRDH	50
20	MRSM	55
21	NKRN	60
22	NRTS	80
23	NTR	45
24	PQA	50
25	RJM	45
26	RM	65
27	SAA	45
28	SDA	50
29	SD	45
30	SFZ	45
31	ZDA	25
Total		1650
Average Score		53

Table 4.1 presents the pre-test results for Class XI-A, the experimental group. The scores ranged from a minimum of 25 to a maximum of 80, with a total score of 1650 and a mean score of 53. The distribution of scores is visualized in the histogram below.

Diagram 4.1 Pre-Test Experimental Class



Based on the histogram above, the data have been arranged in ascending order. One student scored between 25–35, 10 students scored between 35–45, and the highest frequency occurred in the 45–55 range with 12 students. Additionally, 5 students scored between 55–65, 2 students between 65–75, and only 1 student scored within the 75–85 range. From this distribution, it can be concluded that the majority of students in Class XI-A (experimental class) scored below the minimum passing grade (KKM), which is 80. Only one student achieved exactly 80. The descriptive statistics for the experimental class pre-test are as follows:

Table 4.2 Descriptive Statistic of Pre-test Experimental Class

Descriptive Statistics									
	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
pre_exp	31	55	25	80	1650	53.23	2.002	11.147	124.247
Valid N (listwise)	31								

As shown in Table 4.2, the mean pre-test score for the experimental group was 53.23, with a standard deviation of 11.147. The minimum score was 25, and the maximum was 80. As the standard deviation is smaller than the mean, this suggests that the data are relatively consistent and of good quality..

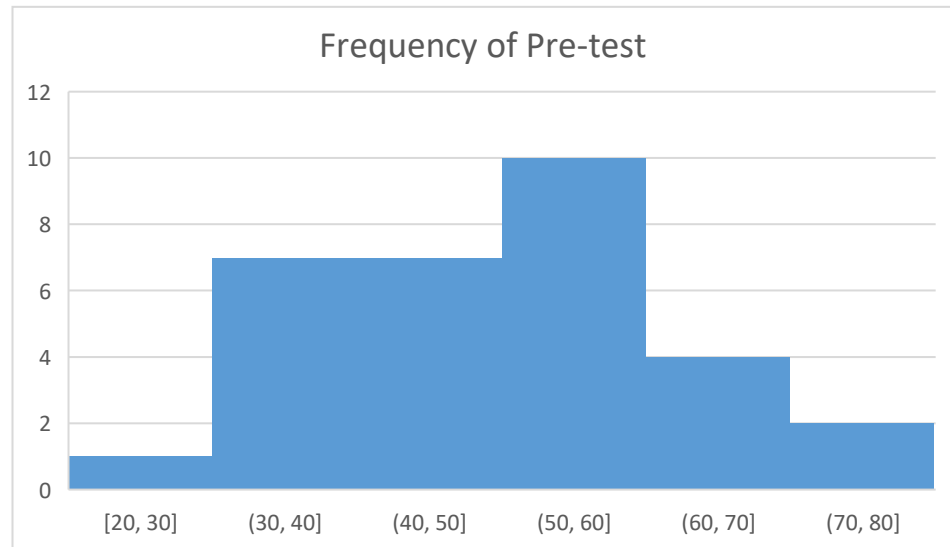
Table 4.3 Pre-test Scores of Control Class Students

No.	Initials Name	Pre-Test
1	AMR	40
2	AK	35
3	AF	75
4	AADI	75
5	AS	55
6	CSA	40
7	DAB	45
8	DNE	60
9	FAP	60
10	FAZ	65
11	GAP	55
12	JRP	60
13	KYA	35
14	MS	35
15	MSK	40
16	MSH	45
17	MZNA	55
18	MTNR	20
19	MKG	60
20	MNN	65
21	MRP	55

22	NSA	65
23	NRJ	45
24	NKN	45
25	PPW	45
26	RDF	65
27	RS	55
28	RFM	50
29	SZA	55
30	SR	40
31	TDR	45
Total		1585
Average Score		51

As can be seen from Table 4.3, which displays the pre-test results, it is evident that XI-B MAN 1 Gresik performed as a control class. As can be seen, two students received the highest score of 75, while one student received the lowest score of 20. Based on these total scores, the average score for these 31 students is 51, with a total score of 1585. The histogram below shows the distribution of student scores.

Diagram 4.2 Pre-Test Control Class



According to the histogram above, student scores have been ordered from the lowest to the highest. One student scored between 20–30, 7 students scored in both the 30–40 and 40–50 ranges, while the 50–60 range had the highest frequency with 10 students. Additionally, 4 students scored between 60–70, and only one student scored in the 70–80 range. From this distribution, it can be concluded that all students in Class XI-B (control class) scored below the minimum passing grade (KKM) of 80.

Table 4.4 Descriptive Statistic of Pre-test Control class

Descriptive Statistics									
	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
pre_cont	31	55	20	75	1585	51.13	2.268	12.630	159.516
Valid N (listwise)	31								

According to Table 4.4, the average score for the control group in the pre-test is 51.13. The resulting standard deviation value for the control class pre-test is 12.630. The descriptive data also shows that the lowest value is 20 and the highest is 75. The pre-test

value for the control class has high-quality data, since the standard deviation is less than the average overall student score.

Once the scores of the experimental and control classes were known, the researcher used the TikTok app to administer a treatment to the experimental class. To determine the difference in scores before and after the treatment, a post-test was conducted.

4.1.2 Data Analysis of Post-Test

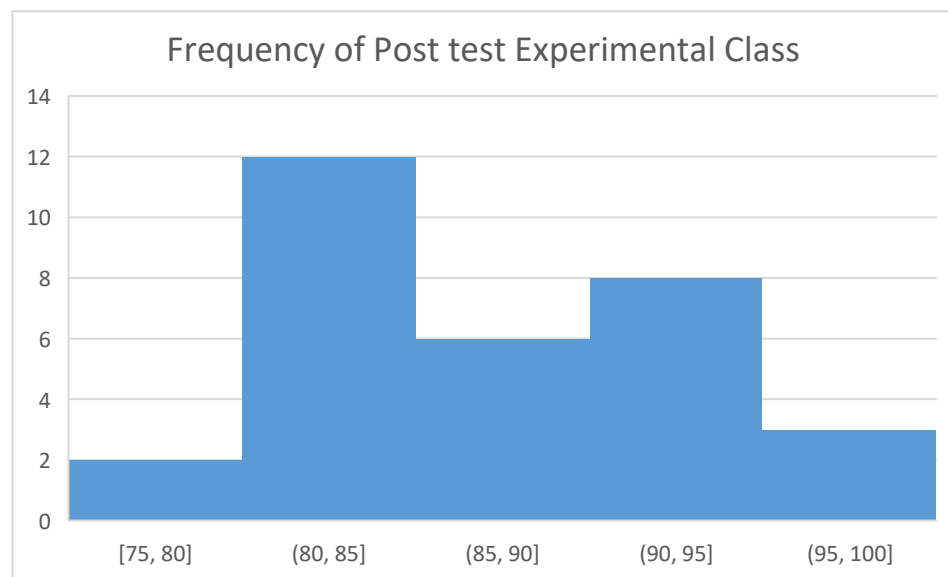
The post-test took on 13 February 2025. After three in-class treatments using the TikTok method, the post-test was administered on the final day of treatment. Students were asked to answer 20 questions in the post-test, which was largely identical to the pre-test format. The aim is to produce results and benchmarks from the pre-test results that are not overly mediocre, and this can be achieved by using the same pattern and multiple-choice method. The post-test comprised twenty multiple-choice questions covering an hour of instruction (40 minutes). As with the pre-test, students were instructed to answer the questions by selecting the responses they believed to be correct. If there is a comparison of scores from before the treatment in class, it is evident from the students' post-test results. These results are in the table below

Table 4.5 Post-test Score of Experimenntal Class Students

No.	Initials Name	Post-Test
1	ANRPI	90
2	AR	95
3	AVP	100
4	CCDA	85
5	EAM	100
6	EJ	90
7	EJP	85
8	ES	95
9	FAA	85
10	FNA	90
11	FS	95
12	HA	80
13	INZ	85
14	KP	90
15	LST	90
16	MAF	85
17	MHAS	85
18	MJH	95
19	MRDH	85
20	MRSM	90
21	NKRN	95
22	NRTS	100
23	NTR	85
24	PQA	95
25	RJM	85
26	RM	95
27	SAA	85
28	SDA	95
29	SD	85
30	SFZ	85
31	ZDA	75
Total		2775
Average Score		89

As can be seen from Table 4.5, which shows the post-test results, students in experimental class XI-A achieved the lowest score of 75 and the highest score of 100. The average score was 89 and the total score was 2,775. The following histograms show the distribution of pos-test scores:

Diagram 4.3 Post-Test Experimental Class



The above histogram shows the distribution of student scores in the experimental class from lowest to highest, as well as the number of students in each score range. According to the graph, two students achieved a score in the 75–80 range., while in the 80-85 there are 12 students, while in the 85-90 there are 6 students. There are 8 students in 90-95 range and for 95-100 there are 2 students. From the sequence of results above, It can be inferred that two students' scores fall short of, but are equal to, the passing score

(KKM). The following are the descriptive statistics for the post-test data of the experimental class:

Table 4.6 Descriptive Statistic of Post-Test Experimental Class

Descriptive Statistics									
	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
posttest_exp	31	25	75	100	2775	89.52	1.096	6.104	37.258
Valid N (listwise)	31								

According to Table 4.6, the average score for the experimental class in the post-test was 89.52, with a standard deviation of 6.104. It is evident from the values listed above that 75 is the lowest and 100 is the highest. The data suggests that the post-test scores of the experimental class are of high quality because the standard deviation is less than the total average.

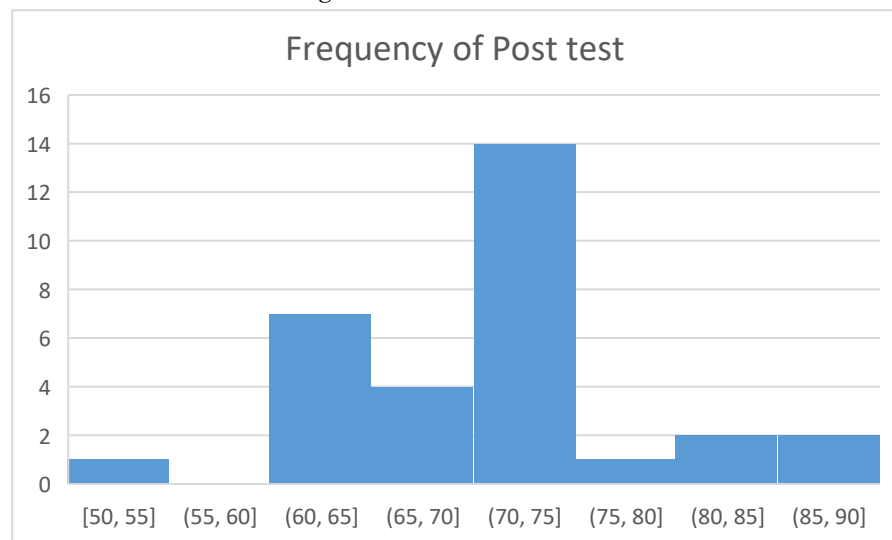
Table 4.7 Post-test Score of Control Class

No.	Initials Name	Post-Test
1	AMR	75
2	AK	65
3	AF	65
4	AADI	75
5	AS	75
6	CSA	75
7	DAB	85
8	DNE	75
9	FAP	75
10	FAZ	90
11	GAP	65
12	JRP	70
13	KYA	65
14	MS	65
15	MSK	75
16	MSH	90
17	MZNA	65
18	MTNR	50

19	MKG	75
20	MNN	85
21	MRP	75
22	NSA	80
23	NRJ	75
24	NKN	70
25	PPW	70
26	RDF	75
27	RS	65
28	RFM	75
29	SZA	75
30	SR	70
31	TDR	75
Total		2265
Average Score		73

The test results for Class XI-B at MAN 1 Gresik, which was used as a control class, are displayed in Section 4.7 as post-test results. One student received the lowest score of 50, followed by two students who received 85 and two more who received 90. The total score was 2,265, giving an average score of 73 based on the accumulation of these scores. The following histograms illustrate the results from the above distribution:

Diagram 4.4 Post-test Control Class



The above histograms show the distribution of student scores from lowest to highest, alongside the number of students (frequency) in each score range in the control class. According to the data, there is one student in the 50–60 range, eleven in the 61–70 range, fourteen in the 70–75 range and five in the 80–90 range. Based on this data, it can be concluded that 26 students have scores below the passing score of 80 (KKM). The form found in the descriptive statistics of the post-test for the control class is shown below:

Table 4.8 Descriptive Statistic of Post-test Control Class

Descriptive Statistics									
	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
posttest_cont	31	40	50	90	2265	73.06	1.461	8.132	66.129
Valid N (listwise)	31								

From the data table 4.8 above, it can be seen that average value of the Post-test control class is 73.06, and the standard deviation is 8.132. The table above also shows the minimum student value is 50, while the largest value is 90. From the data above, it can be seen that the standard deviation value is smaller than the average

value of the total student score, so it can be concluded that the control class post-test has good quality data.

4.1.3 Students Achievement in Vocabulary Mastery Before and After Using Tiktok

Table 4.9 Result Pre-Test and Post-Test of Experimental Class

No	Initials Name	Difference		Description
		Pre-Test	Post-Test	
1	ANRPI	55	90	Increase
2	AR	55	95	Increase
3	AVP	75	100	Increase
4	CCDA	45	85	Increase
5	EAM	75	100	Increase
6	EJ	45	90	Increase
7	EJP	45	85	Increase
8	ES	50	95	Increase
9	FAA	55	85	Increase
10	FNA	55	90	Increase
11	FS	60	95	Increase
12	HA	45	80	Increase
13	INZ	50	85	Increase
14	KP	65	90	Increase
15	LST	50	90	Increase
16	MAF	45	85	Increase
17	MHAS	55	85	Increase
18	MJH	65	95	Increase
19	MRDH	50	85	Increase
20	MRSM	55	90	Increase
21	NKRN	60	95	Increase

22	NRTS	80	100	Increase
23	NTR	45	85	Increase
24	PQA	50	95	Increase
25	RJM	45	85	Increase
26	RM	65	95	Increase
27	SAA	45	85	Increase
28	SDA	50	95	Increase
29	SD	45	85	Increase
30	SFZ	45	85	Increase
31	ZDA	25	75	Increase
Total		1650	2775	Increase
Average Score		53	89	

We can observe the differences in students' scores in the pre- and post-test tables for the experimental class. The pre-test was administered before Tiktok's intervention, and the post-test was administered after the intervention. Both findings show that student scores have increased. Furthermore, the original experimental class's average pre-test score was 53. Following the treatment and a retake of the post-test, the average score for all students was 89, indicating a 36% increase. According to these findings, the experimental class pre-test score is lower than the post-test score.

Table 4.10 Result Pre-test and Post-test of Control Class

No	Initials Name	Difference		Description
		Pre-Test	Post-Test	
1	AMR	40	75	Increase
2	AK	35	65	Increase
3	AF	45	65	Increase
4	AADI	45	75	Increase
5	AS	55	75	Increase
6	CSA	40	75	Increase
7	DAB	75	85	Increase
8	DNE	60	75	Increase
9	FAP	60	75	Increase
10	FAZ	65	90	Increase
11	GAP	55	65	Increase
12	JRP	60	70	Increase
13	KYA	35	65	Increase
14	MS	35	65	Increase
15	MSK	40	75	Increase
16	MSH	75	90	Increase
17	MZNA	55	65	Increase
18	MTNR	20	50	Increase
19	MKG	60	75	Increase
20	MNN	65	85	Increase
21	MRP	55	75	Increase
22	NSA	65	80	Increase
23	NRJ	45	75	Increase
24	NKN	45	70	Increase

25	PPW	45	70	Increase
26	RDF	65	75	Increase
27	RS	55	65	Increase
28	RFM	50	75	Increase
29	SZA	55	75	Increase
30	SR	40	70	Increase
31	TDR	45	75	Increase
Total		1585	2265	Increase
Average Score		51	73	

From the table of pre-test and post-test scores of the control class, we can see the difference in students' scores. From these two results, it can be seen that there is an increase in student scores. Not only that, the average obtained from the original experimental class pre-test score was 51, after treatment and re-conducting the post-test, the average score was 73 from all students. In contrast to the experimental class, the increase in the average score of students in the control class rose by 22. From these results, it can be concluded that the control class post-test score is lower than the experimental class post-test score.

4.1.4 Result of Validity Testing

Tests of item, construct and content validity were conducted, with lecturers and teachers serving as question validators. Researchers gave 60 validity questions to students in grade XI who were not enrolled in the control or experimental classes. For this

Picture 4.1 Test of Validity

Buffer Size																																			
Size	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33		
1	0	0	0	0	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	1	0	0	1	1	0	0	0		
2	1	0	1	0	0	0	0	1	1	1	1	1	0	1	0	0	0	0	0	0	1	1	1	0	1	0	0	1	1	1	1	1	0		
3	1	0	1	0	0	0	0	1	1	1	1	0	1	1	0	0	1	1	1	0	0	0	0	1	0	0	1	1	0	1	1	1	1		
4	0	0	0	0	0	0	1	0	0	0	1	0	0	1	1	1	0	0	1	1	1	1	0	0	1	0	0	1	0	1	1	0	0		
5	1	0	0	0	0	1	0	0	0	0	0	1	0	0	0	1	0	1	1	0	0	1	1	1	0	0	0	1	0	1	0	0	0		
6	0	0	1	1	1	1	1	0	0	1	1	0	0	0	0	0	1	1	0	0	1	0	0	0	0	1	0	0	1	1	0	1	1	0	
7	1	0	1	1	1	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	1	0	0	0	0	
8	0	1	0	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	0	1	0	0	1	1	1	
9	0	1	1	1	1	1	1	1	1	0	0	0	1	1	1	1	1	0	1	1	0	1	1	1	1	0	0	1	1	1	0	0	1	1	
10	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	
11	0	1	0	0	0	0	1	1	1	1	0	0	1	0	1	0	0	1	0	0	1	0	0	0	1	1	0	0	1	1	0	0	1	0	
12	0	0	1	1	1	1	0	0	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	1	
13	0	1	1	0	1	1	1	0	1	0	0	0	0	0	0	0	1	0	1	0	1	0	0	0	1	1	0	0	1	0	1	0	1	0	
14	0	0	0	1	0	1	0	1	0	0	0	1	0	0	1	0	0	1	1	1	1	0	0	0	0	0	0	0	0	1	0	0	1	0	
15	1	0	1	1	1	0	1	0	1	1	0	0	1	1	1	0	0	1	1	0	1	0	1	1	1	0	0	0	0	1	1	1	0	0	
16	1	1	0	1	1	0	1	0	1	0	1	0	0	1	1	0	0	1	1	1	1	1	1	1	1	0	0	0	1	1	1	1	1	0	
17	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	1	1	0	0	1	0	0	1	0	0	
18	0	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	0	0	0	0	
19	1	1	1	1	0	1	0	0	1	1	1	1	0	1	0	1	1	0	1	1	0	1	1	0	1	0	0	0	0	0	1	1	1	1	1
20	1	0	1	1	1	1	0	0	0	1	1	1	1	1	1	0	1	1	1	1	0	0	1	1	0	0	0	1	1	1	0	0	1	1	1
21	0	1	0	1	0	0	1	1	0	0	0	0	1	1	1	0	0	1	0	0	0	1	1	1	1	1	1	0	0	1	1	0	0	0	1
22	1	0	1	1	1	1	0	0	1	0	1	0	1	1	1	0	0	0	0	0	1	1	1	1	1	0	0	0	1	1	0	1	0	1	1
23	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	0	0	1	0	1	0	1	1	0	0	0	1	1	0	1	0	1	1
24	1	1	0	0	0	0	1	0	1	0	0	1	1	0	1	0	1	1	1	1	0	0	0	0	1	0	0	0	0	1	0	0	1	0	0
25	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	0	1	0	1	0	1	0	0	0	0	0	1	1	1	0	1	1	1	1	1
26	1	1	1	1	1	0	0	1	1	0	1	0	1	1	0	1	0	1	1	1	0	1	1	1	1	0	0	0	0	1	1	1	1	1	1
27	1	1	1	1	1	1	0	1	1	1	1	0	1	0	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	0	0	1	0	0	1
28	1	1	1	1	1	1	0	1	1	1	1	0	0	1	0	1	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	1	0	0	0
29	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	0	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1
30	0	0	0	0	0	1	1	0	0	0	1	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	1	0	0	1	0	0	0	0	0
31	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	0	0	1	0
0.5463	0.580444	0.399887	0.405256	0.418722	-0.48604	0.500936	0.369638	0.431635	0.432687	0.487181	0.592945	0.465996	0.513747	0.235404	0.321875	-0.09541	0.396173	0.402145	0.330035	0.433038	0.431392	0.38992	0.234965	0.504636	0.379486	0.500936	0.387047	-0.24935	0.419075	0.394377	0.406726	0.419231			
0.355	0.355	0.355	0.355	0.355	0.355	0.355	0.355	0.355	0.355	0.355	0.355	0.355	0.355	0.355	0.355	0.355	0.355	0.355	0.355	0.355	0.355	0.355	0.355	0.355	0.355	0.355	0.355	0.355	0.355	0.355	0.355	0.355			
VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	

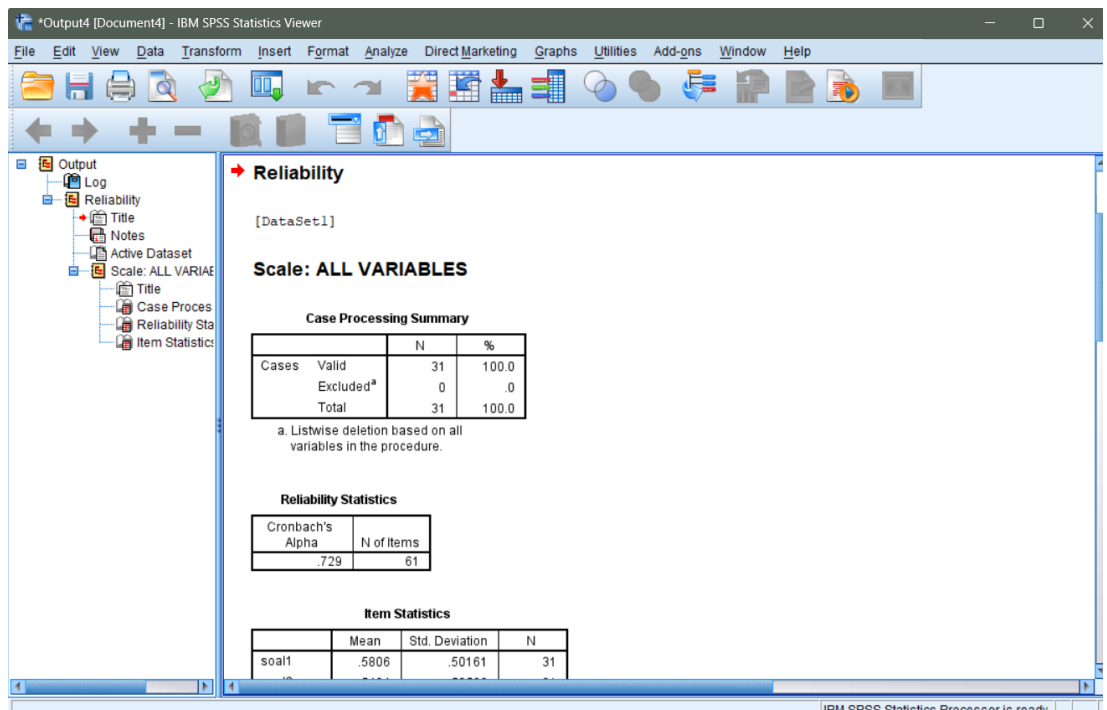
Table 1: 61 columns of data																																																													TOTAL
34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60																																			
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1	0	0	1	1	0	0	0	0	0	1	1	1	1	1	1	0	1	1	1	1	1	0	0	0	1	1	1	39																																	
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0	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	46																																	
0.406726	0.369628	0.454268	0.450234	0.413031	0.285688	0.3157	0.387989	0.421186	0.38992	0.454268	0.377414	0.38154	0.385621	0.510547	0.411705	0.276621	0.454268	0.523421	0.449498	0.446199	0.463298	-0.37127	-0.12429	0.402145	0.437727	0.417114																																			
0.355	0.355	0.355	0.355	0.355	0.355	0.355	0.355	0.355	0.355	0.355	0.355	0.355	0.355	0.355	0.355	0.355	0.355	0.355	0.355	0.355	0.355	0.355	0.355	0.355	0.355	0.355																																			
VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID																																		

The validation test results show that a question is considered valid if $r\text{-count} > r\text{-table}$. Out of the 60 questions tested, 12 had values $r\text{ count} < r\text{ table}$ (invalid). Questions 6, 15, 16, 17, 20, 24, 29, 39, 40, 50, 56 and 57 are among those that are invalid. Therefore, it can be concluded that 48 out of the 60 questions tested are legitimate. However, the researchers only used 40 of these because that was the number of questions used.

4.1.5 Result of Reliability Testing

First, the validity of each question is tested, followed by the reliability test. The objective of the reliability test is to determine whether the test yields comparatively consistent results. In this study, the reliability test was conducted using SPSS 21, and the researchers' findings were as follows:

Picture 4.2 Reliability test



From the reliability test results above with the formula used, namely the Kudr-Richardson 20 (KR 20) formula, the result of the reliability test is 0.729. So it can be concluded that this data is declared reliable with a correlation coefficient of “Reliable”

4.1.6 Result of Normality Testing

To ascertain whether the received data is normally distributed, a normality test is conducted. Assuming the data is normally distributed, the Lilliefors normality test is applied. The data is considered normally distributed at a significance level of 0.05 if $L \text{ count} \leq L \text{ table}$.

Picture 4.3 Normality Testing

Tests of Normality							
kelas		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
hasil	"pre_eks"	.198	31	.003	.902	31	.008
	"post_eks"	.222	31	.000	.906	31	.010
	"Pre_cont"	.138	31	.139	.966	31	.414
	"post_cont"	.245	31	.000	.895	31	.005

a. Lilliefors Significance Correction

The Shapiro–Wilk test was used as a normality test in this study. According to (Mohd Razali & Bee Wah, 2011), the test works best when there are fewer than fifty data points. According to the normality test data, the Shapiro-Wilk test results for the experimental class pre-test are 0.08; for the control class pre-test, they are 0.414; and for the experimental class post-test, they are 0.10 and 0.05, respectively. Any value of 0.05 or higher in the overall

results of the Shapiro-Wilk test indicates that the data is normally distributed.

4.1.7 Result of Homogeneity Testing

After completing the normality test and acquiring the results, a homogeneity test was conducted. This analysis aims to ascertain whether the variances of the sample populations are equal. Although the homogeneity test is often used as a prerequisite for parametric tests such as the independent samples t-test and ANOVA, the normality test results in this study did not meet the necessary criteria. Consequently, the homogeneity test was performed to ensure completeness, and the Mann–Whitney U test, a non-parametric alternative, was employed for further analysis of the data. The results of the homogeneity test are shown below:

Picture 4.4 Homogeneity Testing

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
hasil	Based on Mean	5.328	3	120	.002
	Based on Median	4.123	3	120	.008
	Based on Median and with adjusted df	4.123	3	96.356	.008
	Based on trimmed mean	5.308	3	120	.002

According to the homogeneity test results above, the data are considered homogeneous if the significance value is greater than 0.05; otherwise, they are not. However, the normality test results did not satisfy the necessary assumptions, despite the homogeneity test

revealing a significance value of 0.311 (greater than 0.05), which indicates that the data are homogeneous. Therefore, the researcher opted to test the hypothesis using the non-parametric Mann–Whitney U test, given that the data were not normally distributed.

4.1.8 Result of Mann-Whitney Test and Hypothesis

After conducting validity and reliability tests, the researcher concluded that the instruments were valid and reliable for the students. After obtaining these results, the researcher continued the process by conducting normality and homogeneity tests. From this stage, it was found that the data obtained in this study were not normally distributed, although the data were homogeneous.

In the final step, the researcher conducted a hypothesis test to determine whether there was a significant difference in outcomes between classes taught using and not using the TikTok application. As the data were not normally distributed, the researcher used the non-parametric Mann-Whitney U test to analyse them. This analysis was conducted using SPSS and the results are below:

Picture 4.5 Mann-Whitney Test

Test Statistics^a	
	hasil
Mann-Whitney U	58.500
Wilcoxon W	554.500
Z	-6.037
Asymp. Sig. (2-tailed)	.000

a. Grouping Variable: kelas

According to the output shown in the table, the Mann-Whitney U value was 58.500 and the significance level (Asymp. Sig. 2-tailed) was 0.000, which is less than 0.05. This result indicates a statistically significant difference between the two groups. Hypotheses:

- H_0 (Null Hypothesis): There is no significant difference in vocabulary mastery between students taught using TikTok and those taught using conventional methods.
- H_1 (Alternative Hypothesis): There is a significant difference in vocabulary mastery between students taught using TikTok and those taught using conventional methods.

Since the significance value is less than 0.05, H_0 is rejected and H_1 is accepted. This indicates that there is a significant difference between the experimental and control groups. In other words, using TikTok as a learning platform significantly improves students' vocabulary skills.

4.2 Discussion

This research was conducted at MAN 1G, located in Bungah Sub-district, Gresik Regency. The research focused on Grade XI students, specifically involving two different classes as the sample: class XI-A as the experimental class and class XI-B as the control class. Both classes

consisted of 31 students. Each student received the same number of questions in both the pre-test and post-test.

The tests were designed to assess the effectiveness of the TikTok application in enhancing vocabulary mastery. Before the treatment phase, the researcher conducted a pre-test in both classes to determine the students' initial vocabulary abilities. After the pre-test, the researcher gave three sessions of treatment to the experimental class using TikTok as the learning medium. In contrast, the control class was taught using conventional learning methods without digital tools or social media support. The same material was delivered in both classes to maintain fairness, with the only difference being the learning media used.\

In the first treatment, the researcher began the class with a greeting and brief motivation to build a positive atmosphere. The vocabulary material was introduced using simple explanations and examples. Students were shown short TikTok videos from educational content creators such as @aaron_english, @mikethechameleon, and @englishwithjohn, which featured simple storytelling and real-life situations. Although some videos included descriptions of people, places, or environments, the main focus was on narrative content that reflected past experiences, which aligns with the features of recount texts. These videos were selected for their clarity, brevity (1–3 minutes), and relevance to students' lives. After viewing, students listed unfamiliar words, discussed their meanings in pairs, and wrote short personal recounts in Bahasa Indonesia inspired by the video content. They then translated their texts into English using their existing

vocabulary knowledge, helping to activate prior learning and apply the vocabulary in meaningful context.

In the second treatment, the researcher guided students to use the TikTok app directly. After a brief explanation on how to search for educational content using hashtags like #LearnEnglish, #DailyEnglish, or #EnglishTips, students explored videos independently under supervision. They watched selected content from the same creators and identified new vocabulary, its meaning, and usage in context. Students were encouraged to check captions, read comments, and observe natural sentence structures. Afterwards, they compared their previous translations with the vocabulary and expressions they found in the videos, allowing for correction and deeper understanding. The session concluded with a group sharing session and a brief vocabulary game based on the content.

In the last session, students watched TikTok videos with storytelling elements—such as personal anecdotes, short narratives, or daily experiences—and completed vocabulary-based tasks, such as identifying synonyms, inferring meaning from context, and completing short conversations. These activities emphasized the kind of vocabulary used in recount texts, including past tense verbs and descriptive adjectives. Students were also encouraged to ask about confusing words encountered in previous sessions. The treatment concluded with a post-test, which mirrored the pre-test in structure but used different vocabulary items to measure progress while avoiding repetition.

The results showed a significant difference in vocabulary mastery between the two groups. The experimental class reached an average post-test score of 89, while the control class had an average of 73. This indicates that the use of TikTok had a notable impact on students' vocabulary development. Based on the Mann-Whitney U test, which was chosen due to non-normal data distribution, the significance value obtained was 0.000, less than 0.05. This means that the alternative hypothesis (H_1), which states there is a significant difference between the two classes, is accepted.

According to Graves (2016), effective vocabulary instruction should include exposure to words in meaningful contexts, repeated encounters, and student involvement—all of which are supported by TikTok's features. The result supports the idea that integrating popular digital platforms like TikTok in language learning can increase student engagement and effectiveness. The visual and interactive nature of TikTok, along with its relevance to students' daily media habits, helped to create a more meaningful and enjoyable learning experience. This aligns with the view of (AlQahtani, 2015), who emphasizes that vocabulary is the foundation of language skills, and without vocabulary, communication is impossible—even if grammar is correct.

In conclusion, TikTok can be considered an effective media tool in improving students' vocabulary skills. It supports various aspects of vocabulary mastery—usage, meaning, spelling, and pronunciation—and helps bridge the gap between traditional learning and the digital habits of today's students.

CHAPTER V

CONCLUSION

In this final section, all of the previously written material and the consequences of the discussions in this study are covered. There are also recommendations in this section for teachers and future researchers.

5.1 Conclusion

Based on the research, it can be concluded that TikTok is an appropriate media platform to be used in the classroom, particularly for students who are enthusiastic about learning English. This platform is especially beneficial for students who are just beginning to build their vocabulary, as it presents material in an engaging and easily accessible format. In addition to functioning as a social media platform, TikTok also serves as a learning tool that provides rich content through videos that are easy to understand and relevant to students' everyday lives.

English-language content is widely accessible across various online platforms in today's digital era, whether in the form of spoken language, videos, or written captions. Through this exposure, students are able to acquire new vocabulary both intentionally and incidentally. This dual method of vocabulary acquisition has proven effective, especially when supported by relevant and engaging content, such as that available on TikTok. The improvement observed in students' performance after the treatment reflects this, demonstrating a significant enhancement in both comprehension and vocabulary mastery.

The results of the pre-test and post-test administered to the experimental and control groups further support this conclusion. The experimental class achieved an average post-test score of 89.51, while the control class scored an average of 73.10. These findings indicate that the use of TikTok as a learning tool has a positive and effective impact on the vocabulary mastery of students in class XI-A at MAN 1G.

5.2 Suggestion

In a well-conducted research study, providing recommendations and suggestions is an essential part of the process—not because the study is lacking, but to offer direction for future research. Based on the analysis and conclusions drawn by the researcher, several suggestions can be proposed as follows:

5.2.1 The English Teacher

In integrating TikTok into classroom learning, teachers should understand that this platform can serve as an alternative media to support students' English learning, particularly in vocabulary acquisition. As education continues to shift toward digital integration, teachers are encouraged to adapt and incorporate more modern teaching methods beyond conventional lectures. The use of TikTok offers dynamic and contextual learning opportunities that align with students' daily digital experiences. Therefore, the researcher recommends that English teachers consider utilizing TikTok as a learning tool to help students enrich their vocabulary through engaging and authentic content. Moreover, teachers should

act as facilitators who bridge formal instruction and independent learning, especially considering that 79.5% of students access the internet and 98% are already familiar with it (Kominfo, 2024)

5.2.3 The Future Researcher

This research also opens opportunities for further exploration of social media platforms as effective tools in language learning. Future researchers are encouraged to conduct in-depth studies on the use of TikTok in different aspects of English instruction, such as speaking or listening. They may also investigate long-term impacts of using TikTok on vocabulary retention and pronunciation, as pronunciation is one of the key components of vocabulary mastery (Suryani et al., 2023). In addition, future research could explore how the application of short-form video content influences students' engagement, motivation, and overall learning outcomes in language education.

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APPENDICES

Appendix I Survey Permit



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
[http:// fitk.uin-malang.ac.id](http://fitk.uin-malang.ac.id). email : fitk@uin-malang.ac.id

Nomor : 38/Un.03.1/TL.00.1/01/2025
Sifat : Penting
Lampiran : -
Hal : Izin Penelitian

7 Januari 2025

Kepada

Yth. Kepala MAN 1 Gresik
di
Gresik

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama	: Akmalul Abbad Sabda Muhammad
NIM	: 200107110058
Jurusan	: Tadris Bahasa Inggris (TBI)
Semester - Tahun Akademik	: Genap - 2024/2025
Judul Skripsi	: The Effectiveness Of Tiktok As Media Platform For Improving Vocabulary Skills In Senior High School
Lama Penelitian	: Januari 2025 sampai dengan Maret 2025 (3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik di sampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

Atas Dekan,
Wakil Dekan Bidang Akademik

Muhammad Walid, MA
NIP. 19730823 200003 1 002

Tembusan :

1. Yth. Ketua Program Studi TBI
2. Arsip

Appendix II Validation Letter

Validation Sheet

"The Effectiveness of Educational Game "Scrabble Word" to Improve English Vocabulary at Senior High School"

Validator : Rendhi Fatrisna Yuniar, M.pd
NIP : 199406182020121003
Expertise : English literature
Instance : Maulana Malik Ibrahim State Islamic University of Malang
Validation Date : 06 / 12 / 2024

A. Introduction

This validation sheet is used to obtain an assessment from the validator on the research instrument that will be used in this research. This instrument is addressed to the research subject, namely tenth-grade high school students. All comments and suggestions given are very important for the researcher to improve the quality of the instrument. Thank you for your willingness to be a validator in my research.

B. Guidance

Please give a score on each item of the statement using the sign (✓) in the scale as follows:

- 1 = Very Poor
- 2 = Poor
- 3 = Average
- 4 = Good
- 5 = Very Good

C. Validation Sheet

No	Aspect	Score				
		1	2	3	4	5
1.	Clarity of question items contained in the research instrument				✓	
2.	Clarity of instrument on each question item				✓	
3.	Research instruments are relevant to the research objectives					✓

4.	Research instruments can help researcher discover students' abilities in vocabulary skills					✓
5.	Research instruments are easy to understand					✓
6.	The research using proper grammar				✓	

D. Suggestion

.....

.....

.....

.....

E. Conclusion

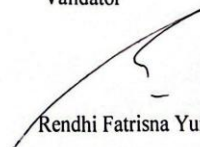
Based on the validation sheet above, it can be concluded that the instruments that have been made is:

Please cross out (abcd) the answer that doesn't match the conclusion you gave.

- a. The instrument can be used without revision
- ⓐ The instrument can be used with alight revision
- c. The instrument can be used with many revision
- d. The instrument can be used

Malang, 6 December 2024

Validator



Rendhi Fatrisna Yuniar, M.pd

199406182020121003

Appendix III Try Out Test English Vocabulary

QUESTION GRID OF VALIDITY

KISI-KISI SOAL VALIDITAS VOCABULARY

Nama Sekolah : MAN 1 Gresik
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI/Genap
Jumlah Soal : 30
Waktu : 80 Menit

Capaian Pembelajaran	Chapter/Unit	Learning Objectives	Type of Question	Number of Question
Peserta didik mampu memahami dan menggunakan kosakata dalam berbagai teks seperti naratif, deskriptif, dan recount sederhana dalam konteks kehidupan sehari-hari dan akademik, serta dapat menggunakan strategi kosa kata untuk memahami makna dalam konteks dan menerapkannya secara komunikatif, baik lisan maupun tulisan.	Everyday Vocabulary, Descriptive Text, Recount Text	Upon completion of the unit, the students should be able to: identify and use vocabulary in context; differentiate meanings of similar words; identify synonyms and antonyms; use words appropriately in sentences; and demonstrate vocabulary understanding through cloze and matching exercises.	Multiple-choice & Matching	1 – 30

VALIDATION TEST

Name :

Class :

Choose the correct answer by crossing (x) at a, b, c or d.

The following text is for question 1-10

On a bright Sunday morning, Arya decided to go hiking with his friends. They packed their bags and _____ (1) for the mountains. The weather was _____ (2), with a cool breeze and clear skies. As they climbed higher, Arya felt a little _____ (3), but his friends encouraged him to keep going. After hours of hiking, they finally reached the peak, and the view was _____ (4). Arya took pictures and shared snacks with his friends. They all felt _____ (5) to have accomplished such a challenging hike.

On their way back, they saw a stream and decided to _____ (6) for a quick rest. Arya and his friends splashed water on their faces to _____ (7) themselves. They talked about how this trip had _____ (8) their friendship and planned to go on another hike soon. By the time they reached home, Arya felt _____ (9) but also very _____ (10) with the memories they had made.

1. a. Quit
b. Stay
c. Prepare
d. Headed

3. a. Strong
b. Tired
c. Happy
d. Sad

2. a. Cloudy
b. Stormy
c. Sunny
d. Rainy

4. a. Beautiful
b. Dull
c. Boring
d. Ugly

5. a. Proud
b. Nervous
c. Scared
d. Lazy

6. a. Continue
b. Stop
c. Climb
d. Back

7. a. Drain
b. Exhaust
c. Refresh
d. Return

8. a. Strengthened
b. Weakened
c. Ignored
d. Excited

9. a. Happy
b. Energetic
c. Bored
d. Tired

10. a. Disappointed
b. Happy
c. Angry
d. Sad

Find the Antonym (11-15)

11. The water in the lake was **cold**
a. Warm
b. Cool
c. Frozen
d. Cold

12. This road is very **narrow**.
a. Wide
b. Small
c. Long
d. Short
e.

13. The painting is so **ugly**
a. Dirty
b. Strange
c. Weird

- d. Beautiful

14. She answered the question in a **calm** manner
a. Strong
b. Quiet
c. Nervous
d. Weak

15. He felt very **weak** after the long workout
a. Tired
b. Brave
c. Strong
d. Nervous

Find the Synonyms (16-20)

16. The weather today is very **cold**.

- a. Freezing
- b. Hot
- c. Wet
- d. Windy

17. He is always **polite** to his teachers.

- a. Rude
- b. Respectful
- c. Quiet
- d. Lazy

18. The baby is sleeping, so please be **quiet**.

- a. Loud
- b. Soft
- c. Silent
- d. Noisy

19. My bag is **light**, I can carry it easily.

- a. Bright
- b. Thin
- c. Heavy
- d. Not heavy

20. She answered all the questions **easily**.

- a. Slowly
- b. Simply
- c. Quickly
- d. Confidently

Fill the Blanks

- 21.** Jack decided to _____ a book about space exploration.
- a. Borrow
 - b. Buy
 - c. Write
 - d. Return
- 22.** He was amazed by how _____ the library was.
- a. Quiet
 - b. Loud
 - c. Big
 - d. Clean
- 23.** Jack started to _____ the pages of the book.
- a. Explore
 - b. Ignore
 - c. Write
 - d. Tear
- 24.** The librarian offered to _____ him find more books.
- a. Help
 - b. Leave
 - c. Guide
 - d. Tell
- 25.** Jack left the library feeling _____ for the knowledge he gained.
- a. Angry
 - b. Curious
 - c. Confused.
 - d. Grateful

Match the following pairs:

Words	Synonyms
1. Begin	a. Clear
2. Quick	b. Powerful
3. Bright	c. Start
4. Happy	d. Fast
5. Strong	e. Joyful

Answer:

1. ____

2. ____

3. ____

4. ____

5. ____

VALIDATION TEST

Name :

Class :

Choose the correct answer by crossing (x) at a, b, c or d.

The following text is for question 1-10

One sunny morning, Sarah woke up feeling _____ (1) about her first day at a new school. She quickly _____ (2) her uniform and packed her bag with all the necessary books. Before leaving, her mother reminded her to _____ (3) to take her lunchbox. When she arrived at school, she noticed the building was _____ (4) and filled with students. In the classroom, the teacher greeted everyone with a _____ (5) smile and explained the schedule for the day.

During recess, Sarah met a group of friendly students who invited her to _____ (6) their conversation. They talked about their favorite hobbies and school activities. Sarah shared that she loved to _____ (7) in her free time, which impressed her new friends. After school, Sarah walked home feeling _____ (8) about her first day. She realized that being kind and open to others could _____ (9) in building new friendships. She promised herself to _____ (10) hard and make the most of her time at her new school.

- | | |
|----------------|--------------|
| 1. a. Excited | b. Zmall |
| b. Bored | c. Quiet |
| c. Nervous | d. Large |
| d. Lazy | |
| | 5. a. Bright |
| 2. a. Prepared | b. Rude |
| b. Ignored | c. Kind |
| c. Threw | d. Weird |
| d. Bored | |
| | 6. a. Stop |
| 3. a. Forget | b. Listen |
| b. Remember | c. Start |
| c. Leave | d. Join |
| d. Excited | 7. a. Listen |
| 4. a. Big | b. Paint |

- c. Play
- d. Sing

8. a. Tired
b. Sad
c. Happy
d. Sick
9. a. Hurt

- b. Help
- c. Hinder
- d. Nervous

10. a. Relax
b. Play
c. Work
d. Sad

Find the Antonym (11-15)

11. The room is **bright**.

- a. Clear
- b. Dark
- c. Sunny
- d. Cloudy

12. This phone is very **cheap**.

- a. Expensive
- b. Affordable
- c. Priceless
- d. Unreachable

13. Don't be **polite** all the time!

- a. Respectful
- b. Rude
- c. Kind
- d. Civil

14. That book is too **hard** for beginners.

- a. Soft
- b. Simple
- c. Light
- d. Easy

15. She acts like an **enemy** to everyone.

- a. Friend
- b. Rival
- c. Companion
- d. Connection

Find the Synonyms

16. The car is very **big**.

- a. Small
- b. Large
- c. Tiny
- d. Short

17. Her dress looks so **beautiful**.

- a. Pretty
- b. Ugly
- c. Strange
- d. Awful

18. He is a very **smart** student.

- a. Lazy
- b. Slow
- c. Intelligent
- d. Foolish

19. The meeting will **begin** at 10 a.m.

- a. Stop
- b. Pause
- c. End
- d. Start

20. She was feeling very **happy** after hearing the good news.

- a. Joyful
- b. Sad
- c. Angry
- d. Nervous

Fill the Blanks

- 21.** The students were excited to _____ a science experiment in class.
- a. Perform
 - b. Watch
 - c. Avoid
 - d. Forget
- 22.** After the movie, Sarah felt very _____ about its ending.
- a. Confuse
 - b. Happy
 - c. Sure
 - d. Bored
- 23.** The teacher asked everyone to _____ their homework on time.
- a. Copy
 - b. Throw
 - c. Hide
 - d. Submit
- 24.** They used a telescope to _____ the stars.
- a. Catch
 - b. Observe
 - c. Count
 - d. Avoid
- 25.** During the hike, they stopped to _____ some water.
- a. Spill
 - b. Cook
 - c. Drink
 - d. Buy

Match the following pairs:

Words	Synonyms
1. Quick	a. Pretty
2. Angry	b. Furious
3. Big	c. Start
4. Beautiful	d. Fast
5. Begin	e. Large

Answer

1. ____
2. ____
3. ____
4. ____
5. ____

No	Answer	No	Answer	No	Answer	No	Answer
1	D	16	A	31	A	46	B
2	C	17	B	32	A	47	A
3	B	18	C	33	B	48	C
4	A	19	D	34	A	49	D
5	A	20	B	35	C	50	A
6	B	21	A	36	D	51	A
7	C	22	A	37	B	52	B
8	A	23	C	38	C	53	D
9	D	24	A	39	B	54	B
10	B	25	D	40	C	55	C
11	A	26	C	41	B	56	D
12	A	27	D	42	A	57	B
13	D	28	A	43	B	58	E
14	C	29	E	44	D	59	A
15	C	30	B	45	B	60	C

Appendix IV Lesson Plan

A. Informasi Umum

1. Identitas Sekolah	
a. School	Man 1 G
b. Class/semester	X/2
c. Subject	English
d. Skill focus	Vocabulary
e. Topik/Materi Pembelajaran	Recount Text
f. Profil Pelajar Pancasila	Siswa mampu bernalar kritis, mandiri dan bergotong royong dalam memahami dan menggunakan recount text ke dalam kalimat sederhana
g. Time allotment	2X60 minutes

B. Kompetensi Inti

1. Tujuan Pembelajaran

- Mengidentifikasi fungsi social, strutur dan unsur kebahasaan teks recount
- Mengidentifikasi kosa kata verbs and adjectives
- Menyebutan arti kosa kata yang ada dalam lirik lagu
- Menulis kalimat yang didalamnya terdapat verbs and adjectives ‘
- Menulis sinonim atau antonym dari verbs dan adjectives
- Mampu membuat cerita pengalaman sendiri (recount text) dari vocab yang telah di dapat

2. Pemahaman Bermakna

Siswa mampu merangkai dan menyampaikan ide kompleks dengan menggunakan kosa kata dan tata Bahasa dalam tulisan

SARANA DAN PRASARANA	
Fasilitas	<ol style="list-style-type: none"> 1. Power point 2. LKPD 3. Sound system 4. Alat Tulis 5. Laptop/HP 6. Koneksi Internet <p>B. PESERTA DIDIK:</p> <ol style="list-style-type: none"> 1. merespon salam dan berdoa 2. menjawab absensi guru 3. Merespon apa yang disampaikan guru 4. Mendengarkan informasi guru
Model pembelajaran	Discovery Learning
Pengetahuan Prasyarat	Peserta didik sudah mengenal bentuk past tense dan kata sifat dasar (adjective) yang biasa digunakan dalam recount text.
Persiapan Pembelajaran	<ol style="list-style-type: none"> 1. Menyiapkan Video Tiktok edukatif 2. Menyiapkan LKPD berisi aktivitas mengenali kosakata dan Latihan isian 3. Membaca dan memahami teks yang disediakan guru

3. Kegiatan Pembelajaran

Pertemuan Ke 1

No.	Aktivitas Guru	Waktu
1.	- Guru membuka Pelajaran dengan mengucapkan salam dan menanyakan kabar siswa	25 menit

	<ul style="list-style-type: none"> - Guru mengabsen siswa - Guru memancing diskusi ringan dengan bertanya tentang pengalaman pribadi siswa (contoh: “Pernahkah kalian mengalami kejadian lucu di sekolah?”) - Guru menyampaikan tujuan pembelajaran hari ini: mempelajari kosakata yang sering digunakan dalam recount text melalui video TikTok 	
	Kegiatan inti	
	<ul style="list-style-type: none"> - Guru menjelaskan secara singkat tentang recount text dan jenis kosakata yang sering muncul, seperti verbs dan adjectives - Guru memutar video TikTok dari konten kreator edukatif seperti @aaron_english, @mikethechameleon, atau @englishwithjohn - Siswa diminta mencatat kosakata baru yang mereka temukan dari video - Guru membagikan LKPD yang berisi tugas kosakata berdasarkan video (misalnya mengisi arti kata, membuat kalimat, sinonim-antonim) - Guru membimbing siswa saat mengerjakan LKPD secara individu atau berkelompok - Guru memfasilitasi diskusi tentang makna kata dan penggunaannya dalam konteks pengalaman pribadi 	60 menit
	Kegiatan Akhir	
	<ul style="list-style-type: none"> -guru menanyakan kesulitan selama proses belajar. -guru memberikan kesimpulan tentang materi hari ini -guru menutup pertemuan dengan berdoa dan memberi salam 	5 menit
	Total waktu	90 menit

4. Bentuk Penilaian

Aspek	Skor	Jumlah Skor
Kata ditulis dengan spelling yang tepat	10	
Kata ditulis dengan spelling yang kurang tepat	5	
Kata ditulis salah	0	

Keterangan:

Nilai akhir: jumlah skor X jumlah soal

Pertemuan kedua

No.	Aktivitas Guru	Waktu
1.	<ul style="list-style-type: none"> -Guru membuka pelajaran dengan salam dan menanyakan kabar siswa. - Guru mengabsen siswa dan menanyakan kosakata yang masih mereka ingat dari pertemuan sebelumnya. - Guru mengajak siswa bermain “tebak arti kata” berdasarkan kosakata minggu lalu. - Guru menjelaskan tujuan pembelajaran hari ini: mengeksplorasi kosakata baru melalui video TikTok secara langsung menggunakan HP atau perangkat guru. 	30 menit
	Kegiatan inti	
	<ul style="list-style-type: none"> - Guru membagikan daftar akun TikTok edukatif dan hashtag yang relevan (misalnya: #LearnEnglish, #Vocabulary, #DailyEnglish). - Siswa diminta menonton video pilihan (disediakan atau diarahkan) dan mencatat minimal 5 kosakata baru (verb atau adjective) beserta artinya. - Guru memandu siswa dalam diskusi kecil untuk membandingkan kosakata yang mereka temukan. - Guru membimbing siswa mencari sinonim atau antonim dari kata-kata tersebut. 	50menit

	<ul style="list-style-type: none"> - Siswa bekerja dalam kelompok untuk membuat 2 kalimat menggunakan kosakata yang mereka temukan. - Perwakilan kelompok membacakan hasil kalimat secara bergiliran. 	
	Kegiatan Akhir	
	<ul style="list-style-type: none"> - Guru menanyakan kesulitan siswa selama eksplorasi video TikTok. - Guru dan siswa menyimpulkan materi hari ini bersama-sama. - Guru menutup pelajaran dengan doa dan salam. 	10 menit
	Total waktu	90 menit

Bentuk Penilaian

Aspek	Skor (1-10)	Bobot	Nilai	Keterangan
Siswa menemukan verb dan adjective				
Siswa menemukan sinonim dari kata yang sudah didapat				

Pertemuan ketiga

No.	Aktivitas Guru	Waktu
1.	<ul style="list-style-type: none"> - Guru membuka pelajaran dengan salam dan menanyakan kabar siswa. - Guru mengadakan permainan pengulangan: siswa dibagi menjadi empat kelompok sesuai barisan tempat duduk. - Guru menyebutkan kata kunci dari pertemuan sebelumnya, lalu siswa menebak sinonim, antonim, atau penggunaannya dalam kalimat. 	25 menit

	- Guru menyampaikan tujuan pembelajaran: menerapkan kosakata yang telah dipelajari ke dalam teks recount sederhana.	
	Kegiatan inti	
	<ul style="list-style-type: none"> - Guru mengingatkan kembali kosakata yang telah dipelajari melalui video TikTok pada pertemuan sebelumnya (verb dan adjective). - Siswa diminta menuliskan 1 paragraf recount text berisi pengalaman pribadi (misalnya: kejadian lucu, liburan singkat, atau pengalaman di sekolah), dan wajib menggunakan minimal 5 kosakata yang sudah dipelajari. - Guru membimbing siswa yang mengalami kesulitan dalam memilih kosakata atau membentuk kalimat. - Beberapa siswa diminta membacakan tulisannya di depan kelas. - Guru memberi umpan balik secara umum. 	60 menit
	Kegiatan Akhir	
	<ul style="list-style-type: none"> - Guru menanyakan kesulitan selama proses menulis teks. - Guru dan siswa menyimpulkan bahwa menggunakan kosakata dalam konteks nyata (seperti pengalaman pribadi) membantu memperkuat pemahaman. - Guru menutup pelajaran dengan doa dan salam. 	5 menit
	Total waktu	90 menit

Bentuk penilaian

Bentuk instrument	Contoh instrument	Kunci jawaban	Skor
Make a paragraph	Make a paragraph using the words that provided		100

Appendix V Pre Test English Vocabulary



KEMENTRIAN AGAMA
UNIVERSITAS ISLAM NEGERI MAULANA
MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang <http://fitk.uin-malang.ac.id>. email : fitk@uin-malang.ac.id

SOAL PRE TEST

VOCABULARY TEST

Name: _____

Class: _____

Complete the following sentences with the appropriate verbs provided below. Choose the most suitable verb to complete each sentence!

The following text is for question 1-10

A.Fill in the Blanks.

One sunny morning, Sarah woke up feeling _____ (1) about her first day at a new school. She quickly _____ (2) her uniform and packed her bag with all the necessary books. Before leaving, her mother reminded her to _____ (3) to take her lunchbox. When she arrived at school, she noticed the building was _____ (4) and filled with students. In the classroom, the teacher greeted everyone with a _____ (5) smile and explained the schedule for the day.

During recess, Sarah met a group of friendly students who invited her to _____ (6) their conversation. They talked about their favorite hobbies and school activities. Sarah shared that she loved to _____ (7) in her free time, which impressed her new friends. After school, Sarah walked home feeling _____ (8) about her first day. She realized that being kind and open to others could _____ (9) in building new friendships. She promised herself to _____ (10) hard and make the most of her time at her new school.

1. a. Excited
b. Bored
c. Nervous
d. Lazy
2. a. Prepared
b. Ignored
c. Threw
d. Bored

3. a. Forget
b. Remember
c. Leave
d. Excited
4. a. Big
b. Zmall
c. Quiet
d. Large

5. a. Bright
b. Rude
c. Kind
d. Weird

6. a. Stop
b. Listen
c. Start
d. Join

7. a. Listen
b. Paint
c. Play
d. Sing

8. a. Tired
b. Sad
c. Happy
d. Sick

9. a. Hurt
b. Help
c. Hinder
d. Nervous

10. a. Relax
b. Play
c. Work
d. Sad

B. Find the Antonym.

11. The room is **bright**.

- e. Clear
f. Dark
g. Sunny
h. Cloudy

12. This phone is very **cheap**.

- e. Expensive
f. Affordable
g. Priceless
h. Unreachable

13. Don't be **polite** all the time!

- e. Respectful
f. Rude
g. Kind
h. Civil

14. That book is too **hard** for beginners.

- e. Soft
f. Simple
g. Light
h. Easy

15. She acts like an **enemy** to everyone.

- e. Friend
f. Rival
g. Companion
h. Connection

C. Match the following pairs:

Words	Synonyms
1. Quick	a. Pretty
2. Angry	b. Furious
3. Big	c. Start
4. Beautiful	d. Fast
5. Begin	e. Large

Answer

6. ____
7. ____
8. ____
9. ____
10. ____

Appendix VI Post Test English Vocabulary



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI MAULANA
MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang <http://fitk.uin-malang.ac.id>. email : fitk@uin-malang.ac.id

SOAL POST TEST

VOCABULARY TEST

Name: _____

Class: _____

Complete the following sentences with the appropriate verbs provided below. Choose the most suitable verb to complete each sentence!

The following text is for question 1-10

A.Fill In The Blanks.

On a bright Sunday morning, Arya decided to go hiking with his friends. They packed their bags and _____ (1) for the mountains. The weather was _____ (2), with a cool breeze and clear skies. As they climbed higher, Arya felt a little _____ (3), but his friends encouraged him to keep going. After hours of hiking, they finally reached the peak, and the view was _____ (4). Arya took pictures and shared snacks with his friends. They all felt _____ (5) to have accomplished such a challenging hike.

On their way back, they saw a stream and decided to _____ (6) for a quick rest. Arya and his friends splashed water on their faces to _____ (7) themselves. They talked about how this trip had _____ (8) their friendship and planned to go on another hike soon. By the time they reached home, Arya felt _____ (9) but also very _____ (10) with the memories they had made.

1. a. Quit
b. Stay
c. Prepare
d. Leave

3. a. Strong
b. Tired
c. Happy
d. Sad

2. a. Cloudy
b. Stormy
c. Sunny
d. Rainy

4. a. Beautiful
b. Dull
c. Boring
d. Ugly

5. a. Proud
b. Nervous
c. Scared
d. Lazy

6. a. Continue
b. Stop
c. Climb
d. Back

7. a. Drain
b. Exhaust
c. Refresh
d. Return

8. a. Strengthened
b. Weakened
c. Ignored
d. Excited

9. a. Happy
b. Energetic
c. Bored
d. Tired

10. a. Disappointed
b. Happy
c. Angry
d. Sad

B. Find the Antonym.

11. The water in the lake was **cold**
a. Warm
b. Cool
c. Frozen
d. Cold

12. This road is very **narrow**.
a. Wide
b. Small
c. Long
d. Short

13. The painting is so **ugly**
a. Dirty
b. Strange
c. Weird

- d. Beautiful

14. She answered the question in a **calm** manner
a. Strong
b. Quiet
c. Nervous
d. Weak

15. He felt very **weak** after the long workout
a. Tired
b. Brave
c. Strong
d. Nervous

C. Match the following pairs:

Words	Synonyms
1. Begin	a. Clear
2. Quick	b. Powerful
3. Bright	c. Start
4. Happy	d. Fast
5. Strong	e. Joyful

Answer:

6. ____

7. ____

8. ____

9. ____

10. ____

Appendix VII Students Answer Sheet



KEMENTERIAN AGAMA
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SOAL PRE TEST

VOCABULARY TEST

Name: Imriz Naf'ul Zahra

Class: XI - 4

Complete the following sentences with the appropriate verbs provided below. Choose the most suitable verb to complete each sentence!

The following text is for question 1-10

A.Fill in the Blanks.

One sunny morning, Sarah woke up feeling _____ (1) about her first day at a new school. She quickly _____ (2) her uniform and packed her bag with all the necessary books. Before leaving, her mother reminded her to _____ (3) to take her lunchbox. When she arrived at school, she noticed the building was _____ (4) and filled with students. In the classroom, the teacher greeted everyone with a _____ (5) smile and explained the schedule for the day.

During recess, Sarah met a group of friendly students who invited her to _____ (6) their conversation. They talked about their favorite hobbies and school activities. Sarah shared that she loved to _____ (7) in her free time, which impressed her new friends. After school, Sarah walked home feeling _____ (8) about her first day. She realized that being kind and open to others could _____ (9) in building new friendships. She promised herself to _____ (10) hard and make the most of her time at her new school.

1. a. Excited
b. Bored
c. Nervous
☒ d. Lazy

2. ☒ a. Prepared
b. Ignored
c. Threw
d. Bored

3. a. Forget

- ☒ b. Remember
c. Leave
d. Excited

4. a. Big
b. Small
☒ c. Quiet
d. Large

5. ☒ a. Bright
b. Rude

- c. Kind
- d. Weird

6. a. Stop
b. Listen
c. Start
☒ d. Join

7. a. Listen
b. Paint
☒ c. Play
d. Sing

8. ☒ a. Tired

- b. Sad
- c. Happy
- d. Sick

9. a. Hurt
☒ b. Help
c. Hinder
d. Nervous

10. a. Relax
b. Play
c. Work
☒ d. Sad

B. Find the Antonym.

11. The room is **bright**.

- a. Clear
- ☒ b. Dark
- c. Sunny
- d. Cloudy

12. This phone is very **cheap**.

- ☒ a. Expensive
- b. Affordable
- c. Priceless
- d. Unreachable

13. Don't be **polite** all the time!

- a. Respectful
- b. Rude
- ☒ c. Kind
- d. Civil

14. That book is too **hard** for beginners.

- a. Soft
- b. Simple
- c. Light
- ☒ d. Easy

15. She acts like an **enemy** to everyone.

- a. Friend
- b. Rival
- ☒ c. Companion
- d. Connection

C. Match the following pairs:

Words	Synonyms
1. Quick	a. Pretty
2. Angry	b. Furious
3. Big	c. Start
4. Beautiful	d. Fast
5. Begin	e. Large

Answer

1. D
2. B
3. E
4. A
5. C



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SOAL POST TEST

VOCABULARY TEST

Name: Ardia Rodisty

Class: XI-9

Complete the following sentences with the appropriate verbs provided below. Choose the most suitable verb to complete each sentence!

The following text is for question 1-10

A.Fill In The Blanks.

On a bright Sunday morning, Arya decided to go hiking with his friends. They packed their bags and _____ (1) for the mountains. The weather was _____ (2), with a cool breeze and clear skies. As they climbed higher, Arya felt a little _____ (3), but his friends encouraged him to keep going. After hours of hiking, they finally reached the peak, and the view was _____ (4). Arya took pictures and shared snacks with his friends. They all felt _____ (5) to have accomplished such a challenging hike.

On their way back, they saw a stream and decided to _____ (6) for a quick rest. Arya and his friends splashed water on their faces to _____ (7) themselves. They talked about how this trip had _____ (8) their friendship and planned to go on another hike soon. By the time they reached home, Arya felt _____ (9) but also very _____ (10) with the memories they had made.

1. a. Quit
b. Stay
c. Prepare
☒ d. Leave

2. a. Cloudy
b. Stormy
☒ c. Sunny
d. Rainy

3. a. Strong
☒ b. Tired
c. Happy
d. Sad

4. ☒ a. Beautiful
b. Dull
c. Boring
d. Ugly

5. a. Proud
b. Nervous
c. Scared
☒ d. Lazy

6. a. Continue
☒ b. Stop
c. Climb
d. Back

7. a. Drain
b. Exhaust
☒ c. Refresh
d. Return

8. ☒ a. Strengthened
b. Weakened
c. Ignored
d. Excited

9. a. Happy
b. Energetic
c. Bored
☒ d. Tired

10. a. Disappointed
☒ b. Happy
c. Angry
d. Sad

B. Find the Antonym.

11. The water in the lake was **cold**
☒ a. Warm
b. Cool
c. Frozen
d. Cold

12. This road is very **narrow**.
☒ a. Wide
b. Small
c. Long
d. Short

13. The painting is so **ugly**
a. Dirty
b. Strange
c. Weird

- ☒ d. Beautiful

14. She answered the question in a **calm** manner
a. Strong
b. Quiet
☒ c. Nervous
d. Weak

15. He felt very **weak** after the long workout
a. Tired
b. Brave
☒ c. Strong
d. Nervous

C. Match the following pairs:

Words	Synonyms
1. Begin	a. Clear
2. Quick	b. Powerful
3. Bright	c. Start
4. Happy	d. Fast
5. Strong	e. Joyful

Answer:

1. c
2. d
3. a
4. e
5. b

Appendix VIII Letter of Completion Research



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN GRESIK
MADRASAH ALIYAH NEGERI 1

Jalan Raya Bungah 46, Telp. (031) 3949544, Fax (031) 3949544 Gresik 61152
Website : www.man1-gresik.sch.id e-mail : man1gresik@kemenag.go.id
NSM : 131135250001 NPSN : 20580204

SURAT KETERANGAN

Nomor :73/Ma.13.19.01/01/2025

Yang bertanda tangan di bawah ini :

Nama : Drs. MUHARI, M. Pd I
NIP : 19681112 199503 1 002
Jabatan : Kepala Madrasah Aliyah Negeri 1 Gresik

Menerangkan dengan sebenarnya bahwa :

Nama : AKMALUL ABBAD SABDA MUHAMMAD
Nim : 200107110058
Jurusan : Tadris Bahasa Inggris (TBI)
Semester-Tahun Akademik : 2024 – 2025

Adalah benar-benar telah melakukan Penelitian di MAN 1 Gresik Dalam rangka Menyelesaikan Tugas Akhir

Demikian surat keterangan ini dibuat sebagaimana mestinya .

Gresik, 23 Januari 2025
Kepala,



Muhari



Dokumen ini telah ditanda tangani secara elektronik.
Token : qM97HJ

Appendix IX Documentation



Appendix X Thesis Consultation Logbook




KEMENTERIAN AGAMA
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BUKTI KONSULTASI SKRIPSI

JURUSAN TADRIS BAHASA INGGRIS

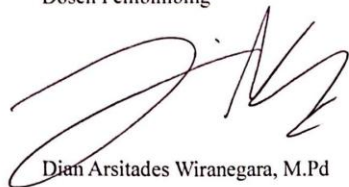
Nama : Akmalul Abbad Sabda Muhammad
NIM : 200107110058
Judul : The Effectiveness of TikTok as Media Platform for Improving Vocabulary Skills in Senior High School
Dosen Pembimbing : Dian Arsitades Wiranegara, M.Pd

No.	Tgl/Bln/Thn	Materi Bimbingan	Tanda Tangan Pembimbing Proposal Skripsi
1	Rabu, 02 Mei 2024	Pembahasan mengenai judul skripsi – Acc judul – Melanjutkan draft yang sudah ada	
2	Selasa, 10 September 2024	Pembahasan judul (Mencari research gap, penulisan sumber)	
3	Selasa, 01 Oktober 2024	Revisi bab 1-2	
4	Rabu, 17 Oktober 2024	Bimbingan pembahasan bab 3	
5	Jumat, 29 November 2024	Revisi bab 1-3 setelah seminar proposal (Penggunaan tense, Tanda baca, dapus)	
6	Rabu, 21 Mei 2024	Bimbingan pembahasan bab 4-5 (Menyiapkan pengolahan data)	

7	Selasa 27. Mei 2024	Tanda tangan Approval sheet	
---	------------------------	-----------------------------	--

Malang, 2025

Menyetujui,
Dosen Pembimbing



Dian Arsitades Wiranegara, M.Pd
NIDT. 19801230201802011226

Mengetahui
Ketua Jurusan TBI



Prof. Dr. H. Langgeng Budianto, M.Pd
NIP. 197110142003121001

Appendix XI Curriculum Vitae

Curriculum Vitae

Nama Lengkap : Akmalul Abbad Sabda Muhammad
Tempat, Tanggal Lahir : Gresik, 28 Desember 2001
Jenis Kelamin : Laki-Laki
Agama : Islam
Fakultas : Ilmu Tarbiyah dan Keguruan
Perguruan Tinggi : UIN Maulana Malik Ibrahim Malang
Alamat Rumah : Jl. Santri Sampurnan Bungah Gresik, Rt 04 Rw 14
No. Hp / Telp : 081358095103
Alamat Email : Cupangamang@gmail.com



Riwayat Pendidikan

- | | |
|--------------|----------------------------------|
| 1. 2010-2015 | MI MA'ARIF NU Assa'adah |
| 2. 2015-2017 | SMP Alam BIS |
| 3. 2017-2020 | SMA NU 1 Gresik |
| 4. 2020-2025 | UIN Maulana Malik Ibrahim Malang |

Malang, Mei 13, 2025
Mahasiswa,

Akmalul Abbad Sabda Muhammad
NIM. 200107110058