

## CHAPTER IV

### RESULTS FINDING AND DISCUSSION

In this chapter the researcher presents the research in the field. The researcher present consists of data presentation, hypothesis testing, and discussion of findings

#### A. Data Presentation

There are two problems with this research, as explained in the previous chapter. The problem is that there is any effect of TikTok platform to English vocabulary mastery at the seventh grade of MTs Negeri 3 Sumenep and how significant the effect of TikTok platform to English vocabulary mastery at the seventh grade of MTs Negeri 3 Sumenep.

The presentation of this data aims to present the data after it has been collected, which is obtained by researchers in their research. The data presented must be real data and data based on the instrument that the research uses. The data of this research is the value of pre-test and post-test. In this study, it was conducted at MTs Negeri 3 Sumenep starting October 28, to request permission to conduct research for grade seven at MTs Negeri 3 Sumenep and was accepted on the same day. Then the researcher continued the actual research on October 28 to November 2.

In this study, the researcher used a pre-experimental design as a method to collect data related to X variable (Platform TikTok) and Y

variable (English Vocabulary mastery at Sevent Grade of MTs Negeri 3 Sumenep). The researcher conducted a one-group Pre-test Post-test test for 18 students.

For the test, the researcher used a match questions consist of 10 Pre-test questions and 10 Post-test questions. The test is different, but still based on the topic being taught. The researcher gives 10 points for 1 question for the correct answer. But for the wrong answer the researcher gave 0 points. So students will get a value of 100 if they answer 10 questions correctly.

### **1. Data Presentation of The Pre-Test**

Researchers conducted a Pre-test to students to determine student scores about the effect of TikTok platform to English Vocabulary Mastery at Seventh Grade of MTs Negeri Sumenep. The form of the test is to match questions consisting of 10 questions. The pretest was conducted on October 28, 2022 at 07.45-08-15. The results of the pre-test present in the following table:

Table 4.1.The Results of Pre-test Score

| No | Name                     | Score |
|----|--------------------------|-------|
| 1. | Aurelia Dwi Putri Sabela | 60    |
| 2. | Bagas Satria Putra       | 40    |
| 3. | Cipto Dwi Kusuma         | 60    |
| 4. | Cristian Fadli Kusuma    | 40    |

|            |                           |      |
|------------|---------------------------|------|
| 5          | Dana Dyaksa Jaka Umbara   | 50   |
| 6.         | Dwi Puji Lestari          | 70   |
| 7.         | Efriliyanto Cahyo Saputra | 40   |
| 8.         | Febriyanto                | 40   |
| 9.         | Finandika Aldy Pratama    | 60   |
| 10.        | M. Durja R                | 60   |
| 11.        | Marvel Aditia             | 40   |
| 12.        | Meriyatul Habibah         | 70   |
| 13.        | Putri Nabila Turruhma     | 70   |
| 14.        | Rayhan Andika Widiatmoko  | 70   |
| 15.        | Roqi Afa Dziqi            | 40   |
| 16.        | Siti Khotijah             | 70   |
| 17.        | Syamsul Arifin            | 60   |
| 18.        | M. Arifin Ilham           | 60   |
| $\Sigma x$ |                           | 1000 |

Based on table 4.1 above, 6 students got a score of 40, 6 students got a score of 60, 1 student got a score of 50, and 5 students got a score of 70. The total value of pre-test is 1000.

The formula for calculating the mean of pre-test :

$$\text{Mean} = \frac{\Sigma x}{N}$$

$$= \frac{1000}{18}$$

$$= 55,55$$

## **2. Data Presentation of The Treatment**

For the next meeting on Saturday, October 29, the researcher gave treatment. This treatment was used two in meeting so that the treatment was carried out on Monday, October 31. The study asked students to focus on this treatment, because the researcher explained the importance of vocabulary for students. Vocabulary is the first basis for learning English, without vocabulary we will not be able to speak, write and understand the meaning of the vocabulary. After that, the researcher showed a TikTok video which was used as a researcher in improving vocabulary mastery. Then, the researcher asked the students to write down the new vocabulary they got. After being given treatment with a TikTok video, then students were asked to memorize the vocabulary they got after being given treatment to add to their vocabulary. Finally, next meeting the researcher gave a Post test to the students to find out the progress of the students after being given treatment. In the Post test, students must answer questions according to the allotted time.

The researcher implemented platform TikTok as treatment with a steps, as following

- 1) Researchers conducted research in class seventh grade of MTs Negeri 3 Sumenep

- 2) The researcher opens by reciting the basmalah.
- 3) The researcher explains the importance of vocabulary for students.
- 4) The researcher shows the TikTok platform video in accordance with what will be tested regarding vocabulary mastery.
- 5) The researcher asked the students to write down the new vocabulary they got after being given treatment with the video that was shown.
- 6) Researchers asked students to memorize the vocabulary they got after being given treatment.
- 7) The researcher closed the meeting with hamdalah.

### 3. Data Presentation of The Post-test

Using video TikTok, researcher provide treatment after giving the Post-test to find out how far the students vocabulary mastery is after being given treatment. The Post-Test will be conducted on Wednesday, November 2, 2022, this test will be carried out no differently from the Pre-test, namely students must answer 10 questions in the form of mathing questions. Here is a table of data obtained from the Post test after the treatment is done.

Table 4.2. The Results of Post-test Score

| No | Name                     | Score |
|----|--------------------------|-------|
| 1. | Aurelia Dwi Putri Sabela | 80    |
| 2. | Bagas Satria Putra       | 100   |

|            |                           |      |
|------------|---------------------------|------|
| 3.         | Cipto Dwi Kusuma          | 100  |
| 4.         | Cristian Fadli Kusuma     | 100  |
| 5.         | Dana Dyaksa Jaka Umbara   | 80   |
| 6.         | Dwi Puji Lestari          | 80   |
| 7.         | Efriliyanto Cahyo Saputra | 80   |
| 8.         | Febriyanto                | 80   |
| 9.         | Finandika Aldy Pratama    | 100  |
| 10.        | M. Durja R                | 100  |
| 11.        | Marvel Aditia             | 100  |
| 12.        | Meriyatul Habibah         | 80   |
| 13.        | Putri Nabila Turruhma     | 80   |
| 14.        | Rayhan Andika Widiatmoko  | 100  |
| 15.        | Roqi Afa Dziqi            | 80   |
| 16.        | Siti Khotijah             | 100  |
| 17.        | Syamsul Arifin            | 100  |
| 18.        | M. Arifin Ilham           | 100  |
| $\Sigma y$ |                           | 1640 |

After the treatment had been conducted, the researcher to the students on Wednesday, November 2,2022. Based on the table above, it is known that the number of students is 18. The first column is the number of student's name, and the

third column is the Post-test score. It was found that the total score of vocabulary mastery was 1640 after being given the treatment. From the table, students get various grades. Students get a score of 80 as many as 8 students, and a score of 100 as many as 10 students. So, all students have good grades after being given treatment.

The formula for calculating the mean of Post-test

$$\begin{aligned} \text{Mean} &= \frac{\sum y}{N} \\ &= \frac{1640}{18} \\ &= 91,11 \end{aligned}$$

Table 4.3 The mean of Pre- test and Post test to English vocabulary mastery

| Group     | Total of student | Score | Mean  |
|-----------|------------------|-------|-------|
| Pre-test  | 18               | 1000  | 55,55 |
| Post-test | 18               | 1640  | 91,11 |

Based on the result above, mean of pre-test is 55,55 and mean of Post-test is 91,11 the difference both of them is 35,56

#### 4. Validity of the Test

Check the validity of the test, the researcher used content validity.

Validity aims to determine whether the test is valid with the subject topic.

Before the test was given to the students, the researcher conducted the test guidance to the supervisors mam Lasmi Febrianingrum, M.Pd and Pak Fatih S.Pd, the English teacher at MTs Negeri 3 Sumenep. In learning there is vocabulary that has been taught by MTs teachers in the learning process, students are asked to deposit vocabulary before each lesson. So the test is valid.

## 5. Reability of Test

### a) Reability of Pre-test

Level of significance and  $r_{table}$  that is:

Table 4.4. Table of coeficient value of correlation “r” product moment.

| The distribution value $r_{table}$ |              |
|------------------------------------|--------------|
| Significance                       | 5%           |
| N                                  | 18           |
| $r_{table}$                        | <b>0,443</b> |

To avoid misinterpretation, the researcher use SPSS 20 to measure the reliability of the test, are as follow:

**Table 4.5 Case Processing Summary**

|  | N | % |
|--|---|---|
|  |   |   |



|       |                       |    |       |
|-------|-----------------------|----|-------|
|       | Valid                 | 18 | 100.0 |
| Cases | Excluded <sup>a</sup> | 0  | .0    |
|       | Total                 | 18 | 100.0 |

a. Listwise deletion based on all variables in the procedure.

**Table 4.6 Reliability Statistics of Pre-Test**

| Cronbach's Alpha | N of Items |
|------------------|------------|
| ,498             | 10         |

**Table 4.7 Item-Total Statistics**

|    | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
|----|----------------------------|--------------------------------|----------------------------------|----------------------------------|
| X1 | 4.8889                     | .810                           | .630                             | .236                             |
| x2 | 4.9444                     | .879                           | .474                             | .335                             |
| x3 | 4.6111                     | 1.546                          | .000                             | .504                             |
| x4 | 5.6111                     | 1.546                          | .000                             | .504                             |
| x5 | 4.6111                     | 1.546                          | .000                             | .504                             |
| x6 | 5.5556                     | 1.438                          | .092                             | .501                             |

|     |        |       |      |      |
|-----|--------|-------|------|------|
| x7  | 5.3889 | 1.193 | .182 | .493 |
| x8  | 4.6667 | 1.412 | .140 | .490 |
| x9  | 5.5556 | 1.438 | .092 | .501 |
| x10 | 4.6667 | 1.412 | .140 | .490 |

From the calculations and SPSS table 4.6 above, the study consulted the reliability value of K-R 21 in the coefficient category according to Cronbach's Alpha. The researcher compares, based on the 5% significance level in table 4.4 is 0.443 alpha coefficient in table 4.6 is 0.498 significantly higher ( $0.498 > 0.443$ ) so the researcher states that the data on the Pre-test is reliable.

b). Reability of Post-Test

**Table 4.8 Case Processing Summary**

|       |                       | N  | %     |
|-------|-----------------------|----|-------|
| Cases | Valid                 | 18 | 100.0 |
|       | Excluded <sup>a</sup> | 0  | .0    |
|       | Total                 | 18 | 100.0 |

a. Listwise deletion based on all variables in the procedure.

**Table 4.9 Reliability Statistics of Post-Test**

|            |            |
|------------|------------|
| Cronbach's | N of Items |
| Alpha      |            |
| ,566       | 10         |

**Table 4.10 Item-Total Statistics**

|    | Scale Mean | Scale Variance  | Corrected   | Cronbach's    |
|----|------------|-----------------|-------------|---------------|
|    | if         | if Item Deleted | Item-Total  | Alpha if Item |
|    | Deleted    |                 | Correlation | Deleted       |
| X1 | 8.5000     | .265            | 1.000       | 1.001E-013    |
| x2 | 8.0000     | 1.059           | .000        | .563          |
| x3 | 8.0000     | 1.059           | .000        | .563          |
| x4 | 8.0000     | 1.059           | .000        | .563          |
| x5 | 8.0000     | 1.059           | .000        | .563          |
| x6 | 8.0000     | 1.059           | .000        | .563          |
| x7 | 8.0000     | 1.059           | .000        | .563          |
| x8 | 8.0000     | 1.059           | .000        | .563          |
| x9 | 8.5000     | .265            | 1.000       | 1.001E-013    |

|     |        |       |      |      |
|-----|--------|-------|------|------|
| x10 | 8.0000 | 1.059 | .000 | .563 |
|-----|--------|-------|------|------|

Based on table 4.9 above, the researcher got the Post-test reliability, the test score = 0.566. The researcher compare the value of  $r_0$  and  $r_{table}$  to know the reliability of post-test is reliable or not. Based on the 5% significance level in table 4.3 is 0.443 alpha coefficient in table 4.9 is 0.566 of higher significance ( $0.566 > 0.443$ ) so the researcher states that the data on the Post-test is reliable.

## 6. Determining “t” test

**Table 4.11 Paired Samples Statistics**

|        |          | Mean    | N  | Std. Deviation | Std. Error Mean |
|--------|----------|---------|----|----------------|-----------------|
| Pair 1 | Pretest  | 56,6667 | 18 | 11,88177       | 2,80056         |
|        | Posttest | 91,1111 | 18 | 10,22620       | 2,41034         |

**Table 4.12 Paired Samples Correlations**

|        |                    | N  | Correlation | Sig. |
|--------|--------------------|----|-------------|------|
| Pair 1 | pretest & posttest | 18 | ,129        | ,610 |

**Table 4.13 Paired Samples Test**

| Paired Differences |                   |                       |  | T | df | Sig.       |
|--------------------|-------------------|-----------------------|--|---|----|------------|
| Mean               | Std.<br>Deviation | Std.<br>Error<br>Mean | 95%<br>Confidence<br>Interval of the<br>Difference |   |    | (2-tailed) |
|                    |                   |                       | Lower Upper  |   |    |            |

|        |           |          |             |                   |                   |                    |    |
|--------|-----------|----------|-------------|-------------------|-------------------|--------------------|----|
| Pair 1 | -34,44444 | 14,64169 | 3,451<br>08 | -<br>41,725<br>59 | -<br>27,163<br>30 | -<br>9,<br>98<br>1 | 17 |
|--------|-----------|----------|-------------|-------------------|-------------------|--------------------|----|

Based on the table 4.13 above of dependent t-test between result of the effect of TikTok platform to English vocabulary mastery at seventh grade of MTs Negeri 3 Sumenep in Pre-test and Post-test, indicates the value of t is 9,981. The result of this value will be explained in the next section, then the hypothesis testing process is carried out to find out whether the alternative hypothesis is accepted or rejected.

## A. Hypothesis Testing

According to Creswell, Hypothesis are statements in quantitative research in which the investigator makes a prediction or a conjecture about the outcome of a relationship among attributes or characteristics.<sup>1</sup> The hypothesis of this research is:

(Ho): There is not any effect of Tiktok platform for English vocabulary mastery at Seventh Grade of MTs Negeri 3 Sumenep.

(Ha): There is any effect of Tiktok platform for English vocabulary mastery at Seventh Grade of MTs Negeri 3 Sumenep.

The value is 9,981. According to the computation above. To determine whether Ha (Alternative Hypothesis) is accepted or rejected, hypothesis testing is utilized. The researcher chose a 5% level of significance in this study. The alternative hypothesis is accepted if “t” values are more than or at least equal to “t” table values. However, the alternative hypothesis is disproved if “t” value is less than “t” table.

The first steps is determines its df (degree of freedom). While the formula of df is  $df = N - 2$ , where N is number of participants ( $N = 18$ ), so the df is  $18 - 2 = 16$  (0,238). We can see in the table below as follows:

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<sup>1</sup>John W.Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research*, 4th ed. (Boston: Pearson, 2012), 111.

Table 4.14 Critical Value of t-test

| Df (degree of freedom ) | Critical Value of t-test on<br>significance 5% |
|-------------------------|--|
| 16                      | 0,238  |

After knowing the df of this study, then the value of t on 5% significance level is  $0,610 > 0,05$  and  $t_0$  is 9,981. Df is 57 and significant (2-tailed) is 0,000. After then  $t_0 = 9,981$  compare with the t-table = 0,238, the result of the study stated the  $H_a$  (Alternatif hypothesis) is accepted and  $H_0$  (Null hypothesis was rejected, because  $t_0 > t_t$  ( $9,981 > 0,238$ ))

Therefore, the researcher concludes that the alternative hypothesis is accepted. So seventh grade student at MTs Negeri 3 Sumenep have a significant influence in using the TikTok Platform using the TikTok Platform of vocabulary mastery so that there is influence. To find out how significant it is known to be 9,981.

## **B. Discussion and Finding**

In discussing the problem of researcher in the first chepter, the researcher would like to explain the result of the research based on the finding of research that has been carried out at MTs Negeri 3 Sumenep. In this study there are two research problem that the researcher want to research, as follow:



## **1. The Effect of TikTok Platform to English Vocabulary Mastery at Seventh Grade of MTs Negeri 3 Sumenep.**

In this point, the researcher discusses whether there was an effect in using the TikTok platform to English vocabulary.

Vocabulary is the total number of word needed to communicate ideas and express the speakers' meaning.<sup>2</sup>

According to Nurlaila Amalia state that vocabulary is the process of assembling words to master a collection of words that we memorize to communicate facing problems in accessing information and operating appropriate strategies, engaging and involving students to develop language skills both orally and in writing. Not only that, mastering a large vocabulary will make it easier for someone to write, listen and speak English.<sup>3</sup>

Based that talking about the vocabulary, the researcher wants to explain about the TikTok platform as a tool to enable students to improve their vocabulary mastery.

According to Johannes Ahlse argues that TikTok platform is one of the most popular applications that can significantly influence the growth

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<sup>2</sup>Mofareh Alqahtani, "The Important of Vocabulary in Language Learning and How to Be Taugh," *International Journal of Teaching and Learning* III (2015): 25, <https://doi.org/10.2042/TE.2015./3.3.002>

<sup>3</sup>Nurlaila Amalia, "Meningkatkan Penguasaan Vocabulary Siswa Menggunakan Vocabulary Self-Collection Strategis," *Journal of Educational Action Research* 2 (2018): 173.

of its users because it can be used for educational purposes for generation Z.<sup>4</sup>

TikTok platform is a very effective learning tool because the text is written is simple and easy to understand terms that will motivate students to learn and understand the subject.<sup>5</sup>

In this study, researchers used a quantitative approach, this study was presented with numerical and statistical data. The finding of this research use pre-experimental design namely pretest posttest design because to determine whether there was an effect, treatment was carried out for 18 students who were given at MTs Negeri 3 Sumenep. In analyzing the research problem, analyzing the students' vocabulary scores using the t-test formula and hypothesis testing, the researcher found that there was an influence on students' vocabulary mastery after the results were known, then the answers to the researchers' problems were as follows:

Based on the data in the previous section, the results of the study show that there is an effect of vocabulary mastery after the application of TikTok in seventh grade students and at MTs Negeri 3 Sumenep. This can be proven by the test results obtained 55.55 for the pretest and 91.11

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<sup>4</sup>Johannes Ahlse, Felxi Nilsson, and Nina Sandstrom, *It's Time to TikTok - Exploring Generation Z's Motivations to Participate in # Challenges* (Jonkoping University: Bachelor Thesis, 2020).<sup>7</sup>

<sup>5</sup>Dewi Laila Nadiyah, "Pemanfaatan Aplikasi Tik Tok Sebagai Media Pembelajaran Akidah Akhlak di MTs NU Banat Kudus" *Jurnal Pendidikan*, Vol. 13, No. 2, 2 Oktober 2021, 269

for the posttest. This means that students in the post-test are higher than in the pre-test ( $91.11 > 55.55$ ) with a score of 35.56 points. Therefore, there is an effect on the TikTok platform related to the vocabulary mastery at seventh grade students of MTs Negeri 3 Sumenep. The data show that the TikTok platform has an effect on the vocabulary mastery of students at seventh grade of MTs Negeri 3 Sumenep.

Not only in this study, but also in previous studies research Risma Galuh Pitaloka Fahdin from the English Department of The State Islamic Institute (IAIN) Kediri stated that using TikTok as a medium for language learning shows positive feedback in multiplying English words easily understood and memorized easily. Having English video creator content can improve vocabulary mastery.<sup>6</sup>

Rofiah and Sanpuspita stated that TikTok provides users with special, unique, and easy-to-use effects.<sup>7</sup> By using creator content to explain vocabulary, students can assist in learning vocabulary in English so that they can understand and use it. Vocabulary can be learned anytime and anywhere as long as you are willing and active in learning according

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<sup>6</sup>Risma Galuh Pitaloka Fahdin, "Student's Perception Toward The Use of Tiktok in Learning English Vocabulary," International Conference Labma Scientific," *International Conference Labma Scientific Fair*, 2020, 61.

<sup>7</sup>Rofiah and Sanpuspita Rahayu, *Analisis Manual Data Kualitatif Dampak FYP TikTok Pada Pemasaran Digital*, 2.

to Nurlaila Amalia.<sup>8</sup> Therefore, students must master vocabulary if they want to improve their language skills.

## **2. The Significant The Effect of TikTok Platform to English Vocabulary Mastery at Seventh Grade of MTs Negeri 3 Sumenep.**

In this previous section, the researcher analyzed the data using the dependent t-test formula to obtain the t value of this study.

This can be proven in table 4.12, that to find out the significant effect the researcher determines df (Degrees of freedom) with the formula  $df = N - 2$ . As previously explained, the number of students is 18. So to find  $df = 18 - 2 = 16$ . Df 16 at a significance level of 5% is 0.238 and the result is  $t_0 = 9.981$  Then compared with  $t_t = 0.238$  The researcher says it is significant. Because this can be proven by comparing the results of  $t_0$  with  $t_t$ . The result is  $t_0 = 9.981$  while  $t_t = 0.238$ . The researcher stated that in this study  $H_a$  was accepted and  $H_0$  was rejected, because  $t_0$  is greater than  $t_t$ .

In this section, based on the data above, the research shows that there is a significant effect on vocabulary mastery after the application of the TikTok platform on English Vocabulary Mastery at the seventh grade of

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<sup>8</sup>Mofareh Alqahtani, "The Important of Vocabulary in Language Learning and How to Be Taugh," *International Journal of Teaching and Learning* III (2015): 25, <https://doi.org/10.2042/TE.2015./3.3.002>.

MTs Negeri 3 Sumenep. The purpose of having a significant influence on vocabulary mastery is first, there is influence in the use of the TikTok platform as a medium used in vocabulary mastery which gets a significant increase in results or value after learning is implemented using TikTok Video broadcasts. Second, from the results the researchers obtained data with significant results.

In other words, there is an influence of the TikTok platform on the seventh grade students' vocabulary mastery at MTs Negeri 3 Sumenep with significance of 9,981. This shows that seventh grade students at MTs Negeri 3 Sumenep who are taught using TikTok have effective learning so that they get significant scores.

The conclusion from the research results, which is in line with the theory discussed earlier, TikTok is a very effective learning tool because the text is written in simple and easy to understand terms that will motivate students to learn and understand the subject. so that broadcasting the TikTok platform as a medium used to determine student vocabulary mastery has a significant influence on student learning.<sup>9</sup>

From Nidia Julyanti Nainggolan that in line with the theory that has been put forward in the previous chapter, that the TikTok platform has a good influence on vocabulary learning according to the results of the test

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<sup>9</sup>Dewi Laila Nadiyah, “*Pemanfaatan Aplikasi Tik Tok Sebagai Media Pembelajaran Akidah Akhlak di MTs NU Banat Kudus*” *Jurnal Pendidikan*, Vol. 13, No. 2, 2 Oktober 2021, 269

conducted at SMA Negeri 3 Pematangsiantar by conducting experimental tests so as to obtain significant results on the effect of using TikTok in mastery of student vocabulary. TikTok as a learning medium is that with videos that have been shared students can learn more actively in class, and can also study more often without coercion.<sup>10</sup>

Therefore, English vocabulary is very important in learning English which aims to increase students' vocabulary in translating texts, understanding peer conversations and practicing skills in speaking English.<sup>11</sup>

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<sup>10</sup>Nadia Julyanti Nainggolan, dkk “The Effect of Using TikTok Application on Students’ Vocabulary at SMA Negeri 3 Pematangsiantar” *Jurnal Pendidikan*, Vol.4 (2022),6226

<sup>11</sup>Rupina Holidazia and Rojab Siti Rodliyah, “Students Strategies in English Vocabulary Learning” 20 (April \2020): 111.