

CHAPTER IV

RESULTS FINDING AND DISCUSSION

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

A. Data Presentation

There are two problems in this study, as explained in the previous chapter. These problems are whether there is an effect of viral English songs on TikTok on the mastery of English vocabulary of twelfth grade Pharmacy students of SMKN 1 Sampang and how much influence viral English songs on TikTok have on the mastery of English vocabulary of twelfth grade students of SMKN 1 Sampang.

This data presentation aims to present the data after it has been collected, which the researcher obtained in his research. The data presented must be actual data and data based on the instruments used by the research. This research data is the pre-test and posttest scores. This research was conducted at SMKN 1 Sampang starting on March 21, to ask permission to conduct research in class XII Pharmacy SMKN 1 Sampang and was accepted on that day. Then the researcher continued the actual research on March 25 to May 02.

In this study, researcher used pre-experimental design as a method to collect data related to variable X (viral TikTok English song) and variable Y (English Vocabulary Mastery in XII Pharmacy class students of SMKN 1

Sampang). Researcher conducted a one-group Pre-test Post-test test on 35 students.

For the test, researcher used multiple choice questions consisting of 10 Pretest questions and 10 Post-test questions. The questions given were different, but still based on the topics taught. Researcher gave 10 points for 1 question for the correct answer. But for the wrong answer, the researcher gave 0 points. So students will get a score of 100 if they answer 10 questions correctly.

1. Data Presentation of The Pre-Test

Researcher conducted a Pre-test to students to find out students' scores regarding the effect of the TikTok platform on English Vocabulary Mastery in Class XII Pharmacy of SMKN 1 Sampang. The test form is a multiple choice question consisting of 10 questions. The pretest was conducted on March 25, 2024 at 08.45-09.15. The pretest results are in the following table:

Table 4.1. The Results of Pre-test Score

No	Name	Score
1	Aida Suci Hidayati	50
2	Amelia Selvi	60
3	Anisa Dona Shafira	30
4	Anita Irawati	40
5	Ayu Widiya Maharani	40
6	Desyta Dwi Sutrisno	50
7	Dwi Syavina Salsabila	40
8	Early Afifah Marchelinda	20

9	Emaduddin	60
10	Fitriana Sukmawati	70
11	Ilham Wahyudi	30
12	Indana Zulfa Camelia Rosyada	30
13	Insiana	50
14	Intan Kumala Dewi	50
15	Jannatha Gleovano Ade Rosyidi	80
16	Kurniawati	40
17	Lailatul Homisah	30
18	Lilis Agustini	60
19	Mamluatul Bill Hikmah	40
20	Maulidia Wulan Tri Afriliyah	50
21	Murni Safitri	30
22	Muthiatul Qodariyah	60
23	Nabila Dewi Faradisa	40
24	Naura Irlin Ariati	30
25	Nia Ramadhani	40
26	Novy Nur Aini	70
27	Nurul Hasanah	60
28	Rani Arisa Novita Sari	50
29	Rini Maydatul Jannah	30
30	Siti Aisyah Ramadhani	50

31	Sulaikha Aninditha	20
32	Syahwa Machira A	40
Σx		1440

The calculating the average (mean) of the pre-test:

Table 4.2. Mean of Pre-test

Statistics

Pretest

N	Valid	32
	Missing	0
Mean		45.00

Pretest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20	2	6.3	6.3	6.3
	30	7	21.9	21.9	28.1
	40	8	25.0	25.0	53.1
	50	7	21.9	21.9	75.0
	60	5	15.6	15.6	90.6
	70	2	6.3	6.3	96.9
	80	1	3.1	3.1	100.0
	Total	32	100.0	100.0	

In accordance with table 4.1 above, 2 students scored 20, 7 students scored 30, 8 students scored 40, 7 students scored 50, 5 students scored 60, 2 students scored 70, and 1 student scored 80. The total pre-test score is 1440 with mean score is 45,00.

2. Data Presentation of The Treatment

For the next meeting on Wednesday, March 27, researcher provided treatment. This treatment was used for two meetings so that the treatment was conducted on Friday, April

1. The researcher asked students to focus on this treatment, because the researcher explained the importance of vocabulary for students. Vocabulary is the first basis in 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 with various viral English songs as its background 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 through various viral English songs on TikTok, then students were asked to memorize the vocabulary they got after being given treatment to increase their vocabulary. Finally, at the next meeting the researcher gave a post test to students to find out the development of students after being given treatment. In the Post test, students must answer questions according to a predetermined time.

The researchers implemented the treatment with the following steps;

1. The researcher opens the class with greetings and prayers
2. Students answer the researcher greeting.
3. Researcher checks the attendance of the students.
4. Students prepare themselves physically and psychologically to learn through the game “guess the title of the song”.
5. Students listen to the learning objectives from the teacher and an overview of the benefits of learning song material.
6. Students are asked to make pairs according to their attendance number.
7. Students are asked to observe and choose one of the song titles provided.
8. Students are asked to discuss the song that has been chosen and the reasons for choosing the song with their members.

9. Students in each group share information about the selected song in a class discussion.
10. The researcher gives a question sheet for students to be asked to complete the lyrics of the song.
11. Students are asked to collect the questions and given an evaluation.
12. at the end, the researcher chooses one of the songs to sing together.
13. The researcher closed the meeting with hamdalah.

3. Data Presentation of The Post-test

By using the viral TikTok song, the researcher gives the treatment after giving the Post-test to find out the extent of students' vocabulary mastery after being given the treatment. The Post-Test will be conducted on Wednesday, April 3, 2024, this test will be conducted no different from the Pre-test, namely students must answer 10 questions in the form of multiple choice questions. The following is a table of data obtained from the Post-test after the treatment was carried out.

Table 4.3. The results of post-test score

No	Name	Score
1	Aida Suci Hidayati	70
2	Amelia Selvi	80
3	Anisa Dona Shafira	80
4	Anita Irawati	70
5	Ayu Widiya Maharani	80

6	Desyta Dwi Sutrisno	90
7	Dwi Syavina Salsabila	70
8	Early Afifah Marchelinda	60
9	Emaduddin	90
10	Fitriana Sukmawati	90
11	Ilham Wahyudi	80
12	Indana Zulfa Camelia Rosyada	80
13	Insiana	80
14	Intan Kumala Dewi	80
15	Jannatha Gleovano Ade Rosyidi	100
16	Kurniawati	90
17	Lailatul Homisah	80
18	Lilis Agustini	90
19	Mamluatul Bill Hikmah	70
20	Maulidia Wulan Tri Afriliyah	80
21	Murni Safitri	80
22	Muthiatul Qodariyah	90
23	Nabila Dewi Faradisa	80
24	Naura Irlin Ariati	80
25	Nia Ramadhani	70
26	Novy Nur Aini	90
27	Nurul Hasanah	80

28	Rani Arisa Novita Sari	70
29	Rini Maydatul Jannah	80
30	Siti Aisyah Ramadhani	80
31	Sulaikha Aninditha	70
32	Syahwa Machira A	90
Σx		2570

The calculating the mean of Post-test:

Table 4.4. Mean of Post-test

Statistics

Posttest

N	Valid	32
	Missing	0
Mean		80.31

Posttest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	1	3.1	3.1	3.1
	70	7	21.9	21.9	25.0
	80	15	46.9	46.9	71.9
	90	8	25.0	25.0	96.9
	100	1	3.1	3.1	100.0
	Total	32	100.0	100.0	

After the treatment was carried out by researcher to students, based on the table above, it is known that the number of students is 32 people. It is known that the total score of vocabulary mastery is 2570 after the treatment. From the table, students get various scores. There are 1 student who scored 60, 7 students scored 70, 15 students scored 80, 8

students scored 90, and 1 student scored 100. So, all students have good scores after the treatment.

Based on the results above, the pre-test average is 45 and the post-test average is 80.31, the difference between the two is 35.31.

4. Validity of the Test

To check the validity of the test, researcher used content validity. Validity aims to determine whether the test is valid for the subject matter being taught. Before giving the test to students, the researcher conducted test instructions to the supervisor, namely Mrs. Eva Nikmatul Rabbianty, M.Pd. and Erlin Ernawati S.Pd., an English teacher at SMKN 1 Sampang. In learning there are some vocabulary taught by the teacher in the learning process, students are asked to deposit the vocabulary before learning. So that the test is done correctly.

5. Realibility of Test

a. Realibility of Pre-test

Level of significance and r_{table} that is:

Table 4.5. Table of coeficient value of correlation “r” product moment.

The distribution value r_{table}	
Significance	5%
N	18
r_{table}	0,349

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

Table 4.6 Case Processing Summary

		N	%
Cases	Valid	32	100.0
	Excluded ^a	0	.0
	Total	32	100.0

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

Table 4.7 Reliability Statistics

Cronbach's Alpha	N of Items
.567	10

Table 4.8 Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X1	8.0000	1.088	.630	.536
X2	8.1744	1.879	.003	.536
X3	8.6222	1.555	.002	.506
X4	8.6222	1.555	.002	.506
X5	8.6111	1.546	.000	.500
X6	8.5566	1.439	.094	.565
X7	8.3889	1.344	.184	.543
X8	8.6678	1.050	.108	.551
X9	8.6667	1.041	.092	.560
X10	8.6667	1.041	.140	.560

Researcher compared based on the 5% significance level, the 5% significance level in table 4.5 was 0.349 the alpha coefficient in table 4.7 of 0.567 was much higher ($0.567 > 0.349$), so the researcher stated that the data on the Pre-test was reliable.

b. Realibility of Post Test

Table 4.9 Case Processing Summary

		N	%
Cases	Valid	32	100.0
	Excluded ^a	0	.0
	Total	32	100.0

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

Table 4.10 Reliability Statistics

Cronbach's Alpha	N of Items
.711	10

Table 4.11 Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X1	10.8898	3.888	.630	.709
X2	10.9444	3.879	.703	.701
X3	10.6222	3.555	.872	.706
X4	10.6222	3.555	.782	.706
X5	10.6111	3.546	.870	.700
X6	10.4432	3.439	.854	.695
X7	10.3233	3.193	.794	.693
X8	10.4432	3.414	.758	.708
X9	10.3343	3.438	.682	.701

X10	10.3343	3.412	.780	.690
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Based on table 4.10 above, researcher get the Post-test reliability value, test value = 0.711. Researcher compared the r_0 and r_{table} values to determine whether the post-test reliability was reliable or not. Based on the 5% significance level and r_{table} in table 4.5 is 0.349 the alpha coefficient in table 4.10 is 0.711 greater than the significance ($0.711 > 0.349$) so that researcher state that the data on the Post-test is reliable.

6. Determining “t” Test

Table 4.12 Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	45.6250	32	15.43718	2.72893
	Posttest	80.3125	32	8.22442	1.45389

Table 4.13 Paired Samples Correlations

		N	Correlation	Significance	
				One-Sided p	Two-Sided p
Pair 1	Pretest & Posttest	32	.621	<.001	<.001

Table 4. 14 Paired Samples Test

		Paired Differences				
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference	
					Lower	Upper
Pair 1	Pretest – Posttest	-34.68750	12.17729	2.15266	-39.07788	-30.29712

Paired Samples Test

		Significance	
T	df	One-Sided p	Two-Sided p

Pair 1	Pretest – Posttest	-16.114	31	<.001	<.001
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Based on table 4.14 above about the dependent t-test between the results of the influence of the TikTok platform on the mastery of English vocabulary in the twelfth grade of Pharmacy of SMKN 1 Sampang in the Pre-test and Post-test, it shows a t-value of 16.114. The results of these values 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.

B. Hypothesis Testing

According to Creswell, a hypothesis is a statement in quantitative quantitative research in which the researcher makes predictions or conjectures about the outcome of a relationship among attributes or characteristics.¹ The hypotheses of this study are:

(Ho): There is no effect of viral English songs of Tiktok on English vocabulary mastery at 12th Graders of Pharmacy Department of SMKN 1 Sampang.

(Ha): There is an effect of viral English songs of Tiktok on English vocabulary mastery at 12th Graders of Pharmacy Department of SMKN 1 Sampang.

The value is 16.114. Based on the above calculations. To find out whether Ha (Alternative Hypothesis) is accepted or rejected, a hypothesis test is used. Researcher chose a significance level of 5% in this study. The alternative hypothesis is accepted if

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

the calculated “t” value is more than or at least equal to the table “t” value. However, the alternative hypothesis is rejected if the calculated “t” value is smaller than the “t” table value. The first step is to determine the df (degrees of freedom). While the df formula is $df = n - 2$, where n is the number of participants ($n = 32$), so the df is $32 - 2 = 30$. Then determine the sig level which is 5% (0.05) we can see in the table below as follows:

Table 4.15 Critical Value of t-test

df (Degree of Freedom)	Critical Value of t-test on significance 5%
30	0.05
2.0423	

After knowing the df of this study, the t value at the 5% significance level is the 5% significance level is t_0 is 16.114. Df is 30 and a significant 5% (0.05) of 2.0423 (obtained from looking at the percentage point of the t distribution). After that $t_0 = 16.114$ is compared with the t-table = 2.0423, then the research results state that H_a (alternative hypothesis) is accepted and H_0 (null hypothesis is rejected, because $t_0 > t_t$ ($16.114 > 2.0423$)).

Therefore, the researcher concludes that the alternative hypothesis is accepted. So 12th grade Pharmacy students of SMKN 1 Sampang have a significant influence in using viral English songs on TikTok on vocabulary mastery so that there is an influence. To find out how significant it is, it is known to be 16.114.

C. Finding and Discussion

In discussing the researcher's problem in the first chapter, the researcher wants to present the research results based on the research findings that have been carried out at SMKN 1 Sampang. In this study, there is one research problem that the researcher wants to study, which is as follows:

1. The Effect of Viral English Songs of TikTok on English Vocabulary Mastery at 12th Graders of SMKN 1 Sampang.

At this point, the researcher discusses whether there is an effect of using the TikTok platform on English vocabulary.

Vocabulary is the total number of words needed to communicate ideas and express the speaker's intentions.²

According to Nurlaila Amalia, vocabulary is the process of stringing words to master the collection of words that we memorize to communicate to face problems in accessing information and operating appropriate strategies, involving 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 in English.³

Based on this, talking about vocabulary, the researcher wants to explain about viral English songs on TikTok as a tool to enable students to improve their vocabulary mastery.

² Mofareh Alqahtani, "The Important of Vocabulary in Languange 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>

³ Nurlaila Amalia, "*Meningkatkan Penguasaan Vocabulary Siswa Menggunakan Vocabulary SelfCollection Strategis*," *Journal of Educational Action Research 2* (2018): 173

According to Johannes Ahlse, the TikTok platform is one of the most popular applications that can significantly influence the growth of its users because it can be used for educational purposes for generation Z.⁴

Researchers use songs in TikTok as learning media and here are some examples of viral English songs on TikTok with pharmaceuticals in them; *It Will Rain* by Bruno Mars, *Cancer* by My Chemical Romance, *Drunk Text* by Henry Moodie, *Basket Case* by Green Day, *Ghost* by Justin Bieber and many others.

Researchers took an example from the song above. from Bruno Mars' song entitled *It Will Rain*, this song is quite widely used as a Tiktok video backsound, the content of this song tells the story of a person's fear about his relationship that will end. in the song there are lyrics “leave some *morphine* at my door”, here *morphine* is a drug to relieve pain with moderate to severe intensity, in short this song contains a little element about pharmacy.

In this study, researcher used a quantitative approach, this research is presented with numerical and statistical data. The findings of this study used a pre-experimental design, namely pretest posttest design because to determine whether there was an effect or not, treatment was carried out on 32 students given in class 12 Pharmacy SMKN 1 Sampang. In analyzing the research problem, analyzing students' vocabulary scores using the t-test formula and hypothesis testing, the researcher found that there was an influence on students' vocabulary mastery after knowing the results, the answers to the researcher's problems are as follows:

⁴ 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).⁷

Based on the data in the previous section, the results of the study show that there is an effect on vocabulary mastery after the application of TikTok application on 12th grade Pharmacy students at SMKN 1 Sampang. This can be proven by the test results obtained 45.00 for the pretest and 80.31 for the posttest. This means that students in the post-test are higher than the pre-test ($80.31 > 45.00$) with a score difference of 35.31 points. Therefore, there is an effect of viral English songs on TikTok related to vocabulary mastery in 12th grade Pharmacy students of SMKN 1 Sampang. The data shows that the viral English song on TikTok has an effect on the vocabulary mastery of grade 12 Pharmacy students of SMKN 1 Sampang.

Not only in this study, but also in previous research conducted by Risma Galuh Pitaloka Fahdin from the English Department of the State Islamic Institute (IAIN) Kediri stated that the use of TikTok as a language learning media shows positive feedback in reproducing English that is easy to understand and memorize easily. With the content of English-language video creators, English-language video creators can improve vocabulary mastery.⁵

The conclusion of the research results which are in line with the previously discussed theory, TikTok is a very effective learning tool because the text is written in simple and easy to understand language so that it will motivate students to learn and understand the subject. so that broadcasting the TikTok platform as a medium used to determine students' vocabulary mastery has a significant effect on student learning.⁶

⁵ 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.

⁶ 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

From Nidia Julyanti Nainggolan that in line with the theory that has been stated in the previous chapter, that the TikTok platform has a good influence in vocabulary learning in accordance with the results of trials conducted at SMA Negeri 3 Pematangsiantar by conducting experimental trials so as to obtain significant results on the effect of using TikTok on student vocabulary mastery. the use of TikTok in student vocabulary mastery. TikTok as a learning media is with videos that have been shared students can learn more actively in class, and can also learn more often without coercion.⁷

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.

⁷ Nadia Julyanti Nainggolan, dkk "The Effect of Using TikTok Application on Students' Vocabulary at SMA Negeri 3 Pematangsiantar" *Jurnal Pendidikan*, Vol.4 (2022),6226