CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Now days, English has been taught in all levels of Indonesian educational units, recently from kindergarten, elementary school, junior high school, senior high school up to university. According to Harmer (2007:265) English is taught in Indonesia as a foreign language for the development of knowledge, technology, science, and communication among people from other countries. Hence there are four language skills that should be mastered by the students, they are listening, speaking, reading and writing. Among these four skills, listening is difficult to master since it needs many competencies including the mastery of content, vocabulary, language and grammar.

According to Flowerdew and Miller (2005:35). Listening is a skill that deserves equal treatment with the others, both in the classroom and in the preparation of language teachers. Listening should have an important place in teaching learning English because it is impossible for the people to speak without listening first. Listening is very important in communicating with others. According to Feyten In Vasiljevic (2010:41) listening is used more than 45% in communication. According to Rost (1994 : 51) listening is vital in the language classroom because it provides input for the learner. Without understanding input at the right level, any learning simply cannot begin. It means listening is very important in learning English.

However, listening skill for comprehension is not easy as well. Zheng (2009:21) mentioned ten problems that are very common for EFL students such as: speaking rate,

distraction, unable to recognize words they knew, new vocabulary, missing subsequent input, nervousness, sentence complexity, background knowledge, anxiety and frustration, and unfamiliar pronunciation.

The problems above have similarity with the problems that the writer found when doing teaching practice in SMP Negeri 9 Binjai. The first is the lack of facility for practicing their listening skill and the second problem is unattractive ways of teaching listening skill. To support the theory above, the writer had done pre observation in SMP Negeri 9 Binjai on grade eight. Based on the observation at SMP Negeri 9 Binjai, the writer found the students result at eight grade is still low. It can be seen from the table showed below:

Table 1.1

Data Observation at SMP Negeri 9 Binjai

No	Students Initial	Total of Correct Answer	Score
1.	A	6	24
2.	AL	10	40
3.	AG	13	52
4.	CS	6	24
5.	F	15	60
6.	GS	10	40
7.	HF	15	60
8.	R	9	36
9.	SS	13	52
10.	ST	17	68

11.	HM	10	40
12.	JS	15	60
13.	KS	13	52
14.	MM	6	24

Total Score = 656

Total Data = 15

Mean = 43.73

Based on the data above, it shows that most of students in eight grade SMP Negeri 9 Binjai has difficulties in studying listening in their comprehension. The factors some problems that writer has mentioned above. The lack of facility for practicing their listening skill and the unattractive ways of teaching listening skill are the common problem that students faced is used more than 45% in communication. It proves how important the listening skill in everyday

communication especially in learning English. There some medias that can be used by teacher, they are Tik Tok media, Instagram, Skinny Fabs, You Tube while studying listening. Especially in this COVID-19 pandemic has required digital learning as students study from home to curb the spread of the virus. To overcome this, teachers must replace conventional teaching styles to bring about meaningful changes in this time of crisis. In the teaching and learning process, teacher needs media to convey the material easily.

The use of social network has become a popular in everyday communication. It is even used for collaborative learning especially in language learning. Social network applications such as Tiktok, WhatsApp, Facebook, Twitter, and many others alike have been phenomenally popular in the communication world. Its believed that with social media students can develop their knowledge of anything, including their ability to speak English, as well as to assist students in their learning process.

Tiktok is an android and IOS social media music video application which launched in 2016 by Zhang Yiming, a Chinese company. The application is used for creating and sharing short music, comedy, lip sync, talent videos and many more. This app has become the most popularly used app in 2019. The application is used by people of all ages, but most of its users are teenagers.

Related to the contents of this app, its believed that this social media platform can help students in creating, enhancing pronunciation, listening, and team work especially in the EFL (English as A Foreign Language) classroom. This will be a great reading practice, listening practice, pronunciation practice (repeating it over and over to make the video perfect) and this is also a great practice of the students presentation skills.

This app is also believed more interested media than others which can stimulate the students to practice their English skill especially in listening. Moreover, students expressed strong desire for being guided and supported by their teachers to effectively utilize Tik Tok for English learning. Besides it is fun this application is also easy to use. Teaching video that can be probably used by teacher in teaching listening are as follows:

1. Teacher can provide or create an English motivational video, English short story, and video of English material.
2. Students have a lot of change to repeat the video till they get it.
3. Teachers can order students to students to answer or present something material based on the video which related to the material.

Teacher use this to substantiate trust between the students and the teacher, if the students shows good achievement, the students will get awards and good grades for the assignment. Tiktok is widely believed to improve teaching and learning, namely through courses by providing students with interactive content and better support features, including guidance and feedback (Martínez, Alemán, & Wartman, 2009:44). Moreover, Tiktok create another network where teachers and students do not have to impart by methods for the conventional classroom condition. Students use social media tools for many purposes such as access to information, group discussion, resource sharing and entertainment. It can offer learning flexibility, stimulate innovative ideas and enhance interpersonal relationships between students and teacher.

Based on the explanation above, the writer is very interested to carry out this study because the writer saw nowdays students dominantly use this app as a media to learn more about English, so the writer decided to choose this study which the title is **The Effect of Tiktok Social Media Into Students Listening Achievemnt Of Eight Grade At SMP Negeri 9 Binjai".**

1.2. The Problem of the Study

Based on the background above, the researcher formulate research question: Does the Tiktok social media affect listening achievement of eight grade students at SMP Negeri 9 Binjai?"

1.3. The Objective of the Study

In line with the problem formulation above, so the objectives of this research is to find out whether the Tiktok social media affect listening achievement of eight grade students at SMP Negeri 9 Binjai.

1.4. The Scope of the Study

Feyten Vasiljevic (2010:41) says that listening, WhatsApp, Telegram. In this research study focuses on the effect of Tiktok application on listening achievement of eight grade students at SMP Negeri 9 Binjai. This study uses experimental quantitative design. Its used to examine the significances effect of Tiktok application on listening achievement of eight grade students at SMP Negeri 9 Binjai.

1.5. The Significance of the Study

By doing this study there is much benefit that can be reached. The result of the study, hopefully can give positive contribution for general and educational word. The significance of the study is theoretically and practically.

1. **Theoretically**

The results of the research are expected to support theories of learning using social media applications especially Tiktok and can be be utilized as one of the beneficial devices to assist

students in learning integrated English and there were positive responses from students during the implementation of Tiktok in their learning process. are expected to give information to the English teachers, especially in guiding students to read text effective way. It is also expected to encourage students awareness of identifying the specific information in various types of learning listening.

2. Practically

(1) For the teacher

The results of the research are expected to help teacher find out the

alternative media for teaching listening through video media can improve in the learning process.

(2) For students

The results of the research are expected to facilitate the students to improve their self-confidence and listening skill.

(3) For further researcher

The results of the research are expected to give a model for further researcher who wants to conduct a similar research in a different level, or perspectives.

1.6 The Hypothesis of the Study

The hypothesis of this research are:

Ha   : The TikTok Application Media affect in students listening achievement of eight grade at SMP Negeri 9 Binjai.

Ho   : The TikTok Application Media does not affect in students listening achievement of eight grade at SMP Negeri 9 Binjai.

CHAPTER II

REVIEW OF LITERATURE

2.1. The Concept of Listening

2.1.1 The Definition of Listening

Brown (1994: 247) state that listening in language learning can hardly be overestimated. Through reception, we internalize linguistic information without which we could not produce language. The definition of listening skill can be concluded as the skill in understanding the meaning of behind spoken language. When people listen, they identify the sound or the utterances of what the speaker says, and the use their prior knowledge to make complete sense of what they hear when finally their understanding takes form from the process of listening. Most of the people generally listen to confirm their expectation or to get information, detailed information or specific information.

According to Brown (2007:3), listening is an active process in which listeners select and interpret information which come from auditory and visual clues. It means that in the comprehension process of spoken language, the listeners only use part of the incoming information while interpreting the information, listeners use their background knowledge.

In forming the understanding of the spoken language, the listeners have to overcome some difficulties or problems whether it is the internal or external problem. Internal problems

can be referred to the prior knowledge of the listener, while the external problem can be referred to the situation of the listening process. To overcome the problems, the listener needs to practice their listening more often, gets much exposure as possible to the spoken English language such ac through English movies, English songs, international news, etc., and familiarize themselves to the English language itself.

Based on the definition above, writer concludes that listening comprehension is a complex, active and conscious process by which the listener can get the message from the speakers utterance. It is clear that listening is very important part of learning English and very important skill indeed in daily communication. Through listening people can understand the purposes of other speech, and it is hoped that the listeners can give responses properly.

2.1.2 The Process of Listening

Listening is assuming greater and greater importance in foreign language classrooms. There are several reasons for this growth in popularity. Devito (2010 : 84) The process of listening occur in five stages. They are hearing, understanding, remembering, evaluating, and responding.

1. Hearing

It is referred to the response caused by sound waves stimulating the sensory receptors of the ear; it is physical response; hearing is perception of sound waves; you must hear to listen, but you need not listen to hear (perception necessary for listening depends on attention). Brain screens stimuli and permits only a select few to come into focus these selective perception is known as attention, an important requirement for effective listening.

2. Understanding

This step helps to understand symbols we have seen and heard, we must analyze the meaning of the stimuli we have perceived; symbolic stimuli are not only words but also sounds like applause and sights like blue uniform that have symbolic meanings as well; the meanings attached to these symbols are a function of our past associations and of the context in which the symbols occur. For successful interpersonal communication, the listener must understand the intended meaning and the context assumed by the sender.

3. Remembering

Remembering is important listening process because its mean that individual has not only received and interpreted a message but has also added it to the minds storage bank. In Listening our attention is selective, so too is our memory what is remembered may be quite different from what was originally seen or heard.

4. Evaluating

Only active listeners participate at this stage in Listening. At this point the active listener weighs evidence, sorts fact from opinion, and determines the presence or absence of bias or prejudice in a message; the effective listener makes sure that he or she doesnt begin this activity too soon; beginning this stage of the process before a message is completed requires that we no longer hear and attend to the incoming message-as a result, the listening process ceases.18 e. Responding This stage requires that the receiver complete the process through verbal and/or nonverbal feedback; because the speaker has no other way to determine if a message has been received, this stage becomes the only overt means by which the sender may determine the degree of success in transmitting the message.

Listening itself is a process of interpreting meaning of the spoken language. Richard (2003:103) states that there are two process in meaning interpretation activity that happens in listening. These processes are:

1. Top-down Process

Top-down listening is a point of view that sees listening is a skill that built up from complex skill in which the listeners use what they know of communication context —the situation which cause language be used- to predict what the message will contain. It involves the listeners in going from the whole —their prior knowledge- to the parts. On the other words, top-down process refers to the use of background knowledge in understanding meaning of a message.

2. Bottom-up Process

Bottom-up listening is the process of listening where the listeners assemble the message piece-by-piece by the speech stream, going from the parts to the whole. On the other words, bottom-up listening is the process of listening which use the incoming input as the basis for understanding message.

3. Interactive process

If listening involves both bottom-up and top-down processing, it follows that some sort of model that synthesizes the two is required. This we have in the so-called interactive model, as developed, most notably, by Rumelhart (1975:31). According to Rumelhart, whose theory was developed within the context of reading, but which applies equally well to listening, language is processed simultaneously at different levels. In this parallel processing, phonological, syntactic, semantic, and pragmatic information interact, although it is not clear exactly how.

2.1.3 Difficulties in Listening

Students often find difficulties in learning listening skills. There are some problems in listening faced by the students in common.

First is difficulty to distinguish sounds. One problem that students have is distinguishing individual sounds and word boundaries in the stream of speech (Shelton, 2008:45). Students might not distinguishing between different sounds in English, for example words like ―she‖ , ―see‖ , and ―sea‖ . As a result, they cannot interpret the sound accurately.

Second is the difficulty to make inferences from the listening text. Learners have greater difficulty to make inferences than determined the information directly from the listening text (Nunan, 1999:209). Students do not realize that listening is not good enough since they must think about what they hear as they hear it.

Third is the students limited vocabulary. For students who study English as a foreign language, the unknown words can be a barrier to get the information from the text they listened. One problem that all people speaking a foreign language have experienced is that they get left behind trying to work out what a previous word meant (Case, 2008:54). As a result, they are failed to get the next information from the listening text.

Fourth is the difficulty to concentrate Hamouda (2013:96). It is caused by some factors. One of the factors is that the students are not interested with the listening materials. Another factor is the unfamiliarity with the sounds, words, and sentences. When the students are not interested or are not familiar with the materials, they will consider that the materials are difficult.

2.1.4 Teaching Listening Activities

Listening activities are usually subcategorized as pre-listening, while-listening, and post-listening activities, (Buck G, 2001:54).

1. Pre-listening Activities

Schema theory provides strong evidence for the effectiveness of pre-listening activities which includes the outline for listening to the text and teaching cultural key concepts. Listening teacher may select certain words, difficult grammatical structures and expressions to be explained through the discussion about the topic, and may also ask students to predict the content or what speakers are going to say, based on the information they have already got. The teacher could follow with a listening comprehension activity; such as two people having a conversation about their daily life. Students must answer true or false questions based on the previous listening activity. An example of controlled practice activity could be a drill activity that models the same structure or vocabulary.

2. While-listening Activities

Listeners who participates activity in the listening experience are more likely as construct clear and accurate meaning as they interpret the speakers verbal message and nonverbal cues. During the listening experience students verify and revise their predictions. They make interpretations and judgements based on what they heard. Listening teacher may asks students to note down key words to work out the main points of the text. Students answer comprehension the question while listening to the text and select specific information to complete the table to be provided with the text. While listening activities usually have some of the following purposes: to focus students comprehension of the speakers language and ideas; to focus the students" attention on such things as the speakers organizational patterns; to encourage students" critical l

reactions and personal responses to the speakers ideas and use of language. An open ended activity could follow that allows students to have the freedom to practice listening comprehension in the class about their daily life and asking for the further information. Listening comprehension should begin with what students already to know so that they can build on their existing knowledge and skills with activities designed on the same principle.

3. Post-listening Activities

Post listening activities are important because they extend students" listening skill. Post-listening activities are most effective when done immediately after the listening experience. Well planned post-listening activities offer students opportunities to connect what they have heard to their own ideas and experiences and encourage interpretive and critical listening and reflective thinking. As well, post listening activities provide opportunities for teachers to asses and checking students comprehension and clarify their understandings; to extend comprehension beyond the literal level to the interpretive and critical levels. Different comprehension question can be assigned for students to discuss after listening. students then swap information to complete the whole class chart, correlating what each student has heard to arrive at the big picture. If there are any questions that remain unanswered during the first or second listening, and after the information swap activity, the whole class can listen to the tape again. The students will then try to find the answer to the questions that have not been previously understood, rather than the teacher providing the answer straight way.

2.2 Social Media

Social media is a computer-based technology that facilitates the sharing of ideas, thoughts, and information through the building of virtual networks and communities. Social media refers to websites and applications that are designed to allow people to share content

quickly, efficiently, and in real-time (Hudson, 2017:14). Social media is media for social interaction as a superset beyond social communication. Moreover, social media as a medium of promotion contributes, through its immediacy, to a healthy and direct relation between brands and their public in an online environment (Baruah, 2012:97).

Social Media in Education, faculty using a variety of software tools and free web applications to enhance learning, communication, and engagement, the use of social media is on the rise in higher education classrooms. In addition, compared to traditional learning management system that provide few opportunities for learners to develop and maintain their own learning activities, learning platforms based on social media place the control of learning into the hands of learners themselves (Adeyinka, 2007:11).

Moreover, growing number of research efforts have been made to support teaching and learning using a variety of social media tools. The research tells that making social media tools a part of traditional learning is attractive to students and can motivate their participation in the learning process. Social media plays a dominant role in English language learning because it provides opportunities to the English language learners to improve their writing, reading, and similarly, speaking, and listening.

2.3 Tiktok

Tik Tok is an application that launched on 2016 by Zhang Yiming. This application gives effect special unique and interesting that can be used by the users of this application easily create and watch short videos which is cool

and can attract the attention of many people see it especially students.

2.3.1 Factors that influence the use of the Tik Tok application

According to Mulyana, there are two uses for Tik Tok factors namely internal factors and external factors. Internal factors such as feelings, attitudes and individual characteristics, prejudices, desires or expectations, attention (focus), learning process, physical state, values and needs as well as interests, and motivation. External factors such as background family background, information obtained, knowledge andsurrounding needs, intensity, size, opposites, novelty and familiar or unfamiliar object (Demmy, 2018:9).

1. Internal factors

Internal factors, namely factors that come from within someone like feelings. According to Ahmadi (1991:36), feeling is a the spiritual state or psychological events that we experience with pleasure or displeasure in relation to events know and are subjective. So according to Ahmadi (1991:38), feelings is an internal factor that affects the use of the typewriter application knock. Because according to him if someone's feelings or souls are not like or not happy with the use of this Tik Tok application then that someone will not use it.

According to W. Wundt in Ahmadi feelings are not only can be seen or experienced by the individual as a feeling of pleasure or not happy but can be seen from various dimensions. So according to W. Wundt the use of this Tik Tok application not only can be seen through his feelings but seen from his behavior too.

In using this Tik Tok application, everyone's way make it different, with the various situations they feel also different. According to Gerungan (2004:87), prejudice constitutes the attitude of people's feelings towards certain human groups, racial groups or cultures that are different from groups the prejudiced person. So according to the prejudice Gerungan (2004:87) also influences the use of the Tik Tok application. Because if someone has a good prejudice

when using the application Tik Tok then there is no negative side in use this tik tok application. But vice versa if prejudice someone is not good with the use of the Tik Tok application then that person also won't want to use the tik tok application. Internal factors are very influential factors against the use of the Tik Tok application. Internal factors can too said to be a learning process in the use of social media including the use of the Tik Tok application. So in use Social media like the Tik Tok app are not just for entertainment solely, but also to learn to interact with people new people, then also the use of the Tik Tok application can increase everyone's creativity. The negative factors of using this Tik Tok application can make everyone have a sense of laziness and forget about all the work he should have done.

2. External Factors

In the Tik Tok application people get information from sharing videos and other forms of recording in that way quickly conveyed incident information to the user Nasrullah R (2015:89) said information becomes the identity of the media social because social media creates representations identity, produce content, and make interactions based on information. So information is a very something also affects the use of the Tik Tok application.

If someone doesn't get information about Tik Tok, maybe they don't know the Tik Tok application, even to become its user. Therefore information is said very important in using the Tik Tok application. Influence from social media which is part of the misinformation media one is that it can affect a person's knowledge. So with information also a person can be affected by his knowledge regarding social media like Tik Tok.

2.3.2 Tik Tok Application as a Learning Media

According to Wayan Santyasa (2007: 3), the learning process contains five components of communication, namely:

1. The teacher (communicator),

2. Learning materials,

3. Learning media,

4. Students (communicants), and

5. Learning objectives.

Teaching materials are materials or that are systematically arranged used by teachers and students in the learning process (Paulina Pannen and Purwanto, 2001:34). Thus the learning media is one unit in an inseparable learning system. Without media learning, the teaching and learning process is unlikely to happen, at least requires a medium to deliver teaching materials (Isroqm, 2013:1-10).

Yusufhadi Miarso in (Mahnun, 2012:5) states that the first thing what teachers have to do in using the media effectively, namely :

1. Searching, finding, and selecting media that meet the learning needs of students

2. Attracting students' interests,

3. In accordance with the development of the age and experience of students, and the special characteristics of the study group.

These characteristics include the maturity of the students and background experience and age-related mental conditions development. In addition to the problem of student interest in the media, the representation of the message what the teacher says should also be considered in

media selection. There are at least three functions that move together in the existence of the media:

1. First, the stimulation function that creates interest in learning and find out more about everything in the media.

2. Second, the mediation function which is an intermediary between teachers and students. In this case, the media bridging communication between teachers and students.

3. Three, information functions displays the explanation the teacher wants to convey. With existence media, students can capture the information or explanation they need or what the teacher wants to explain.

Table 2.3.2 The features contained in the Tik Tok application

	Features	**Functions**
1	Record sound/voice	Record sound via cellphone, then integrate it into in your personal Tik Tok account.
2	Record video	Record video via cellphone, then integrate it into in your personal Tik Tok account.
3	Background sound	Added background sound that can be downloaded from the Tik Tok Application storage media
4	Edit	Fix and edit the draft video that has been made.
5	Share	Share the perfect video
6	Collaboration	Collaborate with other Tik Tok application users.

Referring to the description above, it can be concluded that the TikTok can be used as an effective learning media. Because: first, Tik Tok application fulfills the learning needs of students. Second, Tik Tok applications are interesting students' interest because it is the newest

thing and has many features. Third, Tik Tok applications can be implemented into learning. And finally the Tik Tok application equivalent to the development of maturity and experience as well characteristics of students who are the millennial generation, that is familiar to the digital world, especially the use of cellphone.

2.4. Previous Study

To conduct this research, the writer read and learn some studies from other researcher, some related studies has been taken to compare this research with the other related research. The first previous study of the research conducted by Andriani (2019:21) entitled *The Use of Spotify Application to Improve Students Ability in Listening through English Song*. The research findings showed that the first semester students of English Department of Muhammadiyah University of Makassar had fairly score in pretest. After treatment, their listening ability in identify phoneme words increase significantly. The result of the research was the mean score obtained by the students through pre-test was 57.2 and post—test was 74.4. Listening through English Song in term of identify the phoneme words improved 17.2%. The result of calculating t test shows that Spotify through English song has significant effect on students ability in listening. The result of this research will be used by writer as a model and references to conduct this research.

The second study was conducted by Ayatika Adawiyah (2017:4) entitled *The Effectiveness of Popular Songs in Improving Students Listening Skill*. The aim of this research is to see the effect of popular songs in improving students listening skill. The sample was 80 of the seventh year students of SMP N 10 Tangerang Selatan. The sample classes areVII.5 and VII.6. The effect of popular songs can be seen from students listening scores test. The writer

used a quantitative method and quasi-experimental design as the research methodology with a purposive sampling technique. The research instrument was listening cloze test. The writer also used Cohens formula to see the size effect of popular songs on students listening skill. From the result of statistics calculation, it was obtained that the value of T value was 7.64and degree of freedom is 78. In the table of significance 5% the value of the significance was 1.66 (T table). Comparing those values, the result was 7.64>1.66 which means T value score was higher than T table score. The result of this research will be used by writer as a model and references to conduct this research.
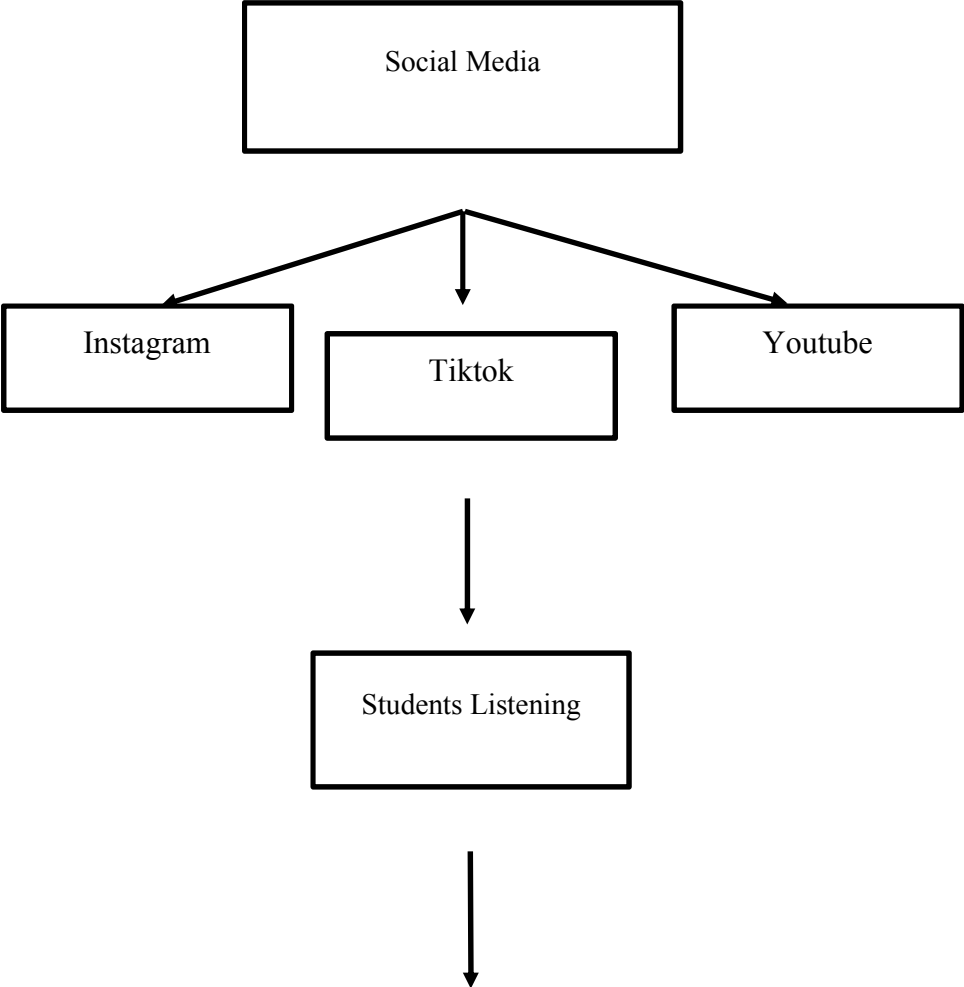
Third study was conducted by Afifah Nur Amalia (2019:12) entitled ***The Effect Of Using Audio Visual Aids on Students Listening Skill.*** The aim of this research was to obtain the empirical evidence of the effect of using Audio Visual Aids on Students Listening Skill. A quasiexperimental study was used as the design of this research. The population of this research was the tenth grade students of MAN 2 Kota Bogor. The data from the pre-test showed that both classes had a slight difference in the mean score, where experimental class got 67,00 and the control class got 69,00. However, the post-test score showed that the experimental class got a higher mean score 80,16 than the control class 72,00. Moreover, the result of the posttest score revealed that the score of experimental class was higher than the controlled class. Moreover, the results presented that based on the independent test resulted in p-value or sig (2-tailed) = 0,003. It proved from the result, that the null hypothesis was rejected whether the alternative hypothesis was accepted because the p-value has a lower score than sig = α = 0,05 (5%). It clearly proves that using audio visual aids had an effect on students listening skill in academic year 2018/2019. The result of this research will be used by writer as a model and references to conduct this research.

2.5 Conceptual Framework

The study will be conducted in eight grade students in SMP Negeri 9 Binjai. Social Media using a variety of software tools and free web applications to enhance learning, communication, the use of social media is on the rise in higher education classrooms. This application is a short video creation application with supported music, Referring to the description above, it can be concluded that the TikTok can be used as an effective learning media. Because: first, Tik Tok application fulfills the learning needs of students. Second, Tik Tok applications are interesting students' interest because it is the newest thing and has many features. Third, Tik Tok applications can implemented into learning. And finally the Tik Tok application equivalent to the development of maturity and experience as well characteristics of students who are the millennial generation, that is familiar to the digital world, especially the use of cellphone. This study will find out whether the TikTok Application affects students listening achievement.

Conceptual Framework

Figure 1. Conceptual Framework

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                    ┌─────────────────────────┐
                    │      Social Media       │
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                                 │
                 ┌───────────────┼───────────────┐
                 ▼               ▼               ▼
      ┌──────────────┐   ┌──────────────┐   ┌──────────────┐
      │  Instagram   │   │    Tiktok    │   │   Youtube    │
      └──────────────┘   └──────────────┘   └──────────────┘
                                 │
                                 ▼
                         ┌──────────────────┐
                         │ Students Listening│
                         └──────────────────┘
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"The Effect of Tiktok Social Media into Students' Listening Achievement of Eight Grade At SMP Negeri 9 Binjai".

CHAPTER III

RESEARCH METHOD

3.1 Research Design

There are some research design that can be used in conducting a research. There are; descriptive qualitative, descriptive quantitative, classroom action research, and experimental quantitative. This research used experimental quantitative research.

According to Ary (2002:301) states that an experimental design is the general plan for carrying out a study with an active independent variable. The research design is a whole decision that involves studying the topic, informing the decision that the researcher's philosophical assumptions lead to the research (Cresswell, 2014:41).

In this research the class divided by 2 groups. The first groups was the experimental groups and the second class was the control groups. Therefore, the writer used the same materials and tasks but with a different treatment for control and experimental group. In experiment groups, the writer used Tiktok application as a media in teaching listening. While in control groups the writer did not used the Tiktok apllication as the media.

Table 3.1 Graphic Sequence of Quasi-Experimental Study Stated by (Muijs 2004:15).

Group	Pre-Test	Treatment	Post-Test
Experimental Group	X	X	X
Controlled Group	X		X

3.2 Population and Sample

3.2.1 Population

According to Sugiyono (2017 :117), population is generalization of object or subject that have certain characteristics and quality of their set by investigation to be learned and then drawn conclusion. Based on the definition above, the population of this research were the eight grade students at SMP Negeri 9 Binjai.

3.2.2 Sample

The sample is a portion of the population that represents the same characteristics and characteristics so that it truly represents the population (Sugiyono, 2017: 118). The writer did the research in 2 classes which are VIII-1 as the experimental class and VIII-2 as the control class.

As usually each class consists of 25 students, but now in pandemic situation each class consists of 10 students. The writer applied the treatment in experimental group, while the control group only apply the method as usual in the learning process.

3.3. The Instrument of Data Collection

This research used listening test as the instrument of the study for the mobile phone, application TikTok, speaker, and answer cheet.

3.4 The Technique of Collection Data

There are some steps in collecting the data for this research. The research used the test in the data collection technique. The test is going to use to measure the person competence and to achieve the objective. The content of the test was fill in blank test. The test contained 25 questions and it applied to pre-test and post-test with different content. The students are given 40 minute to finish the pre-test and post-test. Both pre-test and post-test will have same video of Tiktok.

Table 3.4.1 The Explanation about Control Group

Activity	Control Group		
	Pre-Test	Treatment	Post-Test
Teacher	Gave the question consist of 25 question	Applied the conventional teaching in the classroom without using tiktok application media	Gave the question consist of 25 questions.
Students	Answer the question as their knowledge	Listen and pay attention for the teacher	Answer the question as their knowledge.

Table 3.4.2 The Explanation about Experimental Group

Activity	Experimental Group

	Pre-Test	Treatment	Post-Test
Teacher	Gave the question consist of 25 question.	Applied tiktok as an application media in learning English.	Gave the question consist of 25 questions.
Students	Answer the question as their knowledge	Listen and pay attention for the teacher	Answer the question as their knowledge.

3.5 Validity of the Test

Validity is quality of a data-gathering instrument or procedure that enables it to determine what it was designed to determine and to measure what is supposed to measure. This research was applied content validity to the test. It used to measure the students listening skill in comprehension.

3.6 The Technique for Analyzing Data

After calculating the data from the test, the data analyzed by used some steps, they were :

1. Calculated the score of the pre-test and post-test in the experimental and control groups.

2. Tabulated data from the scoring of the experimental and control group.

To know the differences between the experimental and control group, a comparative analysis technique used by applied the t-test for independent sample formula. The formula of t-test was present as follows:

$$t = \frac{Mx - My}{\sqrt{\left[\frac{Dx^2 + Dy^2}{Nx + Ny - 2}\right]\left[\frac{1}{Nx} + \frac{1}{Ny}\right]}}$$

Where:

t = the effect

Mx = mean of the experimental group

My = mean of the control group

$Dx2^{Dx^2}$ = the deviation square of the experimental group

$Dy2^{Dy^2}$ = the deviation square of the control group

Nx = the sample of the experimental group

Ny = the sample of the control group