CHAPTER I

INTRODUCTION

1.1 The Background of Study

Direct instruction in vocabulary should take place throughout class activities. It is just as crucial as other abilities like speaking, listening, reading, and writing. "Vocabulary knowledge is frequently seen as a crucial tool for a second language", according to ,(Alqahtani, 2015,p.2).

Before producing English vocabulary in speaking or writing, students must first master it. Then, teachers play a crucial role in exposing students to a broad range of unfamiliar words. If they don't want to learn it, the new words are still introduced successfully. Learning vocabulary turns into a challenge that motivated students will work to solve, whereas uninspired students refuse to even try to learn it (Grogan et al., 2018). Additionally, one of the factors that affects pupils' success in learning vocabulary is motivation. Teachers must therefore give pupils with media that might inspire them and pique their interest in learning English vocabulary.

Students now frequently learn new words in daily life using various internet tools, the majority of which are social media platforms. We are all aware that the phenomena of student social media use exists. The younger generation today becomes famous on their own. It is quite evident that social media plays a significant part in enticing people to spend hours on it. Social media today comes in a wide variety and is used by many people. Among the wide range of online communication tool, Tiktok have emerged as the most cutting-edge and appealing platforms for bringing people together around the globe.

Tik-tok is a platform that features 15s video streams in which are entertainment based (Basch et al., 2022).   Tik-tok is a social media as an audiovisual medium, that is, a medium that can be seen and seen can hear Tik-tok is an application that provides special and unique effects to create one. An interesting short video. The Tik-tok application is a social network and music video platform. Tik-tok was launched in September 2016 and It has established itself as the most downloaded application.

In learning, motivation plays a significant influence. Student achievement is correlated with their mentality, emotions, and behavior. Students that struggle in school exhibit low levels of motivation. teachers require in order to improve student achievement motivation, support should be given in the form of rewards or reinforcement for his accomplishments, focus should be paid to awareness, feedback should be given, and students should feel capable.

Therefore, motivation in learning can be divided into two categories; intrinsic motivation and extrinsic motivation. (Denpasar, 2020) stated that intrinsic motivation comes from within individual. The source of motivation is internal rather than coming from benefits from the outer world, such as money or grades. Students that are intrinsically motivated would like the task itself or the sensation of accomplishment upon finishing or even beginning a task. "extrinsic motivation is the result of any number of outside factors". These external elements include rewards and penalties. Extrinsic motivation does not imply that a student will not find studying or completing a task enjoyable. It simply means that even when the activity at hand bears little to no appeal, individuals will still be motivated by the pleasure they anticipate from some external reward.

Based on the explanation above, the researcher chose to conduct research on tik-tok because based on the point of view of the researcher, tik-tok can be used as a learning medium that can motivated students to learn English, especially vocabulary, besides that many people think that tik-tok has an influence negative for children's learning. therefore the researcher intends to provide an understanding that tik-tok also has positive things in student's learning, for example in learning vocabulary, they can see videos that present vocabulary material so that they enjoy the learning process more fun and not monotonous with books. besides that the tik-tok application is an application that is very widely used by people around us, therefore researchers want to find out whether the use of the tik-tok application can motivated the students to learning English especially vocabulary. Based on the reasons above, the researcher intends to conduct a research on the Tik-tok Application toward students motivation with the title: The effectiveness of tik-tok application toward students motivation in learning vocabulary at 7th grade in SMP HKBP SIDORAME MEDAN.

1.2 The Problems of Study

Based on the background described above, the problem revealed in this studyis as follows:

How is the effectiveness of using Tik-Tok applications toward students' motivation in learning vocabulary at 7th grade in SMP HKBP SIDORAME MEDAN?

1.3 The Objectives of Study

In accordance with the problem study, the objectives of this study are:

To find out the effectiveness of tik-tok applications toward students

motivation in learning vocabulary.

1.4 The Scope of Study

The scope of study, the writer limited this study as follows :

1. The topic is limited to the effectiveness of tik-tok applications towards students motivation in learning vocabulary

2. learning vocabulary by zelynafah tiktok channel

3. The study is experimental study

4. The population is limited to the 7th grade of SMP HKBP SIDORAME MEDAN.

1.5 The Significance Of The Study

By doing the study, the writer hopes that :

A. For the writer

The researcher hopes that the result of the investigation will be useful and to improve the knowledge about the effectiveness of tik-tok application towards students motivation in learning vocabulary .

B. For the teacher

The researcher hopes that the result of this research can improving the way how the teacher teach.

C. For the students

 The researcher hopes that the students will enjoy following the English class. They will be easy to understand and to memorable, so that why , it can improve their vobulary.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Theoretical Framework

When performing a search, it is very important to clarify all terms relevant to the search in order to have a clear view of the scene. Terms can serve to give a limited concept a special meaning in a certain context. They should be interpreted theoretically to avoid misunderstandings among the author who will elaborate on important terms for the purposes of this study.

2.1.1 Definition of vocabulary

According to (Hussain, 2018) vocabulary is: (a) The total number of words that make up a language, (b) Body words know to person or use in a book, subject, (c) List of words with their meaning, especially are which accompanies a text book: in a foreign language.

According to the dictionary of Good (Surmanov, 2020), vocabulary is: (a) The content and function words of language, which are learned so thoroughly that they become a part of a child" s understanding, speaking, and writing vocabulary, (b) The words having meaning when heard or seen even though produced by individual himself to communicate with others.

According to (Sitinjak et al., 2022), vocabulary was a basic component that was crucial tolearned when the students want to study about foreign language. Without having vocabulary, students cannot verbally or writing in conveying   their   feelings   to   another   people.

Vocabulary learning is an essential part in foreign language learning as the meanings of new words are very often emphasized, whether in books or in classrooms. Vocabulary is a linguistics element of language skills (Sipayung, 2021). Vocabulary is the basis for learning a foreign language (Sinaga et al., 2023).Vocabulary is more complex than the existing defenition.Vocabularies a sum of words that are used by and understood by students.. vocabulary is part of the language system that people used to communicate which consists of a large collection of items (Pakpahan, 2019).

On the other hand, vocabulary is defined as a word list compiled from certain alphabets with their meaning . In addition, vocabulary can also be defined as the number of words used to communicate another. Many also have special connotations that make a difference meaning. In addition, vocabulary is one of the most important components in English, which helps students to understand the text.

The writer came to the conclusion that vocabulary is the word that has the meaning and function of a language, or that vocabulary is the total number of words that are used to communicate in all aspects of human relationships.

2.1.2 Kinds of Vocabulary

According to (Putri, 2022) "There are two kinds of vocabulary. They are perceptive and productive vocabulary. Receptive vocabulary refers to the words that native speakers and foreign learner recognize and understand but hardly ever use, it is used passively in either listening or reading. Productive vocabulary is utilized actively either in speaking or writing". His vocabulary for listening is typically larger than his vocabulary for speaking, and his vocabulary for reading is

typically larger than his vocabulary for writing. Thus, it may be said that vocabulary instruction can be divided into four sections. They are vocabulary for reading, vocabulary for listening, vocabulary for speaking, and vocabulary for writing. Reading vocabulary is made up of words that readers come across when reading. When people converse with one another or watch or listen to the radio or television, they are using their listening vocabulary. Speaking vocabulary consists of the terms individuals use in conversation and daily life. The final category is writing vocabulary, which includes words used when writing essays, reports, letters, etc.

In relation to kinds of vocabulary, (Putri, 2022) stated that there are four kinds of vocabulary in the text:

1) Words with high frequency. These words make up over 80% of the text's running words;

2) Academic terminology. These terms typically account for 9% of the text's running words;

3) Special terms. These words make up roughly 5% of the text's running words;

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4) Words with low frequency. These are the moderately frequent words that missed out on the list of frequent terms. They account for more than 5% of the words in academic writing.

According to (Fachrozi et al., 2021) "There are seven classifications of basic vocabulary".

Basic vocabulary focuses on words that may be borrowed from other languages. As   follows:

1) Kinship: father, mother, son, daughter, brother, sister, etc.

2) Parts of the body: hand, hair, nose, etc.

3) Pronouns: I, you, we, they, she, etc.

4) Numbers: 1, 2, 3, 4, 5, etc.

5) Verbs: walk, eat, drink, sleep, etc.

6) Adjective: sad, happy, angry, etc.

7) Universal matters: water, land, sun, moon, animals, etc.

National Reading Panel (Kelso, 2022) identified four types of vocabulary listening vocabulary, speaking vocabulary, reading vocabulary and writing vocabulary. All the words people can hear when listening to speech are considered to be in their listening vocabulary. The context and tone of voice help to increase the size of this vocabulary. All of a person's verbal vocabulary is what they can use to speak. Words are frequently misused when speaking since the vocabulary is spontaneous. Even if it is minimal and inadvertent, this misuse can be made up for through gestures, tone of voice, or facial expressions. A list of words or vocabularies that readers employ is known as their reading vocabulary. The last is writing vocabulary, which includes all the words people employ to communicate their ideas in written form. To put it another way, vocabulary is developed for each skill function and its associated usage.

2.1.3 Teaching Vocabulary

It is important to know the art of teaching vocabulary. Some vocabulary teaching techniques (Elyas & Alfaki, 2014) are:

1. Translation - a simple and fast way that teachers use to achieve their goals. learning english When a student wants to change his mother tongue Some words

may be difficult to translate. There is no structural equivalent in these two languages.

2. Sentence Technique: In this technique, sentences are constructed in a way that clearly conveys the meaning of new words. For example, to teach the meaning of the word "enormous," a teacher might use the sentence, "The elephant was enormous, towering over the trees and casting a shadow on the entire field." By providing a descriptive sentence with context, students can understand the meaning of the word and its usage.

3. Realia: Realia is a technique where teachers use real objects or materials in the classroom to facilitate vocabulary instruction. By bringing in actual objects related to the target vocabulary, students can have a more tangible and concrete understanding of the words. For instance, if the lesson is about clothing vocabulary, the teacher can bring in different items of clothing such as a shirt, pants, shoes, and demonstrate their use and function. However, it is important to note that this technique has limitations as certain objects may not be feasible to bring into the classroom, such as items from a plane. In such cases, smaller objects like pens, notebooks, or clothes can be used as substitutes to enhance students' understanding of vocabulary related to those objects.

4. Drawings and memes are effective tools that teachers can utilize to teach vocabulary meanings. By visually representing new words through drawings, teachers can provide a clear and memorable image for students to associate with the vocabulary item. This can be done through various means, such as displaying pictures, wall paintings, or using flashcards.

When teaching vocabulary related to concepts like "house," "room," "fruit," or "market," students are encouraged to use images to facilitate their understanding. These visual representations make it easier for students to grasp the meaning of the words, as they can visually connect the word with its corresponding object or concept.

Memes can also be a valuable resource for teaching vocabulary, particularly for action verbs like "swim," "sit," "walk," and others. Through memes, students can see humorous or relatable images that depict the action, making it more engaging and memorable for them. Moreover, students can even act out the verbs in front of the class, providing a practical and interactive way to reinforce their understanding.

Additionally, it is important to note that different vocabulary mastery standards exist for each level, as outlined by the Ministry of Education. These standards serve as guidelines for teachers to ensure that students achieve the appropriate level of vocabulary proficiency based on their grade or educational level (Department of National Education, 2004).

Mastery of 500 to 1,500 words: This level is applicable for beginner-level readers in elementary to high school. Students at this level are expected to have a command of approximately 500 to 1,500 words, which enables them to understand and engage with age-appropriate texts.

Mastery of 1,500 to 3,000 words: This level applies to high school students in their secondary education. At this stage, students are expected to have a vocabulary mastery of approximately 1,500 to 3,000 words. This expanded vocabulary allows them to comprehend more complex texts and

engage in higher-level reading and academic activities.

Mastery of over 3,000 words: This level is associated with the Advanced Readers category, typically for students in higher education or at an advanced level of education beyond high school. Students at this stage are expected to have a vocabulary mastery of over 3,000 words, enabling them to engage with sophisticated texts and academic materials.

According to these criteria, it is important for students to achieve a vocabulary mastery of more than 1,500 words before entering higher education. This is because the 2,000-word level is considered a limitation for high-frequency words.. It is also mentioned that these words will help students use them Language, both spoken and written. Therefore, the teacher has to teach them a lot Vocabulary in the classroom activity.

2.1.4 Motivation

Motivation is very important in the learning process; it fosters desire, happiness and enthusiasm for learning. Students who have strong motivation will have a lot of energy to follow the learning and teaching process in the classroom or outside the classroom. They do it because they get motivated from their family or friends and from their hearts. They have the desire to achieve their goals with each other (Uddiniyah & Silfia, 2019). Therefore, the concept of motivate and the motivation are interrelated. In essence, the motivator is a reason why something is done. Motives are fictitious constructs that are employed to explain why people act in certain ways. Motives are distinguished from similar concepts like goals (the immediate purposes of specific behavioral patterns) and strategies (the means by which goals are attained in order to meet motives). For instance, a person

might go to a restaurant (method) in response to their hunger in order to purchase food (objective). Typically, motives are thought of as relatively universal requirements or desires that compel individuals to start intentional action sequences.

Motivation is the root word motive. Motive shows an impulse that arises from in someone that causes that person to act to do something. Meanwhile, motivation is the driving force of an effort that affects behavior someone so that he moved his heart to act to do something to achieve results or a specific purpose (Pgri et al., 2020).Motives, objectives, and tactics can all It is challenging to discern between the two when acquiring cognitive stuff intentionally is required (as is the case with the material in this book), as the best learning motivation and learning tactics frequently co-occur. The term "student motivation" is used to describe how much time and energy students devote to activities that may or may not be those that their teachers find appealing in the classroom. Student motivation is based on their subjective experiences, particularly those that relate to their motivations for participating in lessons and learning activities. This book advances the claim that teachers' principal motivational objectives and techniques should be on inspiring students to participate in activities with a motivation to learn that is, with the desire to pick up the knowledge or skills that the activities are meant to develop.

2.1.5 Kinds of Motivation

A person's motivation is what propels them to work hard and accomplish a task.Another way to describe motivation is as a plan or a desire to succeed in life and prevent failure.To put it another way, motivation is a method for achieving a

purpose. Someone who is motivated already possesses the ability to succeed in life. A variety of definitions have been offered for motivation. The substance isn't really any different, though by (Denpasar, 2020) defined. Extrinsic motivation and intrinsic motivation are two ways to categorize motivation. The ultimate objective in terms of intrinsic drive is to instruction at all levels. Rewarding an action itself is referred to as intrinsic motivation. Internal characteristics including a child's inherent sense of interest, urgency, confidence, and satisfaction while completing a task can serve as sources of motivation. Since they are driven by the activity itself and not by a goal that is attained at the end or as a result of the activity, people who are involved in a task out of intrinsic motivation appear to be engaged and even devoured. Extrinsic motivation, on the other hand, refers to benefits that are received as a result of an action rather than as a result of the action itself. The use of external rewards or bribes, such as food, praise, free time, money, or points toward an activity, results in this drive. These incentives are entirely external in the sense that they have nothing to do with the person or the task.

2.1.6 Tik-tok Applications

2.1.6.1 Defenition of tik-tok

Teenagers all across the world are very familiar with the transient video-sharing software tik-tok. Users primarily use this software to record oneself singing along to a song while finger dancing in a very specific way. tik-tok is a platform where users may share little music videos. He is also known as Douyin, a brief vibrato video, outside of tik-tok.

In September 2016, tik-tok was unveiled and debuted for the first time. The application was instantly accepted in Indonesia at that time. However, many

at the time did refer to tik-tok users as alayers. The biased reporting regarding this application doesn't end there. Tik-tok was restricted in Indonesia in July 2018 by the country's Minister of Communication and Information, Mr. Rudiantara. The software is regarded as unsuitable for children. Thousands of user reports and complaints serve as proof of this features of tik-tok application (Kh & Zuhri, 2022).

1) Recording of sound, recording of sound into a chorus, then incorporated into a personal account.

2) Video recording, video recording with the phone, and incorporated into a personal account.

3) Back sound, add the downloaded background voices from tik-tok storage.

4) Edit, correct and edit the drafts of the video that were made.

5) Share the tik-tok video. f. Duet, collaborate with other users of tik-tok.

B. Tik-Tok as Learning Media

With the help of a variety of features including music, filter stickers, and other creative tools, users of the tik-tok program may make films that range in length from 15 seconds to 5 minutes. The tik-tok application, according to (Bahri et al., 2022), includes more than auxiliary features that might help make content more interesting and easier to market.

English vocabulary is crucial to mastering the language. Teachers must therefore use guidelines and norms to help students in order to increase their vocabulary.

Many young people are increasingly preoccupied with their telephones these days. Many teenagers use their cellphones for roughly 9 hours a day, but they do not make the most of this time to learn new things. Learning materials must be updated in order to become more appealing and up to date.

The tik-tok app, according to Luisandrith and Yanuartuti, may foster students' creativity and enable them to express themselves through video creation (Luisandrith et al., 2020) However, the teacher must continue to be in charge of selecting content for tik-tok that meets the needs of the students in the classroom and pay close attention to the caliber of the information that students will view throughout the learning process.

C. The Benefits of Using Tik-Tok as a Media For Learning

According to Dewanta in (Kh & Zuhri, 2022) tik-tok has a number of advantages as a learning tool: The tik-tok application can be used by students to:

(1) use audio visuals to aid in language learning, particularly listening;

(2) process words to convey or express intentions, ideas, thoughts, and feelings that are compiled and developed in accordance with students' needs;

(3) use the edit feature to present data, ideas, or impressions in the form of a description of an object; and

(4) Students can utilize the tik-tok program to practice reading news stories.

Another justification offered by Miftachul Taubah in (Kh & Zuhri, 2022) is that users of tik-tok have access to linguistic skills with ease and flexibility. This can be accomplished by reciting narrative texts, brief conversations, short stories, singing Arabic songs, or translating Indonesian music into Arabic using the duet tool, recording feature, and background sound options.

On the other hand, the tik-tok program, according to Ni (Warini, 2020), has a ton of creative content that offers English learning materials like pronunciation, vocabulary, grammar, common mistakes, and so forth. Pronunciation category material received the greatest engagement in 2020's first four months, with more than 127,700 likes, more than 1200 comments, and more than 4,600 shares.

The rationale leads to the conclusion that using tik-tok as a learning tool can be beneficial. tik-tok may represent a fresh innovation in learning tools that students might utilize to absorb the subject matter. Students can learn English more quickly and foster their own originality with the aid of this application. By developing content that is focused on learning, students' self-creativity can be enhanced with this program.

2.1.7 Profile of Zelynafah

zelynafah is a beautiful girl who works as a tiktoker. he has a lot of educational content that is very useful for students. zelynafah carries the concept of the content is English, especially in the vocabulary section. Zelynafah packages her videos in such a way as to make them look attractive and easy for students to understand, apart from an attractive appearance, the way she speaks or the accent she uses also makes us interested in watching her videos. Zelynafah has a fairly thick British accent, which makes her speaking style and delivery more interesting. This beautiful tiktoker started her tiktok on January 20 2021, and currently she has 1.5 million followers with 30.3 million likes on her videos.

2.2 Previous Research

The researcher reports several studies in improving the students" vocabulary, some researchers finding are briefly cited as follows:

1. (Setiawan et al., 2020) in this thesis "The effectiveness of quizlet application towards students motivation in learning vocabulary". Increasing motivation is necessary for students in learning English vocabulary. The higher motivation the students gain, the bigger success they achieve in mastering vocabulary. However, most students in senior high schools have less motivation in learning vocabulary, especially in memorizing them. Thus, the teachers need to discover appropriate media for increasing their motivation. Some applications can be used through the smartphone as the need for vocabulary learning. The purpose of this study is to investigate the effectiveness of using Quizlet Application as the media for increasing the students' motivation in learning vocabulary. Nonequivalent control group design was used in this research. The participants were 65 students who were divided into the experimental and the control groups. The students' motivation was observed during the process of vocabulary learning by using the observation checklist. In processing the data, the Wilcoxon test was used. The results show the use of Quizlet Application is effective to increase the students' motivation in learning vocabulary. Students felt more enthusiastic, did not get bored easily, and thus showed high interest when learning vocabulary via the app. They also did the tasks provided in that application independently.

2.(Ferstephanie & Pratiwi, 2021) in this thesis "TikTok Effect to Develop Students' Motivation in Speaking Ability". The goal of the study was to determine how TikTok affected the students' motivation for speaking. The

investigation was carried out using classroom action research. 25 kids from SMA's tenth grade were the participants. Kristen Selatpanjang Kalam Kudus. Both qualitative and quantitative methodologies were employed in the study to get the data. The research methods were arranged into the following steps: planning, carrying them out, observing them, and reflecting on them. The pre-test, post-test, and questionnaire were the research tools. The survey was formatted using a Likert scale. The study then began using the pre-test and post-test. The post-test was run twice. According to the research's findings, the students' motivation level was a moderate level 3.84. The post-test, however, revealed that the pupils' performance had improved and that their scores had climbed quickly. As a result, TikTok's installation demonstrated that it was successful in increasing students' enthusiasm to improve their speaking skills. In conclusion, the TikTok app encouraged kids to appreciate their education, particularly by encouraging them to communicate. The content was created with the participation of the students.

3. (Wahyuni, 2019) in this thesis "IMPROVING STUDENTS MOTIVATION IN LEARNING VOCABULARY THROUGH SELF MADE SONG AT SMP N 1 MUARA BUNGO". This study tries to determine whether incorporating original music improves students' vocabulary learning. This study used the classroom action research (CAR) methodology, which includes planning, doing, observing, and reflecting. Two data analysis techniques will be used to examine the research's data. Data from the task and speaking test are examined and interpreted using quantitative data analysis. Utilizing qualitative data analysis, the information obtained via observation, field notes, and interviews will be examined. Vocabulary instruction using song had a more beneficial impact on increasing

students' motivation to learn English.The method will provide students with a variety of learning opportunities, boost their self-esteem, pique their interest in English class, lessen their worry, and make them happier. It was anticipated that the pupils' song would show that alternative methods are ineffective. By incorporating this song, the instructor believes they can be more innovative in updating the curriculum and improving student learning outcomes, particularly in vocabulary. In addition, songs can enhance the fun and enjoyment of teaching and learning.

4. (Pujiati et al., 2019) in this thesis "the Use of Instagram to Increase Students' Motivation and Students' Competence in Learning English". Social media is a part of modern people lifestyle in Industrial Revolution 4.0. Furthermore, it has started to be utilized in education field as one of the learning media, for example, Instagram. It is widely known among social media users. Several studies have proved positive impacts on the use of social media in developing students' English skills. However, the studies about Instagram, specifically in relation to English lesson at schools are limited. Thus, using a case study method, this study is conducted to describe the use of Instagram to develop students' motivation and to enhance their English knowledge and skills. The participants are students in an Indonesian school of Jeddah. They come from various background yet they are lack of motivation. Results indicate Instagram has succeeded in motivating students to learn English and improving their English competence. The materials preferred are those relate to grammar, vocabulary, and writing.

From the previous studies above, there were some similarities and difference with this research. The similarity of this research focuses on the

motivation students in learning English especially vocabulary. The difference of this research was the method. In their research, they used Classroom Research,Qualitative,Quantitavie and describe Qualitative there were some another technique to increase students motivation in learning English especially vocabulary. Also the instrument to collecting the data used analysis,post test and questionnaire sheet. In this research, the researcher focused to see the effectiveness of tik-tok application toward   students motivation in learning vocabulary and used Experimental Research method. This research instruments is questionare.

2.3 Conceptual Framework
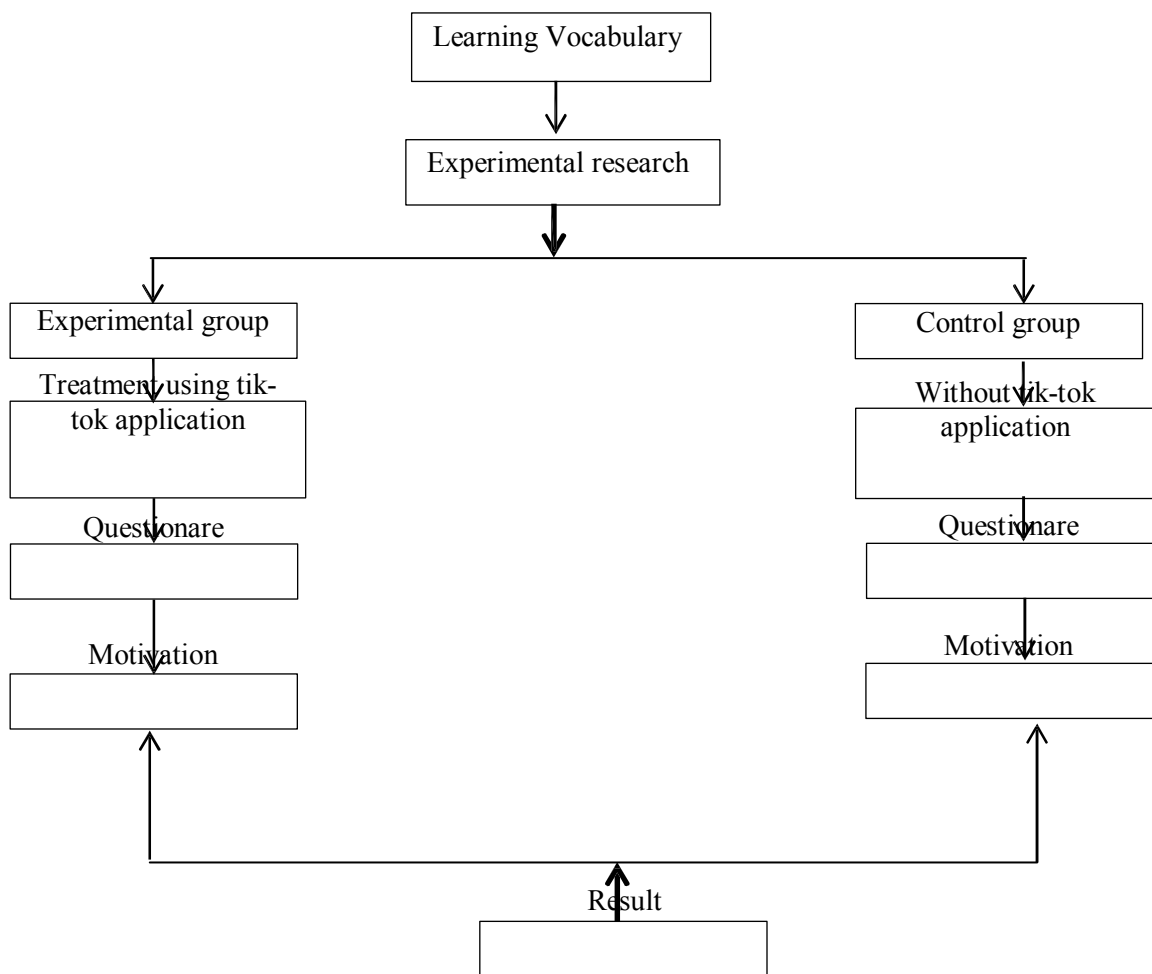
Base on the conceptual framework above, the researcher teaches English Learning especially for vocabulary knew students prior knowledge, after that, the researcher conducted the treatment (6 meetings) by using tik-tok application. After that the researcher conducted post- test (once) to knew the use of tik-tok application could improve students vocabulary and motivation.

2.4 Hypothesis

The hypothesis is made up of the words hypo and thesis. Missing/less/weak Hypo. And a thesis is a theory or claim that turns out to be evidence. Hypotheses can therefore define weak truth statements for studying a problem and must be proven true.

Based on the literature review and previous research, it can be concluded that the use of TikTok as a learning tool has shown positive effects on students' motivation and language learning outcomes, particularly in vocabulary acquisition. The studies have highlighted the benefits of using mobile applications, including TikTok, in enhancing student engagement, interest, and enjoyment in learning English vocabulary.

Therefore, based on this evidence, it is reasonable to expect that there will be a significant difference in students' achievement in learning vocabulary between those who are taught using the TikTok application and those who are not. The hypothesis (Ha) states that students who are taught using the TikTok application will achieve better scores in vocabulary learning compared to those who are taught without it.

However, it is important to note that the effectiveness of TikTok or any other learning tool may vary depending on various factors such as instructional design, student characteristics, and implementation strategies. Conducting your own research will provide specific insights into the effectiveness of TikTok in improving students' vocabulary and further contribute to the existing knowledge in   this   area.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

Experimental research is an experimental research method which is the only research method that can properly test hypotheses concerning causal relationships (cause and effect). In experimental studies the researcher manipulates at least one variable. Research was conducted by manipulating which aims to determine the effect of manipulation on the observed individual behavior. The research was conducted to find out the consequences of a treatment given intentionally by the researcher. Research design is indeed crucial in ensuring the quality and validity of a research study. The choice of research design depends on the research objectives, research questions, and the nature of the phenomenon under investigation.

In the case of this research on the effectiveness of TikTok application toward students motivation in learning vocabulary, the researcher mentioned using a quantitative approach to analyze the data. Quantitative research involves the collection and analysis of numerical data to answer research questions and test hypotheses. It focuses on objective measurement, statistical analysis, and generalizability of findings.

By employing a quantitative approach, you will likely use standardized measures or assessments to gather data on students' vocabulary performance, such as Questionnaire test. You can then analyze the data using statistical techniques to compare the performance of students who were taught using TikTok with those

who were not.

Quantitative research provides numerical data that can be statistically analyzed, allowing for generalizations and comparisons. However, it is important to ensure the reliability and validity of the measurement tools and to consider potential confounding variables that may influence the results.

It's also worth noting that while quantitative research can provide valuable insights into the effectiveness of interventions like TikTok, it may not capture the full richness of students' experiences and perceptions. Consider complementing quantitative data with qualitative approaches, such as interviews or surveys, to gain a deeper understanding of students' motivations, attitudes, and preferences in relation to learning vocabulary through TikTok.

Well designed quantitative research study can contribute to the existing knowledge base and provide evidence on the effectiveness of TikTok as a tool toward students motivation in learning vocabulary.

3.2 Population and Sample

Population and sample usually used for classroom action research. In this study the researcher explain each clearly as following :

3.2.1 Population

Norman E. Wallen states and Jack R. Fraenkle, "Population can be defined as a group to whom the researcher would like to generalize that result of the study." The population of the research was the 7th grade of SMP HKBP SIDORAME MEDAN which consisting of two class. The total population was 40 students.

3.2.2 Sample

A sample is a group in research study on which information is obtained. Because the population of the study is big, the research did not take all the subject of the population. It appears that researcher have provided additional details about your sampling technique and the composition of the experimental and control groups in your research.

In experimental research, researcher selected two classes, 7 Social 1 and 7 Social 2, as sample. The purposive sampling technique was used to choose these classes based on a specific purpose or consideration. In this case, the purpose was to have two classes with similar characteristics, specifically similar average achievements based on the result of the first semester's summative test. This ensured that the two classes were homogeneous and allowed for a valid comparison between the groups. Each class consisted of 20 students, with the students in 7 Social 1 using the Tik-Tok application as the experimental group, and the students in 7 Social 2 being taught without using the Tik-Tok application as the control group.

By carefully selecting classes with similar characteristics, aimed to minimize potential confounding variables that could affect the outcome of the research. This increases the internal validity of your study and strengthens the ability to attribute any differences observed in the experimental and control groups to the use of the TikTok application.

3.3 Experimental Research

In experimental research, there are two categories. Experimental Group and Control Group, respectively. While the control group received the standard of care, the experimental group received a tik-tok treatment. This study used questionnaire.

The control group is 7 social 2, and the experimental group is 7 social 1 of SMP HKBP SIDORAME.

From the design above, subject of research were grouped into an experimental group (top line) and a control group (bottom line). The experimental group received instruction, while the control group received no tik-tok application. The test was conducted using composition. The questionnaire results (01 and 02) were then statistically calculated. The following activities tought to be carried out in the experimental and control classes:

3.4 Research Variables

That all experiments have one fundamental idea behind them to test effect of one or more independent variables on an independent variable (it is possible to have more than one dependent variable in experiments)," according to (Arikunto 1992) the efficiency of tik-tok application towards student motivation in learning vocabulary was examined in this study using two variables. These factors were:

1. The Independent Variable

An independent variable is one that affects, causes, or modifies the dependent variable. The use of the tik-tok app for vocabulary learning was the independent   variable   in   this   study.

2. The dependent Variable

Dependent variables are variables that were impacted by or had a particular outcome as a result of the independent variable. The student performance on the vocabulary test with tik-tok application was the dependent variable in this study.

3.5 The Instrument of Collecting Data

3.5.1 Questioner

A questionnaire, in accordance with Sugiyono et al.(Sugiyono et al., 2017) a method for collecting data that entails presenting the respondent with a list of questions or a written statement and asking them to respond. The questionnaire's question types are split into two categories: open and closed. Open-ended inquiries are those to which the reply anticipates jotting down an explanation in the form of a description of the topic. Contrarily, closed questions require a brief response and call for the respondent to select one response from among those offered. Closed questions are those that can only be answered using nominal, ordinal, interval, or ratio data.Because just one of the answers is required to be marked as accurate, the questionnaire or questionnaire utilized in this study is a type closed questionnaire or questionnaire. The research instrument is a device used by someone conducting a study to quantify an existing phenomena. tools for gathering data in research A questionnaire is used in this study to collect data from respondents in the form of their responses to a set of written assertions.

3.6 The procedure for collecting data

3.6.1 Questioner test

A questionnaire is a type of research tool used to collect data from respondents for a survey or statistical analysis. It consists of a set of questions (or other forms of prompts). Typically, a research questionnaire will have both closed-ended and open-ended questions. Long-term, open-ended inquiries provide the respondent the chance to go into more detail. The Statistical Society of London created the research questionnaire in 1838.

Table.3.1 Activity of teacher and students in experimental class

No	Teacher activities	Student activities
1	Upon greeting the pupils, the teacher selected one of them to conduct prayer.	The students gave response to the teacher
2	The researcher provided information on using the tik-tok application as media and how to do so to acquire vocabulary.	The students paid attention to the teacher explanation's
3	Researcher asked pupils regarding their knowledge of the subject	The students gave response to the teacher
4	The writer give an example of vocabulary using the tik-tok application	The students paid attention to the teacher explanation's
5	The teacher asked some questions related to the topic to students	Students answer the teacher question
6	Last, the teacher explained about the question	Students accepted the

No	Teacher activities	Student activities
	from students	answer from teacher
7	Closing the class with pray and lead students	Students gave the response to the teacher

Meanwhile, in control class the writer teaching vocabulary with narrative text as usual without any help from an application like the one used in the experimental class

Table.3.2 Activity of teacher and students control class

No	Teacher activities	Student activities
1	Upon greeting the pupils, the teacher selected one of them to conduct prayer.	The students gave response to the teacher
2	The teacher explained about vocabulary without using tik-tok application.	The students paid attention to the teacher explanation's
3	Teacher asked pupils regarding their knowledge of the subject	The students gave response to the teacher
4	Last, the teacher asked the students to discuss together about the question	Students accepted the answer from teacher
5	Closing the class with pray and lead students	Students gave the response to the teacher

3.7 Scoring technique

The writer employed an analytical scale that was divided into various categories to provide grades to the students, and the researcher adhered to these scoring standards for each category.

Table.3.3 Soring technique

No	Answer choices	Score
1	Strongly Agree (SA)	4
2	Agree (A)	3
3	Disagree (D)	2
4	Strongly Disagree (SD)	1

3.8 The technique of Analyzing Data

1) validity

Validity is a metric that demonstrates the measuring device measures what it is intended to measure. The validity of the instrument is a measure of how accurately the gauge measures data.(Amanda et al., 2019). In testing the validity of the test questions, product moment correlation by using SPSS 22.

 Price *r* consulted Product Moment critical pricing with　　　　　 Validity testing is done by comparing *r count* with *r table* product moment and 5% significance level. So the criteria *r count*　 ⧫ with that the items are classified as valid.

2. Reliability

A reliability test indicates the degree to which a measuring equipment may be relied upon or trusted. This issue highlights how reliable measurement results are when they are repeated two or more times for the same symptoms and with the same measuring device. The measuring instrument is said to be reliable if produce

the same result even after repeated measurements times (Amanda et al., 2019). To test the reliability of the essay form test by of SPSS 22.

3). Hypothesis Test

The test was first conducted on both the experimental and control groups. Second, an analytical scale was used to score the test results. Thirdly, the means of the two groups' scores were calculated. The t-test formula was then used to compare the two means. The tik-tok application was used to teach vocabulary, and a independent t-test was utilized to determine whether or not the results were statistically significant. To test the hypothesis the researcher use the SPSS 22.

Who was rejected if the generated score exceeded the t-table score when considering a 5% alpha of significance. The following statement indicated that Ha was approved: "There was a significant difference in speaking achievement between the experimental and control group.