THE INFLUENCE OF TIKTOK VIDEO ON STUDENTS' PRONUNCIATION IN SMP NEGERI 1 PURWANEGARA

THESIS

Presented to English Education Study Program, State Islamic University of Prof. KH. Saifudin Zuhri as a Partial Fulfillment of the Requirements for Under Graduate Degree in English Education

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THE INFLUENCE OF TIKTOK VIDEO ON STUDENTS' PRONUNCIATION
IN SMP NEGERI 1 PURWANEGARA

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Assalamu'alaikum Wr. Wb.

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MOTTO

"Because you are the main character of your life, so better to do something than not doing anything at all".

DEDICATION

I would like to dedicate this thesis to my beloved parents Mr. Harto, who has lived in a peaceful and happy life in Heaven at this time and Mrs. Toyibah who always give me support with love, time, energy, and prayers that I could not possibly repay until the end of my life.
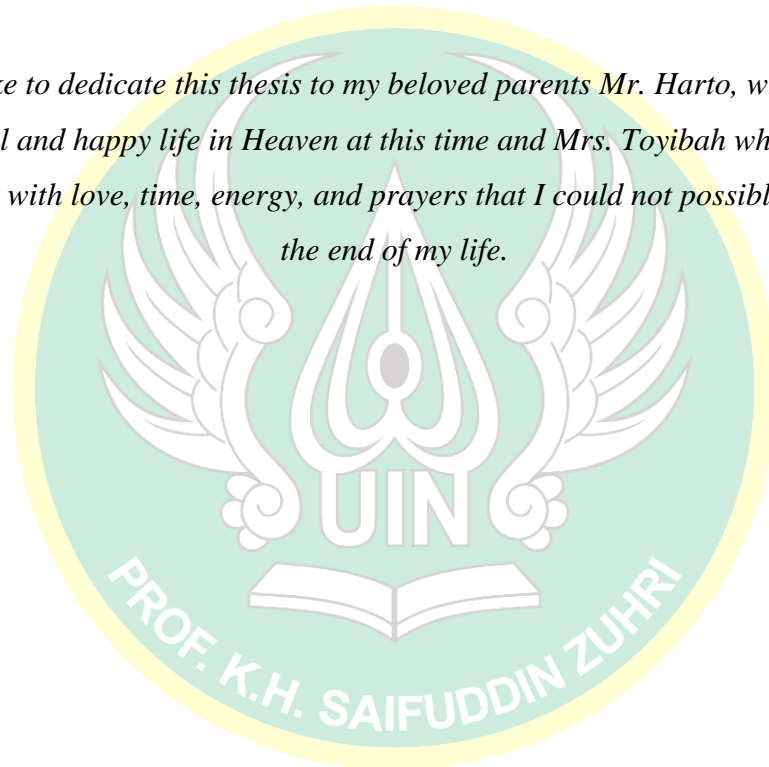
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First and foremost, the author offers praise and thanks to Allah SWT, the Lord of the world master and creator all of everything in the world, thus author could complete this thesis for specific purpose. It is a precious thing that the researcher finally accomplished this thesis entitled "The Influence of TikTok on Students' Pronunciation in SMP Negeri 1 Purwanegara". It is presented to the faculty of Tarbiyah and Teacher Training, in a partial fulfillment of the requirements for the degree of S.Pd. (S-1) in English Education.

The author is also grateful to all school that have been very open to be the research place for collecting data, including headmaster, teachers, and all students that we observed because of their good cooperation, we can finish this report.

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ABSTRACT

THE INFLUENCE OF TIKTOK VIDEO ON STUDENTS' PRONUNCIATION IN SMP NEGERI 1 PURWANEGARA

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Pronunciation is an important aspect of English that is often overlooked by students. This happens because of the huge difference in pronunciation between the mother tongue and English. This factor makes students read written English in the same way they read Indonesian written text. This problem also occurs in 7th grade students of SMP Negeri 1 Purwanegara. Researcher tried to identify the influence of TikTok on students' pronunciation to overcome this problem. This research is an experimental research with a sample of 68 students, consisting of 34 students from the experimental class and 34 students from the control class. To collect data, the researcher used a pre-test, and then continued by giving treatment in the experimental class and conventional learning in the control class. After that, post-test and data analysis were carried out to see the difference between the pre-test and post-test scores of the two classes so that the significance could be seen. The data was processed using SPSS application to find out the descriptive statistics, score of normality test, paired samples test, homogeneity test, and independent sample test (hypothesis test). Those researchers state that analysis of the mean score in the post-test between the experimental and control groups determined if the strategy was effective. The experimental class had a mean score of 86.12, while the control class had a score of 76.76. On the other hand, the independent t-test revealed that Sig. (2 talled) was $0.023 < 0.05$. It was determined that there was a significant difference between the experimental and control classes, with the experimental class that applied TikTok as a medium for teaching pronunciation and the control class that applied conventional methods.

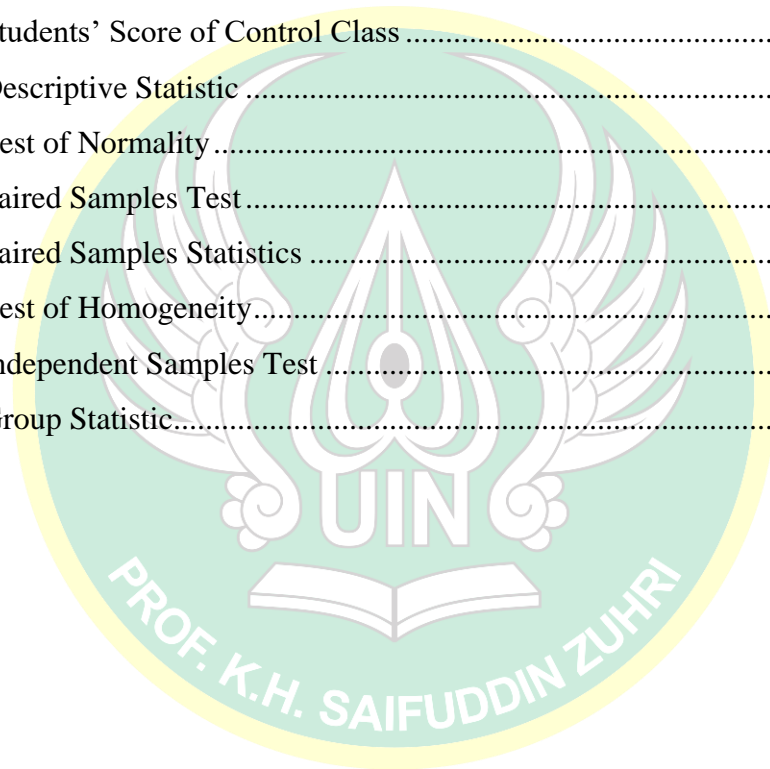**Keyword:** *Teaching Pronunciation, TikTok, Learning Media*

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CHAPTER I
INTRODUCTION

A. Background of Problem

Modern society is almost impossible to escape media exposure nowadays. Whether they realize it or not, media comes to be a part of human life with all its contents. As time passes, the presence of media is diverse and growing. The media that is so close to us right now is the internet, which has shown us a lot of social media applications. Social media are present and the paradigm of communication is changing in today's society. Communication is infinite in distance, time, and space, it could happen anywhere, at anytime, and without face to face. Facebook, Twitter, Instagram, Line, and other social media applications can help us to communicate with people around the world.

Communication with social media is not limited to the writing of a text. There have been many features of social media which can be used to communicate directly, such as voice notes, voice call, or video call. We could make a great communication in English by using these features, but before that we have to master the English pronunciation first. When the speaker have a lack of pronunciation ability, the audience will be confused about the word that speaker pronounce exactly. It guides to misunderstanding of the audience. Therefore, we need to realize that the important point of foreign learners who want to be able communicate fluently with the target language is become proficient at the sound system, in this case English pronunciation.[1] As foreign learners we have to find out a lot of English experience in pronunciation, not only from Indonesian speakers but also from native speakers.

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[1] Mulyani, & Dewi Sartika, (2019), Analysis of Students' Proficiency on English Pronunciation Using Youtube-Based Video Media, *Getsempena English Education Journal*, Vol. 06, Nu. 02, p. 249.

Mastering English has been a challenge for many Indonesian students. The most serious problem is the psychological barrier. Haisara said that the most EFL students have limited encouragement, lack of self-confidence, fear of making mistakes, feeling shy or unsure when using target language.[2] Although English is general foreign n language learned in every school, most of Indonesian students are still eager to communicate in English. Linch and Anderson argued that there are two important things about pronunciation: (1) International students do not need native-like pronunciation of English sounds to be understood comfortably, and (2) other aspects of pronunciation are definitely more important to listeners than the sounds of non-native speakers.[3] Although there is some other difficult aspect, such as English grammar, learners with better pronunciation will have more opportunity to communicate naturally with native speakers.

Nowadays, there are many learning media which can be used by teacher to explain the learning material. Such as YouTube video, pictures, grammar cards, etc., these various media help students to understand the material easily. In this research researcher will use TikTok as a media for learning English Pronunciation. It caused by the users of TikTok which is increasing every day. They have 150 million daily active users (500 million monthly active users) in June 2018, and it was the world's most downloaded application in the first quarter of 2018, with estimated 45.8 million downloads.[4] Tiktok is video-based application where the users are able to watch, create, and share the video to another platform. There are various kind of TikTok video such as health intelligence, food recipes, daily life hack,

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[2] Dyah Indri Fitri Handayani, (2017), Teaching English Pronunciation Using Film, *Journal of English Education.* Vol. 05, Nu. 02, p. 194.

[3] Dyah Indri Fitri Handayani, (2017), Teaching English Pronunciation Using Film, *Journal of English Education.* Vol. 05, Nu. 02, p. 194.

[4] Bahiyah Omar, & Wang Dequan, (2020), Watch, Share or Create: The Influence of Personality Traits and User Motivation on TikTok Mobile Video, *iJIM*, Vol. 14, Nu. 04, p. 121.

dance, lip sync, beauty, and education. This application was took millennial attention which the majority of millennial is school-age children.[5]

Researcher already done an interview with the English teacher in SMP Negeri 1 Purwanegara on 7th February 2021. Based on preliminary observation, researcher found that students of SMP Negeri 1 Purwanegara are difficult to pronounce English. It caused by the differentiation between the written text and its sounds, so they cannot pronounce English vocabulary correctly. Although the teacher has shown the students the way to produce sounds of some vocabulary, they will forget the sounds in their next meeting because they have not practice it frequently. The students never practice to pronounce English vocabulary in their daily life, which can help them to increase their pronunciation ability. Therefore, the researcher decides to examine TikTok as a media for learning English pronunciation. This is done because there are numerous advantages of using the TikTok application for learning, according to opinion of Dewanta several benefits of applying TikTok as a media for learning are: (1) TikTok can accommodate audio visual needs in language learning, especially listening; (2) by using TikTok learners can also process words to express, convey or express intentions, ideas, thoughts and feeling that are composed and developed according to the needs of learners; (3) the edit feature can be used by learners to present data, ideas, or impression in a description form of an object, (4) TikTok application could be used as a media for learners to practice reading news.[6] Another opinion that written by Wisnu Nugroho Aji and Dwi Bambang Putut Setiyadi argued that TikTok application can be used as an effective learning medium. First, the TikTok application meets the learning needs of students. Second, TikTok

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[5] Wisnu Nugroho Aji, (2018), *Aplikasi TikTok Sebagai Media Pembelajaran Bahasa dan Sastra Indonesia,* Universitas Widya Dharma Klaten, Pertemuan Ilmiah Bahasa dan Sastra Indonesia, ISBN: 978-602-6779-21-2, p. 433.

[6] AANBJ Dewanta, (2020), Pemanfaatan Aplikasi TikTok Sebagai Media Pembelajaran Bahasa Indonesia, *Jurnal Pendidikan dan Pembelajaran Bahasa Indonesia,* Vol. 09, Nu. 02, p. 82-83.

applications attract students' interest because TikTok has many features that can be implemented into learning. And finally, the TikTok application is equivalent to the development of maturity and experience as well as the characteristics of students who are the millennial generation, who are attached and close to the digital world, especially gadgets.[7] Therefore, researcher wants to ensure that TikTok is helpful and usable to increase students' pronunciation. This media is expected to be used by the teacher as learning media to improve students' pronunciation during the learning process. Moreover, students are able to utilize TikTok for train their pronunciation ability outside the class.

From the explanation above, the researcher interested to arrange a research with a title "The Influence of TikTok Video on Students' Pronunciation in SMP Negeri 1 Purwanegara". This research intends to establish is there any effect of TikTok that have many school-age users in students' pronunciation ability. When the result of this research shows advancement of students' pronunciation, it might be very useful for students to improve their pronunciation ability, especially in SMP Negeri 1 Purwanegara.

B. Operational Definition

1. TikTok

    TikTok is an application of short-video sharing, ranging from 15 seconds to 5 minutes. It is social neork and a Chinese music video platform launched in September 2016 by Zhang Yiming. This application is used by the user to upload their own videos then distributed to other TikTok application users. Throughout the first quarter (Q1) 2018, TikTok was confirmed as the most downloaded application with 45.8 million

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[7] Wisnu Nugroho Aji & Dwi Bambang Putut Setiyadi, (2020), Aplikasi TikTOk Sebagai Media Pembelajaran Keterampilan Bersastra, *METAFORA,* Vol. 06, Nu. 2, April, p. 151.

times. The number of beating other famous application like YouTube, WhatssApp, Facebook, and Instagram.

2. Pronunciation

According to Dalton & Seidhlofer, In general terms pronunciation can be defined as the production of important sound in two senses. First, sound is important because it is used as part of a code of particular language. Second, sound is important because it is used to achieve meaning in context of use. The other opinion by Kristina, Diah, et al described pronunciation as a way of speaking a word, especially a way that is accepted or generally understood.[8]

C. Research Question

Based on the research problem, the researcher decided the research question as follow:

"Is there any significant effect of TikTok on students' pronunciation in SMP Negeri 1 Purwanegara?"

D. Objective and Significance of the Research

1. The Objectives of The Research

Referring to the problem above, the objectives of the research mentioned below:

a. To identify the influence of TikTok on students' pronunciation in SMP Negeri 1 Purwanegara.

b. To know whether TikTok is effective to increase students' pronunciation.

2. The significances of this research are:

This research expected to provide significant contribution both theoretically and practically.

a. Theoretical significance

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[8] Dyah Indri Fitri Handayani, (2017), Teaching English Pronunciation Using Film, *Journal of English Education,* Vol. 05, Nu.02, p. 195.

The researcher extremely hoped that readers could receive a lot of knowledge related to this research and also to be able to contribute and provide empirical evidence to support the influence of using *"TikTok"* in teaching and learning English pronunciation.

b. Practical significance

The practical significances of the research could be useful for the students itself, the teacher, the researcher, other researcher, and also for the school, as follow:

1) For the teacher

This research could be used as one of learning media in teaching pronunciation by the teacher.

2) For the researcher

The researcher could acquire more experience and knowledge during the process of arranging the research.

3) For the school

This research could help the school to solve their problem in teaching English pronunciation.

E. Structure of Research

To make a systematic research, it is necessary to classify the structure of this research. The structure of this research will explain as follow:

Chapter I contain an introduction, which consists of the background of study, operational definition, research question, objectives and significances of the research, review of relevant studies, literature review, research method and structure of the research.

Chapter II contains the theories of TikTok on students' pronunciation in SMP Negeri 1 Purwanegara, which is consist of two subsection, those are TikTok and Pronunciation.

Chapter III contains the research method. This chapter consist of the type of research, time and location of research, indicators of research, technique of data collection, and technique of data analysis.

Chapter IV contains the data presentation, data analysis, and discussion. This chapter explain and answer the question from the research question.

Chapter V contains the conclusion and suggestion of the research. In this chapter the researcher concludes and gives suggestion related to the research.

CHAPTER II
THE THEORITICAL REVIEW

A. TikTok

TikTok is a platform of short-video sharing, going from 15 seconds to 5 minutes. It is informal organization and a Chinese music video stage dispatched in September 2016 by Zhang Yiming. This application is utilized by the client to transfer their own recording at that point dispersed to other TikTok application clients. All through the main quarter (Q1) 2018, TikTok was affirmed as the most downloaded application with 45.8 multiple times. The number of beating other famous application like YouTube, WhatssApp, Facebook, and Instagram.[9] According to Bytedance, Indonesia has dynamic clients of TikTok as much as 10 million consistently.

1. Features

According to Yu Shi & Jean Hun Chung there are five categories of short video, they are:[10]

a. Cyberstar

Cyberstars have a high hotspot recognisability and a great deal of traffic on the web. Their short video content is nearer to life, inventive, and enjoyable.

b. Sharing

A large portion of this short video centres on life, food, travel, aptitudes, proficient information, etc. It closes to individuals live and has a wide crowd.

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[9] Kompas.com, July 5 2018 edition, accessed on December 11, 2020.
[10] Yu Shi, & Jean Hun Chung, (2019), A Short Study of Video Content Application Based on Mobile Device Platform in China, *Journal of Digital Convergence,* Vol. 17, Nu. 10, p. 436-437.

c. Creative

   Users can utilize the modified sources which are given by the platform to modify their short recordings. They additionally can add thoughts to shoot, modify, and make.

d. Entertainment

   Such as impersonation shows, dubbing shows, comedy deducing, and debunk. Numerous individuals utilize short video platform to produce lots of entertaining content.

e. Reporting

   With the prevalence of short video, news, and information has started to be disseminated with the short video. As of now, numerous conventional news media have started to utilize short video platform for news and data scattering.

Features of TikTok application:

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

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

c. Back sound, add the downloaded background voices from TikTok storage.

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

e. Share the TikTok video.

f. Duet, collaborate with other users of TikTok.

2. Content

    Depending on the type of contents, the short video on TikTok platform can be divided into five categories: beauty, talent, interest, knowledge and story.[11] Interest (food, vehicles, pets, things, sports, tourism, technology, animation), in this category is shared by the creators in order to produce a short clip.

    a. Talent (make up, dress up, music, dance, handicraft, painting, technological flow), also has some professional talent in the field of this category. And they show other users their technical skills.

    b. Beauty (including celebrities, beauties, handsome, guys, cute children, strangers), also has a stunning presence in this group. They sing and dance well at the same time, or through some play to demonstrate their beautiful appearance.

    c. Knowledge (software, kids, tricks, culture, photography, education, health), in this category the creators demonstrate their proficient knowledge in a specific field to other users.

    d. Story, in this category, the creators creates an innovative and amusing story in the form of a short play.

3. TikTok as Learning Media

    Anggi E Pratiwi argued that the use of TikTok application is extremely influential since it is beneficial and provides benefits because it makes studying easy and enjoyable, they could watch interesting video, engage business, and they can easily find out what is going on in the world. Many students have improved their pronunciation skill, but others have not because they do not use TikTok. Since it has numerous advantages and also successful in assisting students and teachers in teaching and learning activities in the 20th century, the TikTok application

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[11] Yu Shi, & Jean Hun Chung, (2020), A Study on the Mobile Video Contents Application (TicTok), *Journal of Digital Convergence,* Vol. 18, Nu. 03, p. 314-315.

can be used as a media for English pronunciation learning. [12] In the other hand videos are well used to train English pronunciation because it could show recordings, moving pictures, and also provides sounds.[13]

According to Dewanta, there are several benefits of TikTok as a media for learning: (1) TikTok can accommodate audio visual needs in language learning, especially listening; (2) by using TikTok learners can also process words to express, convey or express intentions, ideas, thoughts and feeling that are composed and developed according to the needs of learners; (3) the edit feature can be used by learners to present data, ideas, or impression in a description form of an object, (4) TikTok application could be used as a media for learners to practice reading news.[14] Another argument by Miftachul Taubah claimed that TikTok may provide their users with an ease and flexibility in language skills. This can be done by recounting the contents of narrative text, short dialogue, short stories, singing Arabic songs, or translating the Indonesian songs into Arabic by using recordings feature, making background sounds, and duet feature.[15] In another hand Ni Luh Warini said that there are many content creators who provide English learning content, such as pronunciation, vocabulary, grammar, common mistakes, and so on. In the first four months of 2020, the pronunciation category got the most involvement, with over 127,700 likes, over 1200 comments, and over 4,600 shares.[16]

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[12] Anggi E Pratiwi, et.al, (2021), Utilizing TikTok Application As Media For Learning English Pronunciation, *Proceedings International Conference on Education of Suryakancana,* p. 382.

[13] Rina Rachmawati & Fibria Cahyani, (2021), Pengaruh Penggunaan Video YouTube Terhadap Peningkatan *Pronunciation Skill* Mahasiswa MKU Bahasa Inggris IAI Al-Khoziny Sidoarjo, *Jurnal Widyaloka IKIP Widya Darma,* Vol. 08, Nu. 01, p. 7.

[14] AANBJ Dewanta, (2020), Pemanfaatan Aplikasi TikTok Sebagai Media Pembelajaran Bahasa Indonesia, *Jurnal Pendidikan dan Pembelajaran Bahasa Indonesia,* Vol. 09, Nu. 02, p. 82-83.

[15] Miftachul Taubah, (2020), Aplikasi TikTok Sebagai Media Pembelajaran Maharah Kalam, *Mu'allim Jurnal Pendidikan Islam*, Vol. 02, Nu. 01, p. 64.

[16] Ni Luh Warini, et.al, (2020) Daya Tarik Tiktok Sebagai Media Pembelajaran Bahasa Inggris Online, *Sintesa Prosiding*, ISBN: 978-602-53420-6-6, p. 28.

From the explanation above, we can conclude that TikTok gives positive impact of learning. It is a new innovation of learning media which can be used to facilitate students in understanding the material. Moreover TikTok is not only managed by the teacher, but also students itself. This application can assist millennials in learning English and developing their own creativity. Self-creativity in the use of this app can be improved by creating content that focuses on learning rather than entertaining.

B. Teaching Pronunciation

Teaching pronunciation is taught by the teacher to learn how to speak. It is considered that pronunciation is the one of the micro-talking skills that students need to understand in order to obtain a great communication. Mairi argued that good speech fluency makes one's English proficiency much better, the sound more natural and more impressive for the listener. It also enables more reliable communication due to the lack of speaking disruptions.[17]

Unfortunately, a lot of EFL learners mispronounce sounds, misplace stress in sentence, and misuse intonation patterns. The pronunciation of English cannot simply be instilled in the minds of learners. It should be taken in their minds to fully understand this. Learners should understand the new sound as children who first hear the language. Like children who will need support to improve their writing skills, EFL learners need guidance on learning the correct pronunciation. Kenworthy said that EFL teachers should understand that they have a basic knowledge of phonetics and a type of

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[17] Winda Safitri, & Aryuliva Adnan, (2018), Teaching Pronunciation To First Year Of Junior High School Students Through Children English Song, *Journal of English Language Teaching,* Vol. 07, Nu. 01. p. 28.

sensitivity in giving their learners true instruction and good suggestions in learning pronunciation in English.[18]

Approaches to pronunciation teaching are generally described by comparing the 'bottom-up' versus the 'top-down' approach. The 'bottom-up' approach starts with the articulation of individual sounds or phoneme and works towards stress, rhythm, tone, and intonation, while the 'top-down' approach starts with the intonation pattern, bringing separate sounds or phonemes into sharper focus as and when necessary. According to Datlon and Seidlhofer the former rests on the assumption that if the segmentals are taught first, the suprasegmentals would be acquired afterwards without any need for formal instruction, even though the latter is based on the assumption that once the suprasegmentals features are in place, the necessary segmental discriminations will follow accordingly.[19]

1. Definition of Pronunciation

Pronunciation is the production of speech sound for communication. It refers to the capacity to utilize the right stress and intonation of a word in a spoken language. In the other hand, pronunciation can be defined as the outcome of sound produce, such as articulation stress and intonation which related to qualification of correctness or acceptability.[20]

Every language has its own phonological system. Including the segmental and suprasegmental function. Differences in phonology between English and Indonesian have also created problems for

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[18] Abbas Pourhosein Gilakjani, & Narjes Banou Sabouri, (2016), Why Is English Pronunciation Ignored by EFL Teachers in Their Classes?, *International Journal of English Linguistics,* Vol. 06, Nu. 06. p. 197.

[19] Parlindungan Pardede, (2018), Improving EFL Students' English Pronunciation by Using the Explicit Teaching Approach, *Journal of English Teaching,* Vol. 04, Nu. 03, p. 145.

[20] Devi Mulatsih, (2015), Pronunciation Ability by Using English Song in Indonesian Students of UNSWAGATI Cirebon, *Journal of English Language and Learning,* Vol. 02, Nu. 02, p. 295.

Indonesian students attempting to speak English. They may be able to communicate with proper grammar and lexicon, but they still adopt the Indonesian intonation. According to Flege and White, the prosodic phenomena have shown that certain recurring phonetic trends in learner development have been triggered by interference or negative transfer from L1. Chun argued that the transition of sound/intonation from L1 to L2 is a more serious confusion between the speakers and the interlocutors. [21]

According Kenworhty, there are factors that affect pronunciation, they are:[22]

a. The native language

The different variations in the characteristics of sound spoken by native speaker from English, L2 learners will find a lot of problem to pronounce English words.

b. The age factor

This is a conflicting aspect. Some studies have found that age influences accuracy of the learner's pronunciation. The other researchers argued that age does not grant any immediate benefit in the pronunciation of foreign sounds.

c. Amount of exposure

It is tempting to see this simple as a question of whether or not the speaker is living in an English-speaking country. If it is in the case, the speaker is 'surrounded' by English and this continuous exposure should have an effect on pronunciation skills.

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[21] Clara Herlina, (2011), Phonological Analysis of University Students' Spoken Discourse, *Humaniora,* Vol. 02, Nu. 01, p. 78.

[22] Ambalegin, & Tomi Arianto, (2018), English Vowels and Consonants Mispronunciation of the Seventh President of Republic of Indonesia in His Official English Speech and Its Influencing Factors, *Journal of Linguistics, Literature and Language Teaching,* Vol. 02, Nu. 02, p. 115.

d. Phonetic ability

This ability has been variously referred into aptitude for oral imitation, phonetic coding, or hearing discrimination.

e. Attitude and identity

It has been argued that factors such as a person's sense of identity and a sense of 'group affiliation' are powerful determinants of the acquisition of correct pronunciation of a foreign language.

2. Segmental Features

Segmental features can be described as knowledge of how articulators are a means of producing segmental features (consonants and vowels). According to Bryant segmental features is the identification of rhyme, alliteration and involved consonants and vowels of segmental features. Segmental features defined by Byrne as comprehension of how the articulator (the tongue, lips, and vocal cards) is used as a means of producing segmental features (vowel and consonants). [23]

a. Consonants

Consonants can be presented in three main parameters, whether they are voiced or voiceless, and how they are pronounced in the vocal field. [24] There are five types of consonant:[25]

1) Friction Consonants

There are nine consonant phonemes which have friction as their most essential feature. They are /f, v, θ, ð, s, z, ʃ, ʒ, h/. To produce these sounds the lungs force air into a narrow opening where it creates different kinds of friction.

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[23] Mona Naeimzadeh Khorasani, (2017), The Impact of Teaching Segmental and Suprasegmental Features on the Reading Comprehension of Iranian EFL Learners, Vol. 04, Nu. 06, p. 56.

[24] Marnie Reed, & John M. Levis, ed. (2015), *The Handbook of English Pronunciation,* United Kingdom: John Wiley & Sons, p. 73.

[25] J. D. O'Connor, (1980), *Better English Pronunciation*, New York: Cambridge University Press, p. 24-57.

2) Stop Consonants

In stop consonants the breath is totally stopped at a certain position in the mouth, by the lips or tongue-tip or tongue-back, and then released with a small blast. There are four pairs of stop consonants, they are /p, b/, /t, d/, /k, g/, /tʃ, dʒ/, one of each pair is strong and the other weak.

3) Nasal Consonants

Throughout all nasal consonants the soft palate is decreased and at the same time the passage of the mouth is closed at some point, then all the air is forced out of the nose. There are three types of nasal consonants /m, n, ŋ/.

4) Lateral Consonants

There is only one consonant in English that if formed laterally /l/. It can be produced when the breath passes through the side of the barrier in the middle.

5) Gliding Consonants

There are three consonants that consist of a fast, smooth, non-friction glide to the following vowel sound, the consonants are /j, w, r/. This consonants glides easily from the position of the vowel /i:/ or /ɪ/ to some other vowel.

b. Vowels

Vowels are made by voiced air passing through different mouth shapes; the differences in the shape of the mouth are caused by different positions of the tongue and of the lips. According to Dobrovolsky and Katamba English vowels are divided into two major

types, simple vowels (also called pure vowels or monophthongs) and diphthongs.[26]

Vowels are produced by voiced air flowing through various shapes of the mouth; variations in the form of the mouth are caused by different locations of the tongue and the lips. According to Dobrovolsky and Katamba, English vowels are devided into twi main groups, simple vowels (also named pure vowels or monopthongs) and diphthongs.[27]

1) Simple Vowels

Simple vowels do not indicate a significant difference in quality.

Table 2. 1 Simple Vowels

Simple Vowels
/ iː /
/ ɪ /
/ e /
/ æ /
/ ʌ /
/ ɑː /
/ ɒ /
/ ɔː /
/ ʊ /
/ uː /
/ ɜː /
/ ə /

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[26] Ni Luh Desy Suari Dewi, (2018), Pronunciation of Diphthongs by Seventh Grade Students, Vol. 04, Nu. 02, p. 16.

[27] Ni Luh Desy Suari Dewi, (2018), Pronunciation of Diphthongs by Seventh Grade Students, Vol. 04, Nu. 02, p. 16.

2) Diphthongs

According to Roarch diphthong are sounds that consist of shifting or sliding from one vowel to another, since diphthong is a blend of two pure vowels. On the other hand Ramelan was divided into two parts, they are closing and centering of the diphthong. Closing diphthong is the diphthong sounds like the second vowel is nearer than the first vowel since the motion of the tongues takes place from the direction of the open vowel to the closer of the vowel, while the centering diphthong is the second vowel that is more central than the first vowel since the movement of the tongue takes place in the direction of the central vowel. The English closing diphthong are (/eɪ/, /aɪ/, /ɔɪ/, /aʊ/, /əʊ/) and centering diphthong are (/ɪə/, /eə/, /ʊə/).[28]

3. Suprasegmental Features

Suprasegmental phonemes are phonemes which are overlaid on words or phrases. It contains of stress, pitch, open-transition and the terminal clause. Ramelan said that stress is the degree of strength or loudness of which the syllable being pronounced was being intended to give it prominence. To some other attribute of the suprasegmental phoneme is pitch. Pitch is a syllable which is said to get some degree of lowness or high note. [29] Depending on Nurhadi, the open transition is a brief pause frequently marked by a division of word. It often coincides with the division of the word, and as a result, no transcription symbol is

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[28] Puutri Ayu Dosia, & Akhyar Rido, (2017), Production of English Diphthongs: A Speech Study, *TEKNOSASTIK,* Vol. 15, Nu. 01, p. 22.

[29] Ninik Suryatiningsih, (2015), A Study on the Students' Ability in Pronuncing Dipthongs at STKIP PGRI Pasuruan, *Jurnal Dimensi Pendidikan dan Pembelajaran,* Vol. 03, Nu. 02, p. 5.

often given. Terminal means a stop, and the terminal clause means a stop that is relatively long at the end if the expression. [30]

C. Review of Relevant Studies

Based on the several resources related to this research, the researcher presents several previous studies that have correlation to this research. Here are the result comparison between this research and the previous studies:

First, a research arranged by Mulyani and Dewi Sartika 2019. This research discussed about the utilization of Youtube as a media for training students' English pronunciation skills in junior high school. The researcher claimed that students' pronunciation skill has increased. They got a different impression of learning by applying Youtube in their learning process. It was enjoyable and exciting because students are able to check out the right pronunciation from native speakers.[31]

Second, a research written by Anggi E Pratiwi 2021. This research discussed about applying TikTok application as media for learning English pronunciation. The researcher argued that the use of TikTok application is extremely influential since it is beneficial and provides benefits because it makes studying easy and enjoyable, they could watch interesting video, engage business, and they can easily find out what is going on in the world. Many students have improved their pronunciation skill, but others have not because they do not use TikTok. Since it has numerous advantages and also successful in assisting students and teachers in teaching and learning activities in the 20th century, the TikTok application can be used as a media for English pronunciation learning. [32]

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[30] Ninik Suryatiningsih, (2015), A Study on the Students' Ability in Pronuncing Dipthongs at STKIP PGRI Pasuruan, *Jurnal Dimensi Pendidikan dan Pembelajaran,* Vol. 03, Nu. 02, p. 5.

[31] Mulyani & Dewi Sartika, (2019), Analysis of Students' Proficiency on English Pronunciation Using Youtube-Based Video Media, *Getsempena English Education Journal*, Vol. 06, Nu. 02, p. 255-256.

[32] Anggi E Pratiwi, et.al, (2021), Utilizing TikTok Application As Media For Learning English Pronunciation, *Proceedings International Conference on Education of Suryakancana,* p. 382.

Third, the research arranged by Nurul Afidah and Fanny Nanda Mutiara 2021. The purpose of this research was to develop a TikTok application-based learning media for students of superior class in MA K.H. Wahab Hasbullah Jombang. In this development research, the researcher adapts the ADDIE model which includes Analyze, Design, Develop, Implement, and Evaluate. The developed video consists of 25 videos that discuss several words that have similarities in pronunciation but are actually different. Based on the results of validation by material and media experts, a score of 3.8 was obtained from the media aspect and for the material domain a score of 3.4 was obtained, which means that the product developed is of good quality. At the time of implementation, there were 20 students of superior class was involved. Based on the results of interviews with users, both from the teacher and students, information was obtained that they gave a positive response to the use of TikTok in the learning process. Based on these results, it can be concluded that TikTok can help them in learning English, especially in the aspect of pronunciation.[33]

Based on the results of the researches above, it can be concluded that there are similarities to these research including the same as discussing students' pronunciation improvement. Meanwhile the differentiation of researches above is their types of video which is used by the teacher to train students' pronunciation ability. The first research used Youtube-based video to training students' proficiency on English pronunciation, the second and third research used TikTok as media for learning English pronunciation.

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[33] Nurul Afidah & Fanny Nanda Mutiara, (2021), Tiktok: Supplementary Instructional Media in Speaking Skill During Pandemic Covid-19, *Jurnal Bahasa dan Sastra,* Vol. 08, Nu.02, p. 100.

D. Hypothesis

The research hypothesis that used in this research concerned with the influence of *"TikTok"* toward students' pronunciation. There are two kinds of hypothesis, they are:

1. Alternative Hypothesis (Ha)

   There is significant influence of applying TikTok on students' pronunciation in SMP Negeri 1 Purwangera.

2. Null Hypothesis (H_0)

   There is no significant influence of applying TikTok on students' pronunciation in SMP Negeri 1 Purwangera.

CHAPTER III
RESEARCH METHOD

A. Type of Research

Depending on the variables used, this research includes to experimental research. Experimental research is a study that tries to predict and explain what happens or will happen between specific factors by manipulating or controlling these variables or their relationships in order to find a relationship, influence, or difference between one or more variables.[34] The design that used in this study was Quasi Experimental Design (quasi-experimental). Quasi-experiment is an empirical interventional study intended to determine the causal influence of an intervention on the target population without random assignment. Although quasi-experimental research resembles typical experimental design or randomized controlled trials, it does not include the element of random treatment or control assignment. On the other hand, quasi-experimental design usually allows the researcher to manipulate the treatment condition assignment using a criterion other than random assignment.[35] Each experimental group was given certain treatment with controllable conditions.[36] So, the requirements that must be met in experimental research are the presence of another group that is not subject to experimentation and participates in getting observations. With the existence of other groups or comparison groups, it can be known with certainty the results obtained from the groups that received treatment and those who did not receive treatment.

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[34] Burhan Bungin, (2005), *Metode Penelitian Kuantitatif*, Jakarta: Prenadamedia, p. 38.

[35] Dinardo, J. (2008). "Natural Experiments And Quasi-Natural Experiments". *The New Palgrave Dictionary of Economics*. pp. 856–859. doi:10.1057/9780230226203.1162. ISBN 978-0-333-78676-5.

[36] Nurul Zuriah, (2005), *Metodologi Penelitian Sosial dan Pendidikan Teori dan Aplikasi*, Jakarta: Bumi Aksara, p.16.

Based on the explanation above, the research design can be described as follows:[37]

Table 3. 1 Research Design

E	X	O_1
K	-	O_2

Explanation:

E : Experiment Class

K : Controlled Class

X : Treatment

O_1 : The effect of treatment in learning

O_2 : The effect of conventional learning

Based on the design above, there are two groups selected, they are the experimental group (E) which is class 7C and the control group (K) which is class 7C. The experimental group was treated using TikTok videos as a learning medium, while the control class not given treatment or continue to use conventional learning. The effects of treatment are O_1 and O_2. By going through the class control that applies conventional learning, it can be seen the effect of using TikTok videos in learning on students' pronunciation abilities. At the end of the teaching and learning process, both classes were given a post-test to find out the results of learning English pronunciation related to the material that had been given.

B. Location and Time of Research

This research was conducted in SMP Negeri 1 Purwanegara at seventh-grade students in the academic year 2021/2022. It was located in Jl. Raya Purwanegara, Kalipelus, Kec. Purwanegara, Kab. Banjarnegara, Prov. Jawa Tengah. The research was held on July, 1st 2021 until finish. The

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[37] Sugiyono, (2011), *Metode Penelitian Kuantitatif, Kualitatif, dan Kombinasi (Mixed Methods),* Bandung: Alfabeta, p. 114.

researcher made timetable consist of the schedule of the research activities. These were the steps or schedule of the research:

1. Making Instrument

   The researcher made an instrument from 14th until 21st July 2021.

2. Testing the instrument

   To make sure and the instrument was valid and reliable, the researcher tested the instrument on 1st September 2021.

3. Collecting data

   The researcher obtained the data from Thursday, 2nd September 2021 until Thursday, 7th October 2021.

4. Analysis data

   After took the data, the researcher analyzed the data from 11th October 2021 until 29th October 2021.

5. Making report

   The last step was making a report began on 2nd November 2021 until finish.

C. Subject of The Research

1. Population

   In every research there are important things that become the limitations of researchers in digging data, they are population and sample. Population is the entire research subject. According to Sukardi population is all members of groups of humans, animals, events or objects that live together in one place and are planned to be the target of conclusions from the final results of a study.[38] Moreover Sugiono argued that population is a generalized region of objects or subjects that have certain qualities and

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[38] Sukardi, (2012), *Metodologi Penelitian Pendidikan Kompetensi dan Praktiknya*, (Jakarta: Bumi Aksara, p. 53.

characteristics that the researcher sets out to study and then reduction.[39] Thus it can be concluded that the population is not only people, but also other objects. The population is also not just the number of subjects or objects being observed, but all the characteristics possessed by the subject or object. The population in this research is the seventh grade students in SMP Negeri 1 Purwanegara in academic year 2021/2022.

Table 3. 2 Research Population

Nu.	Grade	Number of Population
1.	Seventh A	35
2.	Seventh B	34
3.	Seventh C	34
4.	Seventh D	37
5.	Seventh E	35
6.	Seventh F	36
7.	Seventh G	36
8.	Seventh H	37

2. Sample

Sample is part of the population analysed in a research and the results will be considered to be representative of the original population, but not the population itself.[40] The sample is thought to be representative of the population, and the results reflect the general symptoms observed. This shows that not all people or objects are studied, but it is enough to use a representative sample. Purposive sampling was utilized as a sample method in this research. Purposive sampling is a sampling method that takes into consideration factors.[41] The need for two homogeneous classes

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[39] Sugiyono, (2009), *Metode Penelitian Kuantitatif Kualitatif dan R&D,* Bandung: Alfabeta, p. 80.

[40] Reviere, Rebecca, *Needs Assessment: A Creative and Practical Guide for Social Scienties.* Taylor&Francis. ISBN 1-56032-376-0, 9781560323761, 1996, p. 50.

[41] Sugiyono, (2012), Statistika Untuk Penelitian, (Bandung: Alfabeta, 2012), p. 68.

whose abilities can represent population characteristics and are adapted to the researcher's intended goals is a criteria used in this study. Based on those explanation, the research subjects in this study were 49 students from grade seventh C as the experimental class and 49 students from grade seventh B as the control class. The sample was chosen based on the assumption that the two groups had similar ability.

According to the sampling technique described above, the researcher calculated the sample size using Slovin's formula as follows:

$$n = \frac{N}{1 + N(e)^2}$$

Explanation:

n : minimum number of samples

N : number of population

E : margin of error / error tolerance

The Slovin formula has the following requirements:

For a big population, the value of e = 0.1 (10%).

For a low population, the value of e = 0.2 (20%).

D. Variable and Indicator of Research

1. Variable

Research variable is varying symptoms. Research variable is also referred to research object which will be learned by researcher.[42] In other words, research variables are anything that is determined by the researcher to be researched, whether it is an object or a person's attribute, in order to gather knowledge about the subject being studied, and then conclusions

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[42] Sugiono, (2011), *Metode Penelitian Kuantitatif Kualitatif dan R&D,* Bandung: Alfabeta, p. 38.

are produced. The research variable of this study is distinguished into the two kinds of variables as follows:

a. Independent variable is the variable that becomes the cause of the change or the appearance of the dependent variable. It is usually called with an X. Independent variable of this research is "TikTok Video".

b. Dependent variable is an affected variable or caused by the existing of independent variable. It is usually called with a Y. Dependent variable of this research is "Students Pronunciation".

Based on the description above, this research with title "The Influence of TikTok on Students' Pronunciation in SMP Negeri 1 Purwanegara" has two research variables; they are TikTok Video (variable X) and Students' Pronunciation (variable Y).

2. Indicator of Research

According to Avery there are three indicators of pronunciation, they are stress, rhythm, and intonation.[43]

a. Stress

One of the most essential speech techniques implemented by English speakers to transmit meaning is the use of stress. According to Cruttenten stress refers to dialect and prominence, both of which agree that loudness in accented syllables is caused by increased breath effort and muscle strength of the vocal folds.[44] Stress is used by English speakers to emphasize information that they believe is important. The first vocal characteristic we'll look at is stress. Certain syllables in

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[43] Eriska Oktaviani Nasution, et.al, (2019), An Analysis Of Students' Error In Pronunciation Practice (A Study At The Fifth Semester Of English Department Institut Pendidikan Tapanuli Selatan 2018/2019 Academic Year), *Jurnal* Linier, Vol. 02, Nu. 02, p. 4.

[44] Ronaldy, Styvant, et.al, (2019), An Analysis of English Speaking Syllable Words Stress Errors by The Students of English Education Study Program of University of Bengkulu, *Journal of English Education and Teaching*, Vol. 03, Nu. 01, p. 107.

words must be stressed by speakers; otherwise the words will be misinterpreted or sound weird.

b. Rhythm

The use of a combination of stressed and unstressed words in phrases is referred as the rhythm. Strong beats (the stressed words) and weak beats (the unstressed words) are found in sentences. The accurate pronunciation of stressed and unstressed syllables is directly linked to rhythm. According to Dale and Poms, rhythm is established in a sentence by powerful stresses or beats. In many languages, the rhythm is determined by the number of syllables.[45] So, the strong stresses or beats of a sentence are defined as rhythm. Means that all vowels in a syllable are almost equally pronounced. As in English, syllables are rarely deleted or decreased.

c. Intonation

According to David Crystal, intonation is the result of the interaction of elements from various prosodic systems – tone, pitch-range, loudness, rhythmicality, and tempo in particular – rather than a single system of contours and levels.[46] The melody of the language is determined by intonation. Speakers usually rely on intonation patterns rather than individual vowels and consonants to express their meaning.

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[45]Eriska Oktaviani Nasution , et.al, (2019), An Analysis Of Students' Error In Pronunciation Practice (A Study At The Fifth Semester Of English Department Institut Pendidikan Tapanuli Selatan 2018/2019 Academic Year), *Jurnal* Linier, Vol. 02, Nu. 02, p. 5.

[46] Crystal, David *(1975). "Prosodic features and linguistic theory". The English tone of voice: essays in intonation, prosody and paralanguage. Edward Arnold. ISBN 9780713158014,* p. 11.

E. Data Collection Techniques

Collecting data is the process of looking for data in the field of study in order to answer the problem statement. In gathering the needed data, the researcher must do the following steps:

1. Pre-Test and Post Test

According to Anas Sudijono, pre-test is a test that is implemented to measure how far the material or lesson material that will be taught has been able to be controlled by the students. While post-test is a test that is implemented to measure whether all matters are classified as well as is it mastered well by students.[47] The pre-test was conducted by giving 30 vocabularies about ordinal numbers, months, and days to be pronounced by each student in the experimental class and the control class one by one. Then, after the pre-test was carried out, the researchers carried out the treatment in the experimental class. Treatment is done by giving English lessons using TikTok videos as a learning medium. TikTok videos are played in front of the class using a projector, and students can listen and observe how to pronounce English vocabulary. After that, students were asked to imitate the pronunciation of vocabulary according to the video that had been played. Meanwhile, in the control class, English learning was carried out without using TikTok videos as a learning medium. Students only imitated the pronunciation of English vocabulary exemplified by the researcher. The last step, the post-test, was carried out in the same way as the pre-test, by giving 30 vocabulary words about ordinal numbers, months, and days to be pronounced by each student in the experimental class and the control class.

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[47] Ilham Effendy, (2016), Pengaruh Pemberian Pre-Test dan Post-TestTerhadap Hasil Belajar Mata Diklat HDW.DEV.100.2.A Pada Siswa SMK Negeri 2 Lubuk Basung, *Jurnal Ilmiah Pendidikan Teknik Elektro,* Vol. 01, Nu.02, p. 83.

The following is an assessment rubric used by researchers as a guide in providing pre-test and post-test assessments.[48]

Table 3. 3 Scoring Rubric of Pronunciation

Scoring Rubric of Pronunciation		
Aspect	**Score**	**Description**
Pronunciation	5	The pronunciation is perfect. The words are easy to understand and have the native speaker's accent.
	4	The words are easy to understand with certain accent. Clearly understandable.
	3	There are some problem in pronounce the words and the listener need more concentration. Slightly understandable.
	2	Unclear pronunciation. The words are difficult to understand.
	1	The words are very difficult to understand. The pronunciation is incomprehensible.

2. Documentation

Documentation is a collecting data by digging up information on documents, it could be paperwork, videos, journals, and so on. This method is used to obtain written data or pictures about the list of names of students included in the experimental class and control class, photos of student activities during the learning process, and data on pre-test and post test scores from the two classes that were used as research samples. The pre-test and post test scores were then analysed to see the students' pronunciation abilities before and after the research was conducted so that

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[48] Rina Rachmawati & Fibria Cahyani,(2021), Pengaruh Penggunaan Video Youtube Terhadap Peningkatan Pronunciation Skillmahasiswa Mku Bahasa Inggris IAI Al-Khoziny Sidoarjo, *Jurnal Widyaloka Ikip Widya Darma* Vol. 8, Nu. 1, p. 10.

the differences between the two results could be seen. All of the data will be described in written form to calculate the correct and incorrect pronunciation produced by students.

F. Technique of Analysing Data

This research was relating to experimental research, which was included in experimental research, based on the type of research. The computation in addressing the problem statement and hypothesis is related to the analysis. For example, the researcher analysed the data in a variety of ways:

1. Descriptive Analysis

According to Sholikhah, descriptive statistics are statistics that collect, arrange, and process data so that it can be presented and create a clear picture of the condition or event from which the data was collected.[49] In other words, the goal of descriptive statistics is to present data in such a way that specific interpretations or conclusions can be drawn from it.

a. Central Tendency

According to Sudaryono, Saefullah, and Rahardja central tendency is a number that illustrates the frequency of the concentration of number labels (numbers) in a data distribution. By looking for a certain index (number) that symbolizes the data held, this concentration measure will aid in the summarization and description of the data. Despite the fact that it does not reveal individual data subjects, the central tendency can provide a thorough overview of the data.[50]

1) Mean

For population and sample data, the arithmetic mean is also known as the mean. The most common value used to characterize

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[49] Lilih Deva Martias, (2021), Statistika Deskriptif Sebagai Kumpulan Informasi, *Jurnal Ilmu Perpustakaan dan Informasi*, Vol. 16, Nu.1, p.44.

[50] Lilih Deva Martias, (2021), Statistika Deskriptif Sebagai Kumpulan Informasi, *Jurnal Ilmu Perpustakaan dan Informasi*, Vol. 16, Nu.1, p.48.

a data set is the mean. Although the mean is not one of the data's real values, it is extremely useful in forecasting other data values.

2) Median

To find the median of a set of data, start by sorting it from the smallest to the largest, then dividing it into two groups. Half of the people are in the high group, and the other half are in the low group. The median is the place where the two groups meet in the middle.

3) Mode

The mode is the data value with the highest frequency or a value that frequently appears in the data group to see symptoms or occurrences that occur frequently.

4) Standard Deviation

The standard deviation is a statistic that measures the amount of variation or dispersion in a set of numbers. A low standard deviation implies that the values are close to the set's mean (also known as the anticipated value), whereas a high standard deviation shows that the values are spread out over a larger range.

2. Normality Test

According to Imam Ghazali normality test is used to determine whether or not the residual value is regularly distributed.[51] The probability of bias is reduced when data is normally distributed. The Kolmogorov-Smirnov Test was used in this study to determine the normality of data distribution using the SPSS application 28 version for Windows. When the value of Asymp. Sig. a variable is larger than the significant level of 5% (> 0.050), the variable is normally distributed, when the value of

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[51] Ari Apriyono & Abdullah Taman, (2013), Analisis Overreaction Pada Saham Perusahaan Manufaktur Di Bursa Efek Indonesia (Bei) Periode 2005-2009, *Jurnal Nomina*, Vol. 02, Nu. 02, p. 82.

Asymp. Sig. a variable is less than the significant level of 5% (0.050), the variable is not normally distributed. Kolomogrov Smirnov test formula:

Table 3. 4 Kolomogrov Smirnov Test Formula

Nu.	Xi	$Z = \frac{X_i - \bar{X}}{SD}$	F_T	F_S	$|F_T - F_S|$
1.					
2.					
3.					
Etc.					

Explanation:

Xi   : Number in data

Z   : Transformation from number to notation in normal distribution

FT   : Normal cumulative probability

FS   : Empirical cumulative probability

3. Paired Simple T-Test

A paired sample t-test is used to determine whether there is a difference in the average of two paired samples. The requirement in the paired sample test is that the data be normally distributed. For homogeneous data, variance is not a requirement in the paired sample t-test. The paired sample t-test in this study was used to answer whether TikTok videos had an effect on students' pronunciation abilities. To answer this problem, the paired sample t-test was carried out on the experimental class pre-test data with post-test data for the experimental class and also pre-test data for the control class with post-test data for the control class. To calculate the paired sample t-test, the researcher uses the SPSS application 28 version for Windows.

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Paired sample t-test formula:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2} - 2r\left(\frac{S_1}{\sqrt{n_1}}\right)\left(\frac{S_2}{\sqrt{n_2}}\right)}}$$

Explanation:

$\bar{X}_1$: First sample mean

$\bar{X}_2$: Second sample mean

S_1 : Standard deviation of first sample

S_2 : Standard deviation of second sample

n_1 : Number of first sample

n_2 : Number of second sample

4. Homogeneity Test

The homogeneity test aims to determine whether a variance from two or more data groups is homogeneous or heterogeneous. Homogeneous data is one of the requirements (not an absolute requirement) in the independent sample t-test. In this study, the homogeneity test was used to determine whether the variance of the post-test data of the experimental class and the post-test data of the control class was homogeneous or not. To calculate the homogeneity test, the researcher uses the SPSS application 28 version for Windows.

5. Hypothesis Test

To test the hypothesis that there is a significant level between the post-test of the experimental class (learning using TikTok videos) compared to the post test of the control class (conventional learning), it is calculated using a different test (independent t-test) through the SPSS 28 version for Windows program to test the hypothesis. The independent t-test is a parametric statistical test method used to analyze the comparison of two unpaired samples.[52] The following formula:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_2^1}{N_1} + \frac{S_2^2}{N_2}}}$$

Explanation:

T : t-test

$\bar{X}_1$: Standard deviation of experimental class

$\bar{X}_2$: Standard deviation of the control class

N_1 : Number sample experimental class

N_2 : Number sample control class

[52] Ari Apriyono & Abdullah Taman, (2013), Analisis Overreaction Pada Saham Perusahaan Manufaktur Di Bursa Efek Indonesia (Bei) Periode 2005-2009, *Jurnal Nomina*, Vol. 02, Nu. 02, p. 82.

CHAPTER IV
FINDINGS AND DISCUSSION

In this chapter, the researcher will give the research findings and discuss how he or she evaluates the data. The impact of TikTok on students' pronunciation was studied by researchers. Test was applied as research instrument by the researchers, which suggests that the test was the most common among the 68 seventh-grade students at SMP Negeri 1 Purwanegara. To determine whether TikTok was effective in teaching pronunciation, the researcher reviewed the outcomes of tests conducted on the experimental class and control class. The researchers collected data by offering a test, and as a result, it was concerned about the test results. The data was collected from both the experimental class and the control class. The data from the experimental class was analyzed first, followed by the data from the control class. The following are the results of the pre-test and post-test in the experimental class and control class:
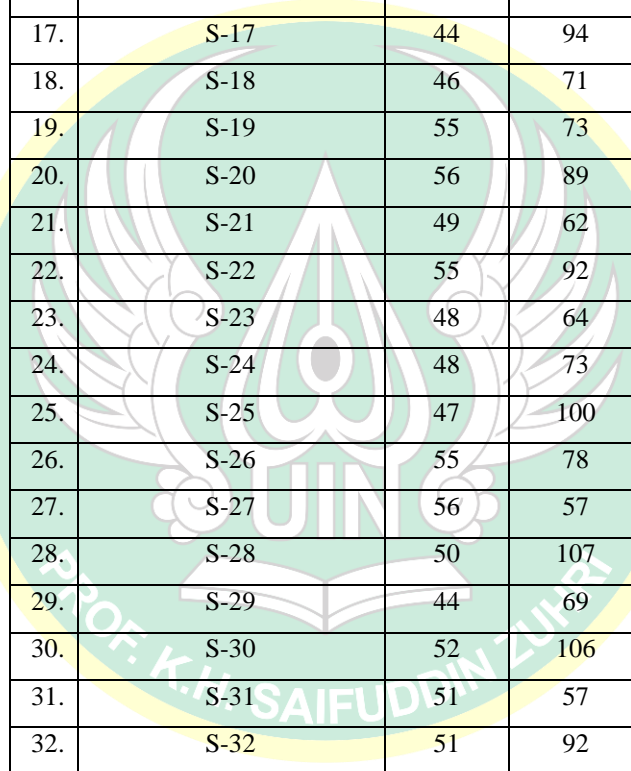
A. Data Description

The data for this study was obtained by giving a test before and after treatment (pre-test and post-test). The data's description can be seen above. The researcher tried to analyse and interpret the data. The experimental group and the control group were described as follows.

1. Students' Achievement in Experimental Class

Table 4. 1 Students' Score of Experimental Class

No.	Subject of The Research	Pre Test	Post Test
1.	S-1	43	72
2.	S-2	56	120
3.	S-3	51	74
4.	S-4	56	113
5.	S-5	59	116
6.	S-6	48	80
7.	S-7	48	99

8.	S-8	47	79
9.	S-9	53	93
10.	S-10	52	105
11.	S-11	51	90
12.	S-12	48	105
13.	S-13	53	88
14.	S-14	53	119
15.	S-15	58	90
16.	S-16	44	87
17.	S-17	44	94
18.	S-18	46	71
19.	S-19	55	73
20.	S-20	56	89
21.	S-21	49	62
22.	S-22	55	92
23.	S-23	48	64
24.	S-24	48	73
25.	S-25	47	100
26.	S-26	55	78
27.	S-27	56	57
28.	S-28	50	107
29.	S-29	44	69
30.	S-30	52	106
31.	S-31	51	57
32.	S-32	51	92
33.	S-33	56	86
34.	S-34	54	73

2. Students' Achievement in Control Class

Table 4. 2 Students' Score of Control Class

No.	Subject of The Research	Pre Test	Post Test
1.	S-1	43	55
2.	S-2	52	83
3.	S-3	46	66
4.	S-4	48	74
5.	S-5	53	87
6.	S-6	57	84
7.	S-7	43	76
8.	S-8	56	92
9.	S-9	40	46
10.	S-10	49	64
11.	S-11	49	70
12.	S-12	62	90
13.	S-13	47	75
14.	S-14	53	76
15.	S-15	51	62
16.	S-16	51	64
17.	S-17	48	82
18.	S-18	49	71
19.	S-19	48	95
20.	S-20	45	74
21.	S-21	48	76
22.	S-22	46	81
23.	S-23	56	98
24.	S-24	62	86
25.	S-25	50	84
26.	S-26	54	60
27.	S-27	49	72
28.	S-28	54	57
29.	S-29	53	208
30.	S-30	46	63

31.	S-31	62	97
32.	S-32	41	94
33.	S-33	46	67
34.	S-34	56	81

B. Data Analysis

1. Descriptive Analysis

Table 4. 3 Descriptive Statistic

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Experiment	34	43	59	51.03	4.303
Post-Test Experiment	34	49	120	86.12	18.740
Pre-Test Control	34	40	62	50.38	5.630
Post-Test Control	34	46	108	76.76	13.957
Valid N (listwise)	34				

a. Experimental class

The highest pre-test score of the students of the experimental class of the seventh grade C students of SMP Negeri 1 Purwanegara was 59 and the lowest one was 43. While the highest post-test score was 120 then the lowest score was 49. According to the data above, it meant that the students of experimental class seventh grade C in SMP Negeri 1 Purwanegara have a good result on their pronunciation.

b. Control class

The highest pre-test score of the students of the control group of the seventh grade B students of SMP Negeri 1 Purwanegara was 62 and the lowest one was 40. While the highest post-test score was 108 then the lowest score was 46. Based on the data above, the researcher could

conclude that there was no good or significant result on students'
pronunciation of seventh grade B in SMP Negeri 1 Purwanegara.

2. Normality Test

Table 4. 4 Test of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Class	Statistic	Df	Sig.	Statistic	Df	Sig.
Students' Score	Pre-Test Experiment (TikTok)	.112	34	.200[*]	.965	34	.343
	Post-Test Experiment (TikTok)	.094	34	.200[*]	.976	34	.651
	Pre-Test Control (Conventional)	.126	34	.186	.963	34	.300
	Post-Test Control (Conventional)	.081	34	.200[*]	.993	34	.999

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Interpretation of normality test:

c. Based on the output above, it is known that the significance value
(Sig.) for all data in both the Kolomogorov-Smirnov test and the
Shapiro-Wilk test is > 0.05, it can be concluded that the research data
is normally distributed.

d. Because the research data is normally distributed, we can use
parametric statistics (paired sample t-test and independent sample t-
test) to conduct research analysis.

3. Paired Sample T-Test

Table 4. 5 Paired Samples Test

		Paired Differences							Significance	
					95% Confidence Interval of the Difference				One-Sided	Two-Sided
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	df	p	p
Pair 1	Pre-Test Experiment - Post-Test Experiment	-35.088	17.493	3.000	-41.192	-28.984	-11.696	33	<,001	<,001
Pair 2	Pre-Test Control - Post-Test Control	-26.382	12.380	2.123	-30.702	-22.063	-12.426	33	<,001	<,001

Table 4. 6 Paired Samples Statistics

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test Experiment	51.03	34	4.303	.738
	Post-Test Experiment	86.12	34	18.740	3.214
Pair 2	Pre-Test Control	50.38	34	5.630	.966
	Post-Test Control	76.76	34	13.957	2.394

Interpretation of paired sample t-test:

b. Based on the output pair 1, which obtained the value of Sig. (2-talled) of $0.000 < 0.05$, it can be concluded that there is a difference in the average student learning outcomes for the pre-test experimental class and the post-test experimental class.

c. Based on the output of pair 2, which obtained the value of Sig. (2-talled) of $0.000 < 0.05$, it can be concluded that there is a difference in the average student learning outcomes for the pre-test control class and post-test control class.

4. Homogeneity Test

Table 4. 7 Test of Homogeneity

Test of Homogeneity of Variance		Levene Statistic	df1	df2	Sig.
Students' Score	Based on Mean	3.348	1	66	.072
	Based on Median	3.291	1	66	.074
	Based on Median and with adjusted df	3.291	1	62.268	.074
	Based on trimmed mean	3.346	1	66	.072

Interpretation of homogeneity test:

a. Based on the output above, it is known that the significance value (Sig.) based on mean is $0.072 > 0.05$, so it can be concluded that the variance of the experimental class post-test data and the control class post-test data is the same or homogeneous.

b. Thus, one of the requirements (not absolute) of the independent sample t-test has been fulfilled.

5. Hypothesis Test

Table 4. 8 Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means							
						Significance				95% Confidence Interval of the Difference	
						One-Sided p	Two-Sided p	Mean Difference	Std. Error Difference	Lower	Upper
		F	Sig.	t	df						
Students' Score	Equal variances assumed	3.348	.072	2.334	66	.011	.023	9.353	4.007	1.352	17.354
	Equal variances not assumed			2.334	60.995	.011	.023	9.353	4.007	1.340	17.366

Table 4. 9 Group Statistic

	Class	N	Mean	Std. Deviation	Std. Error Mean
Students' Score	Post-Test Experiment Class (TikTok)	34	86.12	18.740	3.214
	Post-Test Control Class (Conventional)	34	76.76	13.957	2.394

Interpretation of independent sample test:

Based on the output above, the value of Sig. (2 talled) 0.023 < 0.05, besides the difference in the mean in the post-test of the experimental class and the post-test of the control class shows that the mean of the experimental class is higher than the mean of the control class. So it can be concluded that there is a difference in the average learning outcomes of students who use TikTok videos in learning with conventional learning.

Because the value of Sig. (2 talled) < 0.05, it may be determined that Ho is rejected and Ha is approved based on the above facts. As a result, the hypothesis of this study, that using TikTok has a significant effect on students' pronunciation in SMP Negeri 1 Purwangera, is accepted. The following are the conclusions reached by the researcher:

a. Experiment Class

    The highest pre-test score of the experimental class of SMP Negeri 1 Purwanegara seventh grade C students was 59, while the lowest was 43. The highest post-test score was 120, while the lowest post-test score was 49. According to the data above, the experimental class seventh grade C students at SMP Negeri 1 Purwanegara have a good pronunciation result.

b. Control Class

    The highest pre-test score of the control class of SMP Negeri 1 Purwanegara seventh grade B students was 62, while the lowest was 40. The highest post-test score was 108, while the lowest post-test score was 46. Based on the findings, the researcher concluded that students' pronunciation in seventh grade B at SMP Negeri 1 Purwanegara was not good or significant.

C. Discussion

The researcher has given a pre-test to the students of SMP Negeri 1 Purwanegara in the form of 30 vocabulary questions about ordinal numbers, months, and days. Then the researchers gave treatment to the experimental class by using TikTok videos as a medium for learning. While in the control class, the researcher only provides conventional learning without using any media. After the treatment was carried out, the researcher gave a post-test with the same questions as the pre-test and in accordance with the treatment that had been given. The results can be seen from the post-test scores between the experimental class and the control class. The experimental class got the post-test results with an average of 86.12, and the control class got the post-test results with an average of 76.76. Thus, it can be concluded that learning using TikTok media can be said to be effective.

The research results from expert that supported the result of this research arranged by Wisnu Nugroho Aji and Dwi Bambang Putut Setiyadi argued that TikTok application can be used as an effective learning medium. First, the TikTok application meets the learning needs of students. Second, TikTok applications attract students' interest because of their novelty and have many features that can be implemented into learning. And finally, the TikTok application is equivalent to the development of maturity and experience as well as the characteristics of students who are the millennial generation, who are attached and close to the digital world, especially gadgets.[53] The results of this study have broken the argument of Handrini Ardiyanti, et al. who said that the TikTok application which is used as a learning medium has not been fully effective. The use of the TikTok application in learning makes

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[53] Wisnu Nugroho Aji & Dwi Bambang Putut Setiyadi, (2020), Aplikasi TikTOk Sebagai Media Pembelajaran Keterampilan Bersastra, *METAFORA,* Vol. 06, Nu. 2, April, p. 151.

communication that occurs ineffective because students who become communicants cannot interpret messages from teachers as communicators.[54]

The treatment was offered in seventh grade C, and the methods used by the researcher will be described as follows:

1. Introduce the words

Ni Luh Warini said that there are many content creators who provide English learning content, such as pronunciation, vocabulary, grammar, common mistakes, and so on.[55] The researcher found that there is a lot of content about vocabulary that could be found in this application. Starting from vocabulary at school, home, public places, numbers, time, days, and many others that can be used to increase vocabulary.

Learning activities have been carried out based on the seventh grade material, namely the material about time contained in basic competencies 3.3 and 4.3, by using the English module book "English for SMP/MTS Class VII". Researchers have explained the material by stating the meaning and purpose of learning. In this material, the vocabulary used to provide information about time is cardinal numbers, ordinal numbers, months, and days. Thus, the researcher decided to use the vocabulary of ordinal numbers, months, and days in this research.

Learning is continued by reading vocabulary together, starting with vocabulary about cardinal numbers (first until tenth), then continued with vocabulary for the names of the months (January until December), and the last is vocabulary for the names of the days (Sunday until Saturday). In this session, the students still had many difficulties in pronouncing the correct vocabulary. Most of them read it the same way as reading the Indonesian text. Then the researcher asked the students to imitate the vocabulary

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[54] Handrini Ardiyanti, et.al, (2021), Evektivitas Model Pembelajaran Daring Berbasis TikTok, *Jurnal Komunikasi Profesional,* Vol. 05, Nu. 03. p. 291.

[55] Ni Luh Warini, et.al, (2020), Daya Tarik Tiktok Sebagai Media Pembelajaran Bahasa Inggris Online, *Sintesa Prosiding*, ISBN: 978-602-53420-6-6, 13 November, p. 28.

readings spoken by the researcher so that they would recognize the appropriate pronunciation before proceeding to the next stage.

2. Learn from Native Speakers

The different variations in the characteristics of sound spoken by native speaker from English, L2 learners will find a lot of problem to pronounce English words.[56] That is why learning pronunciation with people who are not native speakers of the language is insufficient. They must learn from native speakers in order to gain personal knowledge of how to pronounce a word. The researcher found that there are many users from various different countries in TikTok. Starting from domestic creators to foreign creators, who are productive in creating educational content that can be used as a learning medium, by using this application, students in the experimental class could immediately learn the proper pronunciation and accent of native speakers. This is done by playing and watching TikTok videos that show the pronunciation of English vocabulary by native speakers. The students were asked to pay attention to the movement of the lips and the sound produced from the video that was played, so that they could clearly understand how to pronounce vocabulary, affixes, and which letters were read and which letters were not read. For example, students in the experimental class mostly know the pronunciation of the "th" /θ/ sound in the words "fourth, fifth, sixth, seventh, eighth, ninth, and tenth" and also the pronunciation of the word "Wednesday" by removing the letter "d" to become /wenzdeɪ/.

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[56] Ambalegin, & Tomi Arianto, (2018), English Vowels and Consonants Mispronunciation of the Seventh President of Republic of Indonesia in His Official English Speech and Its Influencing Factors, *Journal of Linguistics, Literature and Language Teaching,* Vol. 02, Nu. 02, p. 115.

On the other hand, the students from the control class had many difficulties in pronouncing the vocabulary correctly. They had no idea if each letter in each word was present or not, or whether it should be pronounced or not. They couldn't tell the difference between voiced and voiceless words that were spoken correctly. The control group's main issue is that they can't distinguish the difference between the letters "a" /eɪ/ and "I" /aɪ/, and the way to read affixes like "th" /θ/ sound in "January" /dʒænjuəri/ and "seventh" /sevnθ/, they still pronounce the same word as letters, indicating that their mother tongue has a significant influence on how they speak.

3. Interesting and Fun Learning

According to Anggi E Pratiwi the use of TikTok application is extremely influential since it is beneficial and provides benefits because it makes studying easy and enjoyable.[57] In the other hand Rina Rachmawati and Fibria Cahyani argued that videos are well used to train English pronunciation because it could show recordings, moving pictures, and also provides sounds.[58] The researcher found that students prefer video-based learning than learning that only uses modules as a reference and explanation of the material. Moreover, the TikTok application is already well-known in various circles for being used as an entertainment medium. However, in this case the researcher uses TikTok as a medium for learning.

Learning English using TikTok is not monotonous. Not only using the media module book and explanations from the teacher, but also by providing media that can attract students' interest to pay more attention to learning. With this media, the classroom atmosphere becomes more lively

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[57] Anggi E Pratiwi, et.al, (2021), Utilizing TikTok Application As Media For Learning English Pronunciation, *Proceedings International Conference on Education of Suryakancana,* p. 382.
[58] Rina Rachmawati & Fibria Cahyani, (2021), Pengaruh Penggunaan Video YouTube Terhadap Peningkatan *Pronunciation Skill* Mahasiswa MKU Bahasa Inggris IAI Al-Khoziny Sidoarjo, *Jurnal Widyaloka IKIP Widya Darma,* Vol. 08, Nu. 01, p. 7.

and not boring, so that students are not sleepy during learning activities. In addition, they watch pronunciation videos directly from native speakers who have very different accents from their mother tongue accents.

4. Easy to Use Media

Miftachul Taubah claimed that TikTok may provide their users with an ease and flexibility in language skills.[59] The researcher found that this application can be used on smartphones based on Android and iOS, so that users can access it from anywhere and at any time using an internet network connection. This app is very easy to use; simply search for videos using keywords like *#learningenglishpronunciation*, and a list of videos related to the keywords will appear. Therefore, this application can be accessed by all students not only with guidance from the teacher but can also be accessed by the students themselves.

According to the results of the preceding sub-chapter, analysis of the mean score in the post-test between the experimental and control groups determined if the strategy was effective. The experimental class had a mean score of 86,12, while the control class had a score of 76,76. On the other hand, the independent t-test revealed that Sig. (2 talled) was $0.023 < 0.05$. It was determined that there was a significant difference between the experimental and control classes, with the experimental class that applied TikTok as a medium for teaching pronunciation and the control class that applied conventional methods.

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[59] Miftachul Taubah, (2020), Aplikasi TikTok Sebagai Media Pembelajaran Maharah Kalam, *Mu'allim Jurnal Pendidikan Islam*, Vol. 02, Nu. 01, p. 64.

Since the post-test of the experiment class was greater than the post-test of the control class, the hypothesis (Ha) presented in chapter two was accepted. According to the reason for the difference between the two classes, the experimental class significantly improved more than the control class. The research findings showed that the TikTok application had a significant effect on the students' pronunciation.

CHAPTER V
CONCLUSION AND SUGGESTION

The research's conclusion and suggestions are presented in this chapter. The conclusion is based on the findings of the research, and the suggestions are directed to the English teacher, the researcher, and the school.

A. Conclusion

The highest pre-test score of the students of the experimental class of the seventh grade C students of SMP Negeri 1 Purwanegara was 59 and the lowest one was 43. While the highest post-test score was 120 then the lowest score was 49. The highest pre-test score of the students of the control group of the seventh grade B students of SMP Negeri 1 Purwanegara was 62 and the lowest one was 40. While the highest post-test score was 108 then the lowest score was 46.

Paired sample t-test showed the output of pair 1, which obtained the value of Sig. (2-talled) was $0.000 < 0.05$, means that there is a difference in the average student learning outcomes for the pre-test experimental class and the post-test experimental class. The output of pair 2, which obtained the value of Sig. (2-talled) of $0.000 < 0.05$, it can be concluded that there is a difference in the average student learning outcomes for the pre-test control class and post-test control class. Moreover independent sample t-test presented the value of Sig. (2 talled) $0.023 < 0.05$, it may be determined that Ho is rejected and Ha is approved. As a result, the hypothesis of this study, that using TikTok has a significant effect on students' pronunciation in SMP Negeri 1 Purwangera, is accepted.

B. Suggestion

Based on the study's limitations, the researcher has a few suggestions for English teachers, researcher, and the school. Here are suggestions given by researcher:

5. For the teacher

   a. The teacher should be innovative in terms of approaches, strategies, and media in teaching and learning process.

   b. The teacher should be adaptable and understand the requirements of the students so that the teaching-learning process can be pleasurable and exciting.

   c. As an alternative teaching medium, the teacher could use TikTok to teach not only pronunciation but also other subjects because it can be applied to a wide range of materials in the English subject.

6. For the researcher

   The researcher could acquire more experience and knowledge during the process of arranging the research. With this research, researchers got a lot of additional knowledge and insight from designing research, collecting data, and processing data. This experience is very useful for researchers to develop their quality of life so that can do better research in the future.

7. For the school

   The researcher could help the school resolve the learning problem by applying TikTok as a medium for learning English pronunciation. Students' English pronunciation skills can be improved through the implementation of this medium, so that the learning problem has been resolved.

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Research Instrument

THE INFLUENCE OF TIKTOK ON STUDENTS' PRONUNCIATION IN SMP NEGERI 1 PURWANEGARA

A. PRE TEST

Students' Identity

Researcher	:	Lenia Puspa Nuari
Students' Name	:	
Class	:	
Date/Time	:	

Scoring Rubric of Pronunciation		
Aspect	**Score**	**Description**
Pronunciation	5	The pronunciation is perfect. The word is easy to understand and has the native speaker's accent.
	4	The words are easy to understand with certain accent. Clearly understandable.
	3	There are some problems in pronouncing the words and the listener needs more concentration. Slightly understandable.
	2	Unclear pronunciation. The words are difficult to understand.
	1	The words are very difficult to understand. The pronunciation is incomprehensible.

Instruction:

1. Pay attention to the following words.

2. Read the lists of words to know the pronunciation

3. Make sure to read them carefully.

4. Read in a clear and loud voice.

5. Feel enjoy and do not be nervous.

6. Good luck!

Here some vocabularies related to time, they are ordinal numbers, months, and days.

No.	Words	Score
1.	1st = First	
2.	2nd = Second	
3.	3rd = Third	
4.	4th = Fourth	
5.	5th = Fifth	
6.	6th = Sixth	
7.	7th = Seventh	
8.	8th = Eight	
9.	9th = Ninth	
10.	10th = Tenth	
11.	January	
12.	February	
13.	March	
14.	April	
15.	May	
16.	June	
17.	July	
18.	August	
19.	September	
20.	October	

21.	November	
22.	December	
23.	Sunday	
24.	Monday	
25.	Tuesday	
26.	Wednesday	
27.	Thursday	
28.	Friday	
29.	Saturday	
30.	Month	
	TOTAL SCORE	

B. TREATMENTS

      In this session, the researcher will use video as a learning medium. The video will be played five or more times to observe the movement of the lips and the sound produced. After that, the students will imitate it according to the video that is being played.
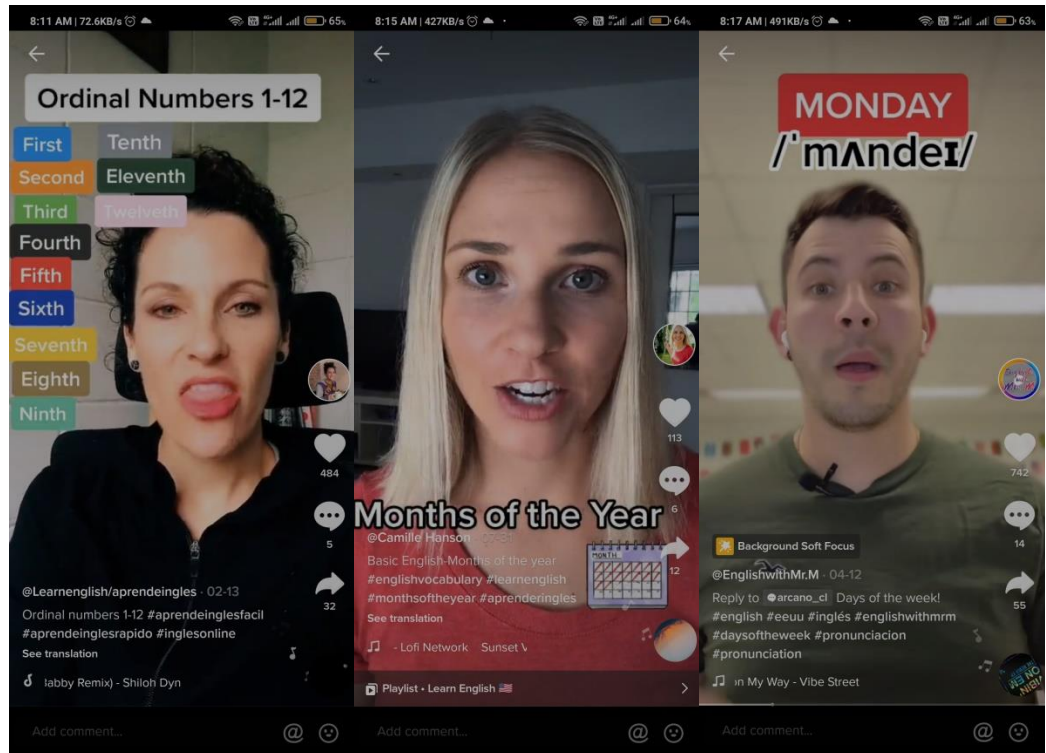
Cardinal Numbers   **Months**   **Days**

C. POST TEST

Students' Identity

Researcher	:	Lenia Puspa Nuari
Students' Name	:	
Class	:	
Date/Time	:	

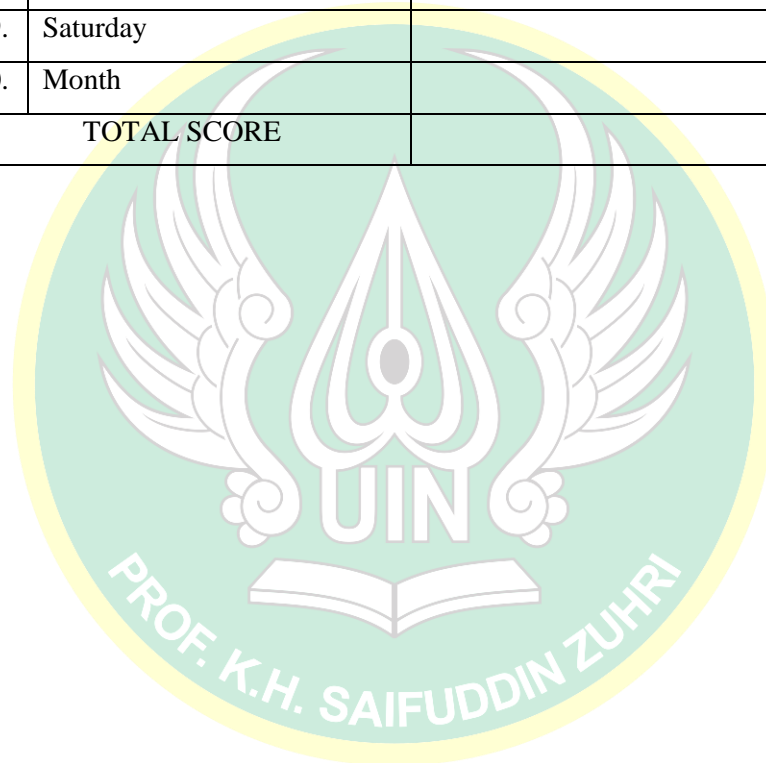| Scoring Rubric of Pronunciation		
Aspect	**Score**	**Description**
Pronunciation	5	The pronunciation is perfect. The word is easy to understand and has the native speaker's accent.
	4	The words are easy to understand with certain accent. Clearly understandable.
	3	There are some problems in pronouncing the words and the listener needs more concentration. Slightly understandable.
	2	Unclear pronunciation. The words are difficult to understand.
	1	The words are very difficult to understand. The pronunciation is incomprehensible.

Instruction:

1. Pay attention to the following words.
2. Read the lists of words to know the pronunciation.
3. Make sure to read them carefully.
4. Read in a clear and loud voice.
5. Feel enjoy and do not be nervous.
6. Good luck!

Here some vocabularies related to time, they are ordinal numbers, months, and days.

No.	Words	Score
1.	1st = First	
2.	2nd = Second	
3.	3rd = Third	
4.	4th = Fourth	
5.	5th = Fifth	
6.	6th = Sixth	
7.	7th = Seventh	
8.	8th = Eight	
9.	9th = Ninth	
10.	10th = Tenth	
11.	January	
12.	February	
13.	March	
14.	April	
15.	May	
16.	June	
17.	July	
18.	August	
19.	September	
20.	October	
21.	November	
22.	December	
23.	Sunday	
24.	Monday	
25.	Tuesday	
26.	Wednesday	
27.	Thursday	

28.	Friday	
29.	Saturday	
30.	Month	
	TOTAL SCORE	

D. The Students' Score of Pre Test and Post Test

No.	Students' Name	Pre Test	Post Test
35.			
36.			
37.			
38.			
39.			
40.			
41.			
42.			
43.			
44.			
etc.			
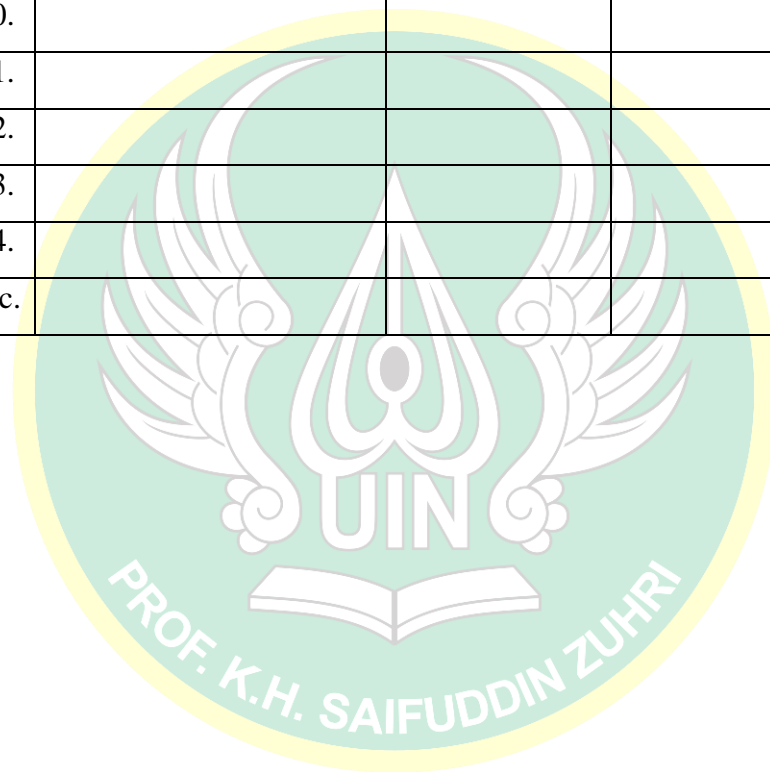
E. Key Answer for Pronunciation Test

No.	Words	Pronunciation Transcription
1.	1st = First	/fɜːst/
2.	2nd = Second	/ˈsekənd/
3.	3rd = Third	/θɜːd/
4.	4th = Fourth	/fɔːθ/
5.	5th = Fifth	/fɪfθ/
6.	6th = Sixth	/sɪksθ/
7.	7th = Seventh	/ˈsevnθ/
8.	8th = Eighth	/eɪtθ/
9.	9th = Ninth	/naɪnθ/
10.	10th = Tenth	/tenθ/
11.	January	/dʒænjuəri/
12.	February	/ˈfebruəri/
13.	March	/mɑːtʃ/
14.	April	/ˈeɪprəl/
15.	May	/meɪ/
16.	June	/dʒuːn/
17.	July	/dʒuˈlaɪ/
18.	August	/ˈɔːgəst/
19.	September	/sepˈtembə(r)/
20.	October	/ɒkˈtəʊbə(r)/
21.	November	/nəʊˈvembə(r)/
22.	December	/dɪˈsembə(r)/
23.	Sunday	/ˈsʌdeɪ/
24.	Monday	/ˈmʌndeɪ/
25.	Tuesday	/ˈtjuːzdeɪ/
26.	Wednesday	/ˈwenzdeɪ/
27.	Thursday	/ˈθɜːzdeɪ/

28.	Friday	/ˈfraɪdeɪ/
29.	Saturday	/ˈsætədeɪ/
30.	Month	/mʌndeɪ/

RENCANA PELAKSANAAN PELAJARAN

(RPP)

Satuan Pendidikan   :   SMP Negeri 1 Purwanegara

Mata Pelajaran   :   Bahasa Inggris

Kelas/Semester   :   7/Ganjil

Materi Pokok   :   Time

Alokasi Waktu   :   40 menit

A. Kompetensi Dasar

Mengidentifikasi Fungsi Sosial, Struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal dan tahun sesuai dengan konteks penggunaannya.

B. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Mengidentifikasi fungsi sosial teks interaksi transaksional lisan yang melibatkan tindakan memberi dan meminta informasi terkait waktu sesuai dengan konteks penggunaannya.

2. Menyusun teks interaksi transaksional lisan sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait waktu dengan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Media Pembelajaran, Alat, Bahan, dan Sumber Belajar

Media   : worksheet

Alat/Bahan   : Papan tulis

Sumber Belajar   : Buku Bahasa Inggris Kelas VII

D. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (5 Menit)	
Melakukan pembuakaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik.	
Mengaitkan materi/tema/kegiatan pembelajaran yang dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.	
Menyamppaikan motivasi tentang apa yang dapat diperoleh (tujuan dan manfaat) dengan mempelajari materi tentang Time.	
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.	
Kegiatan Inti (30 Menit)	
Kegiatan Literasi	Peserta didik mengamati contoh dari teks memberi dan menerima informasi mengenai waktu.
Critical Thingking	Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi struktur bahasa yang digunakan untuk memberi dan meminta informasi waktu.
Collaboration	Peserta didik diberi kesempatan berdiskusi dan saling bertukar pikiran mengenai hal-hal yang berkaitan dengan waktu.
Communication	Peserta didik menyebutkan vocabulary yang berkaitan dengan informasi waktu.
Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait dengan materi Time. Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal

	yang belum dipahami.
	Kegiatan Penutup (5 Menit)
Guru menyampaikan rangkuman atau kesimpulan tentang poin-poin penting dalam kegiatan pembelajaran yang telah dilakukan.	
Menutup pembelajaran dengan berdo'a untuk mengakhiri pembelajran dan mengucapkan salam penutup	

E. Penilaian Hasil Belajar

1. Penilaian pengetahuan berupa tes lisan mengenai vocabulary tentang hal yang berkaitan dengan materi Time.
2. Penilaian keterampilan berupa penilaian untuk kerja dan penilaian produk yang dihasilkan atau dibuat.

Banjarnegara, 2 September 2021

Mengetahui,

Guru Mapel Bahasa Inggris   Mahasiswa

Sri Murtiastuti, S. Pd.   Lenia Puspa Nuari

RENCANA PELAKSANAAN PELAJARAN
(RPP)

Satuan Pendidikan	:	SMP Negeri 1 Purwanegara
Mata Pelajaran	:	Bahasa Inggris
Kelas/Semester	:	7/Ganjil
Materi Pokok	:	Cardinal Number and Ordinal Number
Alokasi Waktu	:	40 menit

A. Kompetensi Dasar

Mengidentifikasi Fungsi Sosial, Struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal dan tahun sesuai dengan konteks penggunaannya.

B. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Memahami perbedaan antara cardinal number dan ordinal number serta penggunaannya dalam kalimat yang berhubungan dengan menunjukkan waktu.

2. Menyebutkan cardinal number dan ordinal number dari satu sampai dengan sepuluh.

C. Media Pembelajaran, Alat, Bahan, dan Sumber Belajar

Media : Proyektor

Alat/Bahan : Papan tulis dan laptop

Sumber Belajar : Buku Bahasa Inggris Kelas VII dan video TikTok https://vt.tiktok.com/ZSeR5s2jC/

D. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (5 Menit)	
Melakukan pembuakaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik.	
Mengaitkan materi/tema/kegiatan pembelajaran yang dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.	
Menyamppaikan motivasi tentang apa yang dapat diperoleh (tujuan dan manfaat) dengan mempelajari materi Cardinal Number and Ordinal Number.	
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.	
Kegiatan Inti (30 Menit)	
Kegiatan Literasi	Peserta didik mengamati contoh dari cardinal number dan ordinal number beserta penggunaannya dalam menunjukkan waktu.
Critical Thingking	Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi perbedaan dari cardinal number dan ordinal number.
Collaboration	Peserta didik diberi kesempatan berdiskusi dan saling bertukar pikiran mengenai karakteristik dari cardinal number dan ordinal number.
Communication	Peserta didik menyimak video vocabulary tentang cardinal number dan ordinal number yang bersumber dari video TikTok https://vt.tiktok.com/ZSeR5s2jC/ kemudian menyebutkan cardinal number dan ordinal

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	number sesuai dengan video yang disimak.
Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait dengan materi cardinal number dan ordinal number. Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami.
Kegiatan Penutup (5 Menit)	
Guru menyampaikan rangkuman atau kesimpulan tentang poin-poin penting dalam kegiatan pembelajaran yang telah dilakukan.	
Menutup pembelajaran dengan berdo'a untuk mengakhiri pembelajran dan mengucapkan salam penutup	

E. Penilaian Hasil Belajar
1. Penilaian pengetahuan berupa tes lisan mengenai vocabulary tentang hal yang berkaitan dengan materi Cardinal Number and Ordinal Number
2. Penilaian keterampilan berupa penilaian untuk kerja dan penilaian produk yang dihasilkan atau dibuat.

Banjarnegara, 16 September 2021

Mengetahui,

Guru Mapel Bahasa Inggris   Mahasiswa

Sri Murtiastuti, S. Pd.   Lenia Puspa Nuari

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RENCANA PELAKSANAAN PELAJARAN

(RPP)

       Satuan Pendidikan   :   SMP Negeri 1 Purwanegara

       Mata Pelajaran   :   Bahasa Inggris

       Kelas/Semester   :   7/Ganjil

       Materi Pokok   :   Cardinal Number and Ordinal Number

       Alokasi Waktu   :   40 menit

A. Kompetensi Dasar

Mengidentifikasi Fungsi Sosial, Struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal dan tahun sesuai dengan konteks penggunaannya.

B. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Memahami perbedaan antara cardinal number dan ordinal number serta penggunaannya dalam kalimat yang berhubungan dengan menunjukkan waktu.

2. Menyebutkan cardinal number dan ordinal number dari satu sampai dengan sepuluh.

C. Media Pembelajaran, Alat, Bahan, dan Sumber Belajar

    Media   : Worksheet

    Alat/Bahan   : Papan tulis

    Sumber Belajar   : Buku Bahasa Inggris Kelas VII

D. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (5 Menit)	
Melakukan pembuakaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik.	
Mengaitkan materi/tema/kegiatan pembelajaran yang dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.	
Menyamppaikan motivasi tentang apa yang dapat diperoleh (tujuan dan manfaat) dengan mempelajari materi Cardinal Number and Ordinal Number.	
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.	
Kegiatan Inti (30 Menit)	
Kegiatan Literasi	Peserta didik mengamati contoh dari cardinal number dan ordinal number beserta penggunaannya dalam menunjukkan waktu.
Critical Thingking	Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi perbedaan dari cardinal number dan ordinal number.
Collaboration	Peserta didik diberi kesempatan berdiskusi dan saling bertukar pikiran mengenai karakteristik dari cardinal number dan ordinal number.
Communication	Peserta didik menyebutkan vocabulary dari cardinal number dan ordinal number.
Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait dengan materi cardinal number dan ordinal

	number. Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami.
	Kegiatan Penutup (5 Menit)
	Guru menyampaikan rangkuman atau kesimpulan tentang poin-poin penting dalam kegiatan pembelajaran yang telah dilakukan.
	Menutup pembelajaran dengan berdo'a untuk mengakhiri pembelajran dan mengucapkan salam penutup

E. Penilaian Hasil Belajar

    3. Penilaian pengetahuan berupa tes lisan mengenai vocabulary tentang hal yang berkaitan dengan materi Cardinal Number and Ordinal Number

    4. Penilaian keterampilan berupa penilaian untuk kerja dan penilaian produk yang dihasilkan atau dibuat.

<div align="right">Banjarnegara, 16 September 2021</div>

Mengetahui,

    Guru Mapel Bahasa Inggris   Mahasiswa

    Sri Murtiastuti, S. Pd.   Lenia Puspa Nuari

RENCANA PELAKSANAAN PELAJARAN
(RPP)

Satuan Pendidikan : SMP Negeri 1 Purwanegara

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : 7/Ganjil

Materi Pokok : Days and Months

Alokasi Waktu : 40 menit

A. Kompetensi Dasar

Mengidentifikasi Fungsi Sosial, Struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal dan tahun sesuai dengan konteks penggunaannya.

B. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Memahami struktur dan unsur kebahasaan teks interaksi mengenai memberi dan meminta informasi terkait hari dan bulan.

2. Menyebutkan nama-nama hari dan bulan dengan Bahasa Inggris dengan benar.

C. Media Pembelajaran, Alat, Bahan, dan Sumber Belajar

Media : Proyektor

Alat/Bahan : Papan tulis dan laptop

Sumber Belajar : Buku Bahasa Inggris Kelas VII dan video TikTok https://vt.tiktok.com/ZSeR5osKt/ dan https://vt.tiktok.com/ZSeR5vnk8/

D. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (5 Menit)	
Melakukan pembuakaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik.	
Mengaitkan materi/tema/kegiatan pembelajaran yang dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.	
Menyamppaikan motivasi tentang apa yang dapat diperoleh (tujuan dan manfaat) dengan mempelajari materi Days and Months.	
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.	
Kegiatan Inti (30 Menit)	
Kegiatan Literasi	Peserta didik mengamati contoh dari penggunaan days and months dalam menunjukkan waktu.
Critical Thingking	Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi struktur teks dan unsur kebahasaan teks memberi dan meminta informasi waktu terkait dari dan bulan.
Collaboration	Peserta didik diberi kesempatan berdiskusi dan saling bertukar pikiran mengenai struktur teks dan unsur kebahasaan teks memberi dan menerima informasi waktu terkait hari dan bulan.
Communication	Peserta didik menyimak video vocabulary tentang days and months yang bersumber dari video TikTok https://vt.tiktok.com/ZSeR5osKt/

	dan https://vt.tiktok.com/ZSeR5vnk8/ kemudian menyebutkan days and months sesuai dengan video yang disimak.
Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait dengan materi days and months. Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami.
Kegiatan Penutup (5 Menit)	
Guru menyampaikan rangkuman atau kesimpulan tentang poin-poin penting dalam kegiatan pembelajaran yang telah dilakukan.	
Menutup pembelajaran dengan berdo'a untuk mengakhiri pembelajran dan mengucapkan salam penutup	

E. Penilaian Hasil Belajar

5. Penilaian pengetahuan berupa tes lisan mengenai vocabulary tentang hal yang berkaitan dengan materi Days and Months..

6. Penilaian keterampilan berupa penilaian untuk kerja dan penilaian produk yang dihasilkan atau dibuat.

                        Banjarnegara, 30 September 2021

Mengetahui,

Guru Mapel Bahasa Inggris   Mahasiswa

Sri Murtiastuti, S. Pd.   Lenia Puspa Nuari

RENCANA PELAKSANAAN PELAJARAN

(RPP)

Satuan Pendidikan : SMP Negeri 1 Purwanegara

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : 7/Ganjil

Materi Pokok : Days and Months

Alokasi Waktu : 40 menit

A. Kompetensi Dasar

Mengidentifikasi Fungsi Sosial, Struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal dan tahun sesuai dengan konteks penggunaannya.

B. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Memahami struktur dan unsur kebahasaan teks interaksi mengenai memberi dan meminta informasi terkait hari dan bulan.

2. Menyebutkan nama-nama hari dan bulan dengan Bahasa Inggris dengan benar.

C. Media Pembelajaran, Alat, Bahan, dan Sumber Belajar

Media : Worksheet

Alat/Bahan : Papan tulis

Sumber Belajar : Buku Bahasa Inggris Kelas VII

D. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (5 Menit)	
Melakukan pembuakaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik.	
Mengaitkan materi/tema/kegiatan pembelajaran yang dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.	
Menyamppaikan motivasi tentang apa yang dapat diperoleh (tujuan dan manfaat) dengan mempelajari materi Days and Months.	
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.	
Kegiatan Inti (30 Menit)	
Kegiatan Literasi	Peserta didik mengamati contoh dari penggunaan days and months dalam menunjukkan waktu.
Critical Thingking	Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi struktur teks dan unsur kebahasaan teks memberi dan meminta informasi waktu terkait dari dan bulan.
Collaboration	Peserta didik diberi kesempatan berdiskusi dan saling bertukar pikiran mengenai struktur teks dan unsur kebahasaan teks memberi dan menerima informasi waktu terkait hari dan bulan.

Communication	Peserta didik menyebutkan vocabulary dari days and months.
Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait dengan materi days and months. Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami.
Kegiatan Penutup (5 Menit)	
Guru menyampaikan rangkuman atau kesimpulan tentang poin-poin penting dalam kegiatan pembelajaran yang telah dilakukan.	
Menutup pembelajaran dengan berdo'a untuk mengakhiri pembelajran dan mengucapkan salam penutup	

E. Penilaian Hasil Belajar

7. Penilaian pengetahuan berupa tes lisan mengenai vocabulary tentang hal yang berkaitan dengan materi Days and Months.

8. Penilaian keterampilan berupa penilaian untuk kerja dan penilaian produk yang dihasilkan atau dibuat.

Banjarnegara, 30 September 2021

Mengetahui,

Guru Mapel Bahasa Inggris   Mahasiswa

Sri Murtiastuti, S. Pd.   Lenia Puspa Nuari

VALIDATION SHEET

Title : The Influence of TikTok on Students' Pronunciation in
SMP Negeri 1 Purwanegara

Name : Lenia Puspa Nuari

NIM : 1717404086

Study Program : Tadris Bahasa Inggris

Evaluator : Desi Wijayanti Ma'rufah, M. Pd.

A. Instruction

Put a checklist "√" in the assessment column that is appropriate to your assessment of the pre-test, treatment, and post-test with the following rating scale:

1 = Not good   4 = Good

2 = Not good enough 5 = Very good

3 = Good enough

B. Evaluation

No.	Observed Aspects	Observation Score				
		1	2	3	4	5
1.	The suitability of the question with the purpose of research					
2.	The suitability of the question with the treatment					
3.	Vocabularies that represent the whole of English phonemes					
4.	The clarity of the questions' instructions					

C. Evaluator's Conclusion

Put the circle mark on the answer that matches your conclusion.

1. Can be used without revision

2. Can be used with revision

Purwokerto, 1st September 2021

Evaluator

Desi Wijayanti Ma'rufah, M. Pd.

<div align="center">VALIDATION SHEET</div>

Title	:	The Influence of TikTok on Students' Pronunciation in SMP Negeri 1 Purwanegara
Name	:	Lenia Puspa Nuari
NIM	:	1717404086
Study Program	:	Tadris Bahasa Inggris
Evaluator	:	Windhariyanti Dyah Kusumawanti, M. A, M. Pd.

D. Instruction

Put a checklist "√" in the assessment column that is appropriate to your assessment of the pre-test, treatment, and post-test with the following rating scale:

1	=	Not good	4	=	Good
2	=	Not good enough	5	=	Very good
3	=	Good enough			

E. Evaluation

No.	Observed Aspects	Observation Score				
		1	2	3	4	5
5.	The suitability of the question with the purpose of research					
6.	The suitability of the question with the treatment					
7.	Vocabularies that represent the whole of English phonemes					
8.	The clarity of the questions' instructions					

F. Evaluator's Conclusion

Put the circle mark on the answer that matches your conclusion.

3. Can be used without revision

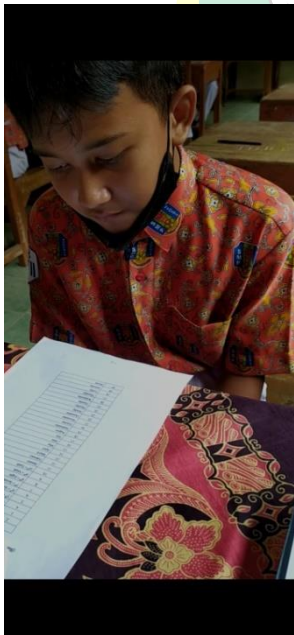4. Can be used with revision

Purwokerto, 1st September 2021

Evaluator

Windhariyanti Dyah K, M. A, M. Pd.

Pre test

Post Test

Treatment