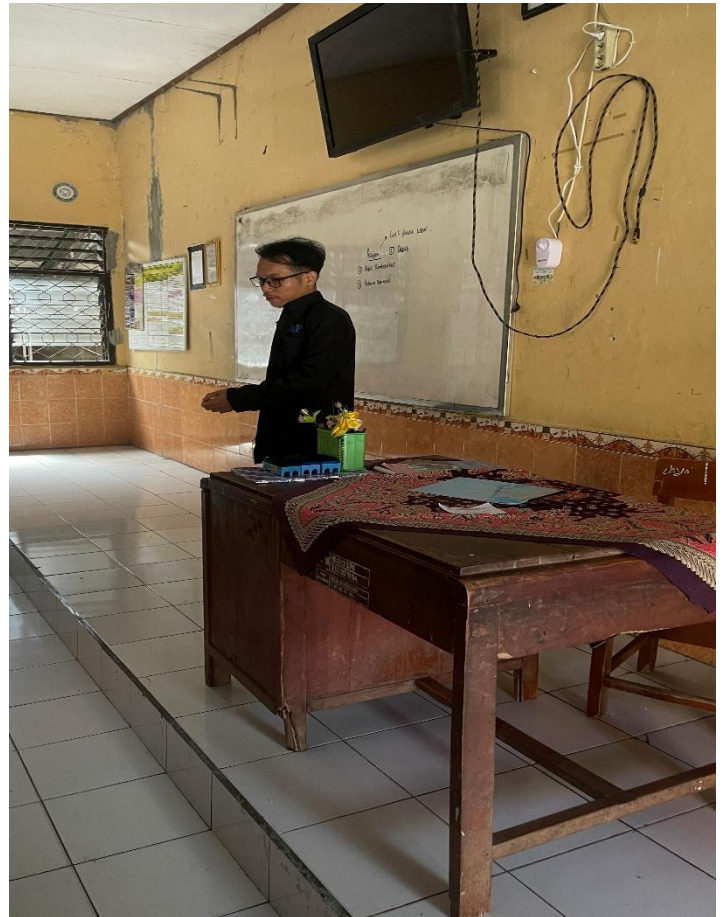


APPENDICES

Appendix 1. Documentation of the research

a. Documentation in pre test



b. Documentation in post test



Students Score in Pre test and Post Test

Nama = Diyah Ayu L.
Kelas = XII
Mapel = B. Inggris.

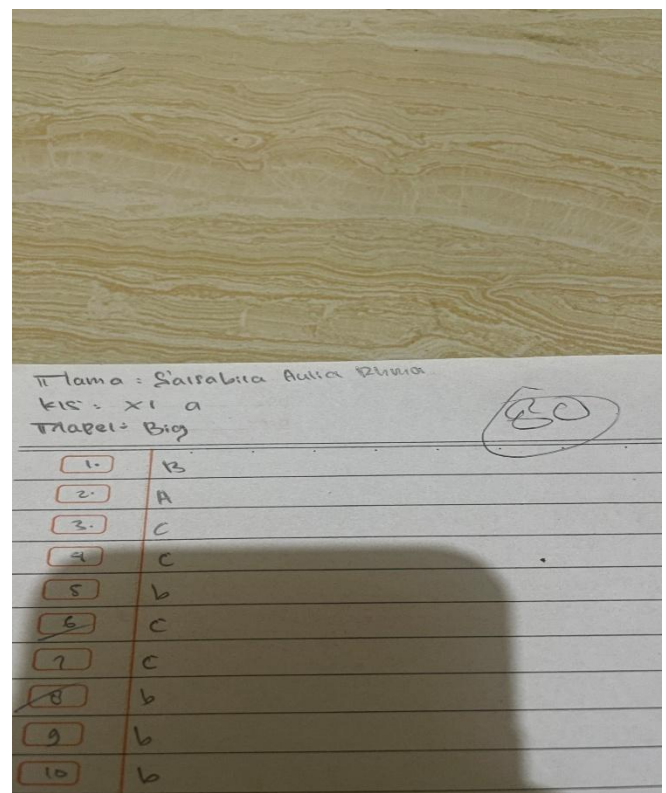
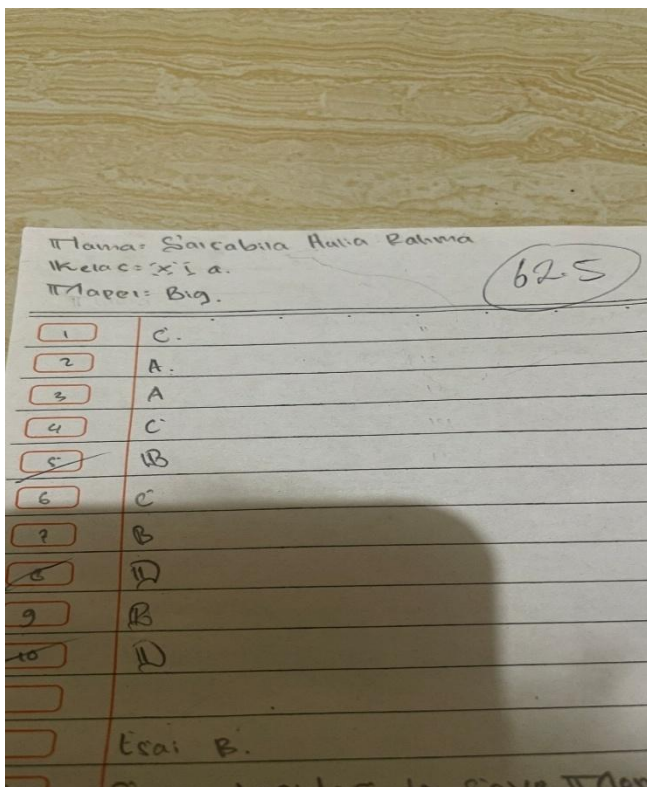
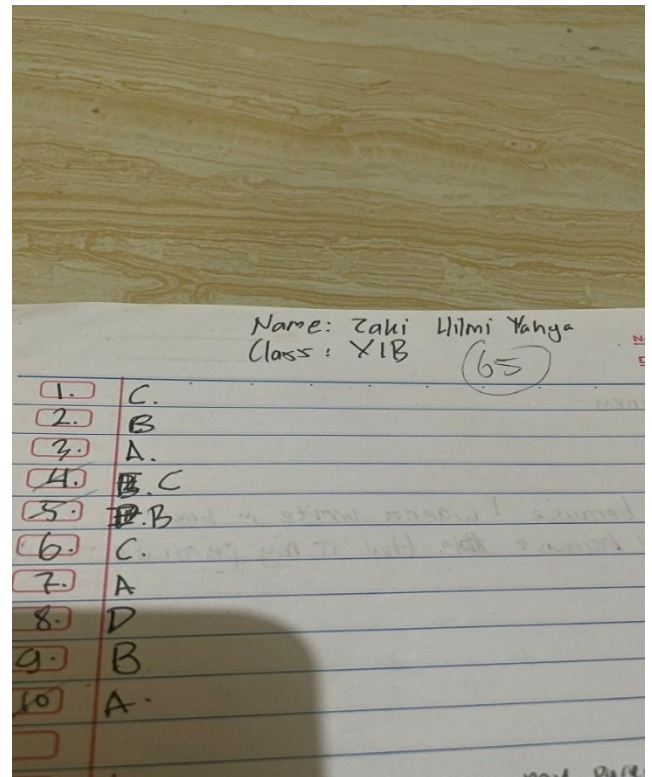
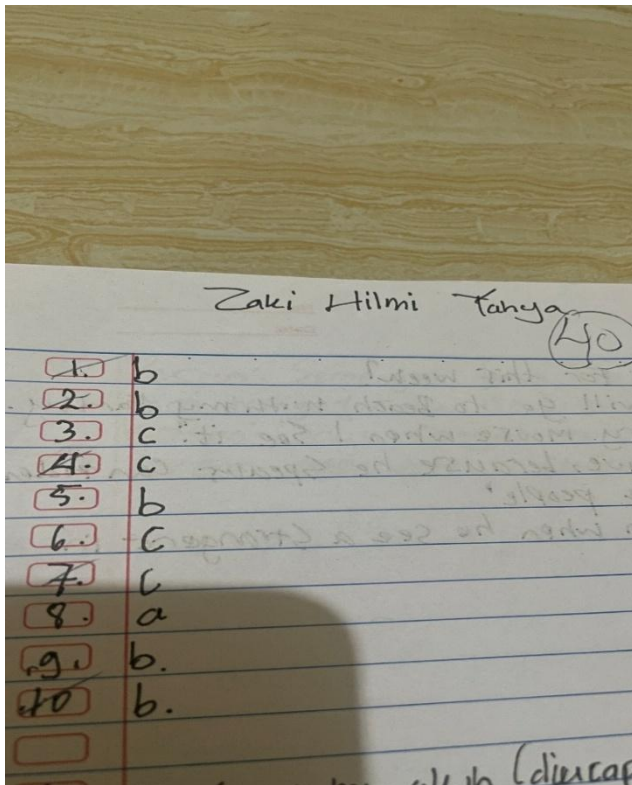
1.	A
2.	C
3.	A
4.	B
5.	B
6.	C
7.	B
8.	B
9.	C
10.	C

42.5

Nama = Diyah Ayu Luthiyah
Kelas = XII
Mapel = B. Inggris

A. 1.	B
2.	A
3.	C
4.	C
5.	B
6.	C
7.	C
8.	B
9.	B
10.	B
11.	perhaps, probably

70



c. Student Questionnaire

Zania Fha 0
XI IPA A

The Use of TikTok in Vocabulary Learning

Instructions:
Please indicate your level of agreement with each statement by choosing one option.

Likert Scale:
1 = Strongly Disagree
2 = Disagree
3 = Neutral
4 = Agree
5 = Strongly Agree

- Using TikTok gives me greater control over my vocabulary use.
☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5
- TikTok enables me to acquire vocabulary more effectively.
☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5
- TikTok supports important aspects of my vocabulary development.
☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5
- Using TikTok increases my vocabulary ability.
☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5
- Using TikTok allows me to master vocabulary better than was previously possible.
☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5
- Using TikTok enhances my effectiveness in vocabulary learning.
☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5

Muhammad Fikri
XI A

The Use of TikTok in Vocabulary Learning

Instructions:
Please indicate your level of agreement with each statement by choosing one option.

Likert Scale:
1 = Strongly Disagree
2 = Disagree
3 = Neutral
4 = Agree
5 = Strongly Agree

- Using TikTok gives me greater control over my vocabulary use.
☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
- TikTok enables me to acquire vocabulary more effectively.
☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5
- TikTok supports important aspects of my vocabulary development.
☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5
- Using TikTok increases my vocabulary ability.
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5
- Using TikTok allows me to master vocabulary better than was previously possible.
☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5
- Using TikTok enhances my effectiveness in vocabulary learning.
☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5

Fajra Intan Nurani
Rah Rianto S
XI B

The Use of TikTok in Vocabulary Learning

Instructions:
Please indicate your level of agreement with each statement by choosing one option.

Likert Scale:
1 = Strongly Disagree
2 = Disagree
3 = Neutral
4 = Agree
5 = Strongly Agree

- Using TikTok gives me greater control over my vocabulary use.
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5
- TikTok enables me to acquire vocabulary more effectively.
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5
- TikTok supports important aspects of my vocabulary development.
☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5
- Using TikTok increases my vocabulary ability.
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5
- Using TikTok allows me to master vocabulary better than was previously possible.
☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5
- Using TikTok enhances my effectiveness in vocabulary learning.
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5

Fajra Intan Nurani
XI B

The Use of TikTok in Vocabulary Learning

Instructions:
Please indicate your level of agreement with each statement by choosing one option.

Likert Scale:
1 = Strongly Disagree
2 = Disagree
3 = Neutral
4 = Agree
5 = Strongly Agree

- Using TikTok gives me greater control over my vocabulary use.
☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5
- TikTok enables me to acquire vocabulary more effectively.
☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5
- TikTok supports important aspects of my vocabulary development.
☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5
- Using TikTok increases my vocabulary ability.
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5
- Using TikTok allows me to master vocabulary better than was previously possible.
☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5
- Using TikTok enhances my effectiveness in vocabulary learning.
☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5

Appendix 2. Lesson Plan

LESSON PLAN

School : MAN 4 NGAWI

English Subject – Grade XI

Topic: Money Management Vocabulary

Meetings: 2 Meetings

Time Allocation: 2 x 40 Minutes (80 Minutes each meeting)

Purpose of Pre-Treatment

This lesson is conducted to:

1. Identify students' initial vocabulary mastery.
 2. Introduce basic vocabulary about money management.
 3. Prepare students before the TikTok video treatment.
-

Meeting 1 (Pre-Treatment)

Learning Objectives

Students are able to:

1. Recognize basic vocabulary related to money management.
 2. Understand simple meanings of vocabulary.
 3. Match vocabulary with definitions correctly.
-

Learning Activities

Opening (10 Minutes)

- Greeting and attendance.
- Teacher asks simple questions:
 - “Do you save money?”
 - “Do you buy snacks every day?”

- Teacher introduces the topic “Money Management.”
-

Main Activities (60 Minutes)

Observing (10 Minutes)

- Students look at pictures related to money:
 - balance
 - bank
 - account
 - saving money

Questioning (10 Minutes)

- Students mention vocabulary they already know.
- Teacher explains difficult words simply.

Exploring (20 Minutes)

Students learn vocabulary:

- income
- balance
- payment
- purchase
- necessity

Students repeat pronunciation together.

Associating (10 Minutes)

Students complete matching exercises.

Communicating (10 Minutes)

Students mention one vocabulary word and its meaning.

Closing (10 Minutes)

- Teacher reviews vocabulary.
 - Teacher asks students to memorize 5 words.
-

Meeting 2 (Pre-Treatment)

Learning Objectives

Students are able to:

1. Understand vocabulary in short texts.
 2. Answer simple comprehension questions.
 3. Use vocabulary in simple sentences.
-

Learning Activities

Opening (10 Minutes)

- Greeting.
 - Vocabulary review game.
-

Main Activities (60 Minutes)

Observing (10 Minutes)

Students read short text:

“Ten Money Management Tips for Students.”

Questioning (10 Minutes)

Students ask difficult vocabulary meanings.

Exploring (15 Minutes)

Teacher explains text meaning together.

Associating (15 Minutes)

Students answer:

- multiple choice questions
- simple essay questions

Communicating (10 Minutes)

Students read answers aloud.

Closing (10 Minutes)

- Teacher concludes lesson.
- Teacher informs students that next meetings will use TikTok videos.

TREATMENT LESSON PLAN

School : MAN 4 NGAWI

English Subject – Senior High School Grade XI

Research Treatment: TikTok Videos for Vocabulary Learning

Topic: Personal Money Management Vocabulary

Meetings: 3 Meetings

Time Allocation: 2 x 40 Minutes (80 Minutes Each Meeting)

General Objectives

At the end of the treatment sessions, students are expected to:

1. Understand vocabulary related to money management through TikTok videos.
 2. Identify vocabulary meanings in context.
 3. Pronounce vocabulary correctly.
 4. Use vocabulary in simple spoken and written sentences.
 5. Improve vocabulary mastery through audiovisual learning media.
-

Teaching Method

- TikTok-based learning
 - Discussion
 - Vocabulary practice
 - Question and answer
 - Cooperative learning
-

Media

- TikTok videos

- Smartphone
 - Worksheet
 - Whiteboard
-

Meeting 1

Topic: Basic Personal Money Management Vocabulary

Vocabulary Focus

- save money
 - buy needs
 - track spending
 - spend wisely
 - make a budget
 - save daily
-

Learning Activities

1. Opening Activities (10 Minutes)

- Teacher greets students.
 - Teacher checks attendance.
 - Teacher asks:
 - “Do you save money?”
 - “Why is saving money important?”
 - Teacher introduces TikTok video learning.
-

2. Main Activities (60 Minutes)

a. Observing (15 Minutes)

- Students watch a TikTok video about personal money management.
- Students write unfamiliar vocabulary from the video.

b. Questioning (10 Minutes)

- Students ask meanings of difficult words.
- Teacher explains pronunciation and meanings.

c. Exploring (15 Minutes)

- Students repeat vocabulary from the TikTok video.
- Teacher gives examples:
 - “I save money every day.”
 - “I make a budget.”

d. Associating (10 Minutes)

Students complete exercises:

- matching words with meanings
- multiple choice questions

e. Communicating (10 Minutes)

Students mention:

- one new vocabulary word
- one simple sentence using the word

3. Closing Activities (10 Minutes)

- Teacher reviews vocabulary.
 - Teacher gives feedback.
 - Students summarize the lesson.
-

Meeting 2

Topic: Financial Terms in Daily Life

Vocabulary Focus

- price
- cost
- rent
- salary

- bonus
-

Learning Activities

1. Opening Activities (10 Minutes)

- Greeting and attendance.
 - Vocabulary review from previous meeting.
-

2. Main Activities (60 Minutes)

a. Observing (15 Minutes)

- Students watch TikTok videos explaining financial terms.
- Students identify vocabulary from subtitles/audio.

b. Questioning (10 Minutes)

Students discuss:

- difference between price and cost
- meaning of salary and bonus

c. Exploring (15 Minutes)

Teacher explains vocabulary using simple examples:

- “My father gets a salary every month.”
- “The price of this bag is Rp100.000.”

d. Associating (10 Minutes)

Students complete:

- fill-in-the-blank activity
- vocabulary worksheet

e. Communicating (10 Minutes)

Students practice short dialogue.

Example:

A: “What is the price of the book?”

B: “It is Rp20.000.”

3. Closing Activities (10 Minutes)

- Teacher reviews lesson.
 - Students mention vocabulary learned from TikTok videos.
-

Meeting 3

Topic: Payment and Transportation Vocabulary

Vocabulary Focus

- charge
 - fine
 - toll
 - fare
 - fee
-

Learning Activities

1. Opening Activities (10 Minutes)

- Greeting.
 - Teacher reviews previous vocabulary.
-

2. Main Activities (60 Minutes)

a. Observing (15 Minutes)

- Students watch TikTok videos related to transportation and payment situations.
- Students identify vocabulary used in the videos.

b. Questioning (10 Minutes)

Students ask questions about:

- fee
- fare
- fine

c. Exploring (15 Minutes)

Teacher explains vocabulary with context:

- “Bus fare is Rp5.000.”
- “Students pay school fees.”

d. Associating (10 Minutes)

Students complete:

- vocabulary quiz
- sentence matching activity

e. Communicating (10 Minutes)

Students make simple sentences orally.

Example:

- “My father pays toll fees.”
 - “I pay school fees every month.”
-

3. Closing Activities (10 Minutes)

- Teacher summarizes all vocabulary learned.
 - Students share their opinions about learning through TikTok.
 - Teacher closes the lesson.
-

Assessment

Cognitive Assessment

- Multiple choice questions
 - Essai
-

Learning Sources

- TikTok educational vocabulary videos
- English textbook Grade XI
- Teacher worksheets

Appendix 3. Instrument Pre Test

Instrument for pre test

Pre test Vocabulary test

Topic: Money Management

For Eleventh Grade Students

Multiple choice

Choose the correct answer!

1. Rina receives money from her parents every week. She spends some and saves the rest. The remaining money in her bank is called her ...

- A. income
- B. payment
- C. balance
- D. interest

2. Andi buys a new phone using money he has saved for months. This activity is best described as ...

- A. appreciating
- B. purchasing
- C. investing
- D. borrowing

3. A student checks her monthly bank report to see how much money is left after several transactions. This shows her ability to understand her ...

- A. account balance
- B. interest rate
- C. income source
- D. spending habit

4. Dika borrows money from a bank and must pay an additional fee over time. The extra fee is known as ...

- A. balance
- B. necessity
- C. interest
- D. income

5. Sinta decides to save money instead of buying branded shoes because she realizes they are not essential. This shows her understanding of ...

- A. payment
- B. necessity
- C. purchase
- D. income

6. After receiving her salary, Maya pays her electricity bill. The money she gives is called a ...

- A. balance

- B. purchase
- C. payment
- D. interest

7. A student learns to value every small amount of money and carefully tracks even the smallest expenses. The phrase that best reflects this is ...

- A. saving income
- B. tracking every penny
- C. increasing balance
- D. making payments

8. When someone understands the importance of managing money wisely and values financial discipline, they are showing the ability to ...

- A. purchase
- B. appreciate
- C. borrow
- D. spend

9. A student opens a bank service to store money safely and access it when needed. This service is called a ...

- A. balance
- B. account
- C. payment
- D. income

10. Budi earns money from part-time work and uses it to pay for his daily needs. The money he earns is referred to as his ...

- A. interest
- B. balance
- C. income
- D. necessity

Essay Questions

1. Explain the meaning of *income* and give one example from daily life.

2. Describe *balance* using a simple situation.

3. When do people usually pay *interest*? Explain briefly.

4. Give two examples of *necessities* and explain why they are important.

5. Why do people use a bank *account*? Give a simple reason.

6. Give one example of a *payment* that students usually make.

7. Mention one thing you often *purchase* and explain why.
8. Explain in your own words how to *appreciate* money.
9. Describe the meaning of *penny* in simple terms.
10. Explain the difference between a *necessity* and a *want* using one example.

Post-Test Vocabulary Test

Topic: Money Management

For Eleventh Grade Students

A. Multiple Choice Questions

Choose the correct answer!

1. People should make a financial _____ before spending their money.
 - a. debt
 - b. plan
 - c. discount
 - d. payment
2. My sister received her monthly _____ from the company yesterday.
 - a. salary
 - b. budget
 - c. expense
 - d. investment
3. Buying only necessary things can help us _____ money.
 - a. waste
 - b. save
 - c. lose
 - d. borrow
4. A student should avoid _____ money on unnecessary online shopping.
 - a. earning
 - b. investing
 - c. wasting
 - d. planning
5. The electricity bill is one example of monthly _____.

- a. income
- b. expenses
- c. discounts
- d. savings

6. My mother uses digital payment to _____ for groceries.

- a. spend
- b. pay
- c. save
- d. borrow

7. Someone who saves money regularly usually has good financial _____.

- a. habits
- b. debts
- c. salaries
- d. discounts

8. The opposite meaning of “borrow” is _____.

- a. lend
- b. spend
- c. waste
- d. invest

9. A reduction in price offered by a store is called a _____.

- a. debt
- b. budget
- c. discount
- d. salary

10. Keeping money for future needs is called _____.

- a. shopping
- b. saving
- c. borrowing
- d. spending

B. Essay Questions

1. What does “saving money” mean?

2. Mention three things that students usually spend money on!

3. Why is budgeting important for teenagers?

4. Make one sentence using the word “salary”!

5. Explain the meaning of “expense”!

6. Mention two good financial habits!

7. What is the difference between “save” and “spend”?

8. Make one sentence using the word “discount”!

9. How can social media help students learn English vocabulary?

10. In your opinion, why should students learn money management from a young age?

Appendix 4. Score Pre Test

Score Pre test and Post test

Students' code	Pre test Score	Post test score
S1	35.0	50.0
S2	35.0	52.5
S3	37.5	60.0
S4	42.5	52.5
S5	30.0	55.0
S6	90.0	80.0
S7	77.5	55.0
S8	52.5	50.0
S9	50.0	60.0
S10	35.0	57.5
S11	50.0	65.0
S12	70.0	62.5
S13	62.5	62.5
S14	40.0	65.0
S15	45.0	65.0
S16	55.0	72.5
S17	55.0	67.5
S18	42.5	70.0
S19	42.5	70.0
S20	57.5	70.0
S21	90.0	95.0
S22	85.0	72.5
S23	62.5	80.0
S24	72.5	75.0
S25	65.0	80.0
S26	80.0	80.0
S27	17.5	50.0
S28	50.0	52.5
S29	50.0	60.0
S30	27.5	52.5
S31	55.0	62.5
S32	65.0	85.0
S33	40.0	55.0
S34	40.0	50.0
S35	50.0	60.0
S36	85.0	82.5
S37	55.0	60.0
S38	62.5	62.5
S39	45.0	62.5
S40	52.5	65.0
S41	67.5	85.0
S42	27.5	67.5
S43	77.5	67.5
S44	60.0	70.0

S45	55.0	70.0
S46	65.0	70.0
S47	67.5	90.0
S48	62.5	72.5
S59	85.0	95.0
S50	37.5	75.0
S51	82.5	80.0
S52	62.5	80.0

Appendix 5. SPSS Data Output

Correlations

		S01	S02	S03	S04	S05	S06	S07	S08	S09	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20	Total	
S01	Pearson Correlation	1	.157	.192	.213	-.008	.119	.033	.320*	.026	-.058	.111	.130	.307*	.233	.025	-.175	.111	.182	.076	.248	.359**	
	Sig. (2-tailed)		.265	.172	.129	.953	.400	.817	.021	.856	.684	.435	.360	.027	.097	.858	.215	.435	.196	.593	.077	.009	
	N	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	
S02	Pearson Correlation	.157	1	.178	.041	.207	.237	.342*	-.045	.010	.040	.108	.034	.250	.101	.422**	-.057	.108	-.019	.074	.137	.423**	
	Sig. (2-tailed)		.265		.206	.773	.140	.090	.013	.749	.944	.780	.444	.813	.074	.477	.002	.689	.444	.895	.603	.334	.002
	N	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	
S03	Pearson Correlation	.192	.178	1	-.118	-.248	.189	.496**	-.006	-.022	.135	.018	.080	.122	-.014	.130	.200	.018	.028	.077	.195	.335*	
	Sig. (2-tailed)		.172	.206		.406	.076	.179	<.001	.965	.876	.340	.897	.574	.387	.920	.359	.156	.897	.845	.587	.165	.015
	N	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	
S04	Pearson Correlation	.213	.041	-.118	1	.237	.040	.077	.158	.162	-.194	-.074	.030	.202	.235	-.020	.098	-.074	.125	-.042	.232	.286*	
	Sig. (2-tailed)		.129	.773	.406		.090	.779	.587	.263	.252	.169	.601	.831	.150	.093	.889	.491	.601	.377	.768	.097	.040
	N	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	
S05	Pearson Correlation	-.008	.207	-.248	.237	1	-.025	-.018	.188	.173	-.306*	.231	.178	.014	.057	.129	.157	.231	.016	.033	.221	.292*	
	Sig. (2-tailed)		.953	.140	.076	.090		.859	.898	.183	.221	.027	.100	.207	.920	.686	.363	.265	.100	.908	.816	.116	.036
	N	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	
S06	Pearson Correlation	.119	.237	.189	.040	-.025	1	.179	.057	.287*	.209	.037	.025	.324*	.042	-.078	-.007	.037	-.082	.249	.086	.366**	
	Sig. (2-tailed)		.400	.090	.179	.779	.859		.205	.689	.039	.137	.797	.858	.019	.768	.580	.961	.797	.565	.075	.546	.008
	N	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	
S07	Pearson Correlation	.033	.342*	.496**	.077	-.018	.179	1	.061	-.025	.263	-.008	.159	.125	.033	.214	.012	-.008	-.064	.039	.124	.394**	
	Sig. (2-tailed)		.817	.013	<.001	.587	.898	.205		.668	.861	.060	.957	.259	.378	.816	.127	.932	.957	.650	.785	.383	.004
	N	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	
S08	Pearson Correlation	.320*	-.045	-.006	.158	.188	.057	.061	1	.339*	.012	.434**	.365**	.199	.409**	.047	.238	.434**	.188	.076	.221	.537**	
	Sig. (2-tailed)		.021	.749	.965	.263	.183	.689	.668		.014	.931	.001	.008	.157	.003	.740	.090	.001	.182	.592	.116	<.001
	N	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	
S09	Pearson Correlation	.026	.010	-.022	.162	.173	.287*	-.025	.339*	1	.003	.098	.189	.027	.161	.085	.071	.098	-.138	-.014	.165	.323*	
	Sig. (2-tailed)		.856	.944	.876	.252	.221	.039	.861	.014		.982	.490	.179	.848	.255	.549	.617	.490	.328	.924	.243	.019
	N	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	
S10	Pearson Correlation	-.058	.040	.135	-.194	-.306*	.209	.263	.012	.003	1	.250	.194	.109	.103	.173	.008	.250	.134	.037	.043	.308*	
	Sig. (2-tailed)		.684	.780	.340	.169	.027	.137	.060	.931	.982		.074	.168	.443	.465	.220	.953	.074	.344	.793	.762	.026
	N	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	
S11	Pearson Correlation	.111	.108	.018	-.074	.231	.037	-.008	.434**	.098	.250	1	.390**	.066	.255	.294*	.097	1.000**	.360**	.440**	.333*	.630**	
	Sig. (2-tailed)		.435	.444	.897	.601	.100	.797	.957	.001	.490	.074		.004	.641	.068	.034	.494	.000	.009	.001	.016	<.001
	N	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	
S12	Pearson Correlation	.130	.034	.080	.030	.178	.025	.159	.365**	.189	.194	.390**	1	-.121	.122	.147	.086	.390**	.257	.301*	.415**	.506**	
	Sig. (2-tailed)		.360	.813	.574	.831	.207	.858	.259	.008	.179	.168	.004		.393	.391	.300	.545	.004	.066	.030	.002	<.001
	N	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	
S13	Pearson Correlation	.307*	.250	.122	.202	.014	.324*	.125	.199	.027	.109	.066	-.121	1	.201	-.141	-.042	.066	.070	-.091	.073	.328*	
	Sig. (2-tailed)		.027	.074	.387	.150	.920	.019	.378	.157	.848	.443	.641	.393		.152	.317	.769	.641	.620	.520	.609	.017
	N	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	
S14	Pearson Correlation	.233	.101	-.014	.235	.057	.042	.033	.409**	.161	.103	.255	.122	.201	1	-.002	.091	.255	.021	.076	.155	.428**	
	Sig. (2-tailed)		.097	.477	.920	.093	.686	.768	.816	.003	.255	.465	.068	.391	.152		.988	.523	.068	.885	.592	.272	.002
	N	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	
S15	Pearson Correlation	.025	.422**	.130	-.020	.129	-.078	.214	.047	.085	.173	.294*	.147	-.141	-.002	1	.075	.294*	-.125	.257	.195	.375**	
	Sig. (2-tailed)		.858	.002	.359	.889	.363	.580	.127	.740	.549	.220	.034	.300	.317	.988		.599	.034	.377	.066	.165	.006
	N	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	
S16	Pearson Correlation	-.175	-.057	.200	.098	.157	-.007	.012	.238	.071	.008	.097	.086	-.042	.091	.075	1	.097	.247	-.047	.268	.301*	
	Sig. (2-tailed)		.215	.689	.156	.491	.265	.961	.932	.090	.617	.953	.494	.545	.769	.523	.599		.494	.078	.743	.055	.030
	N	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	
S17	Pearson Correlation	.111	.108	.018	-.074	.231	.037	-.008	.434**	.098	.250	1.000**	.390**	.066	.255	.294*	.097	1	.360**	.440**	.333*	.630**	
	Sig. (2-tailed)		.435	.444	.897	.601	.100	.797	.957	.001	.490	.074	.000	.004	.641	.068	.034	.494		.009	.001	.016	<.001
	N	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	
S18	Pearson Correlation	.182	-.019	.028	.125	.016	-.082	-.064	.188	-.138	.134	.360**	.257	.070	.021	-.125	.247	.360**	1	.419**	.453**	.405**	
	Sig. (2-tailed)		.196	.895	.845	.377	.908	.565	.650	.182	.328	.344	.009	.066	.620	.885	.377	.078	.009		.002	<.001	.003
	N	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	
S19	Pearson Correlation	.076	.074	.077	-.042	.033	.249	.039	.076	-.014	.037	.440**	.301*	-.091	.076	.257	-.047	.440**	.419**	1	.503**	.454**	
	Sig. (2-tailed)		.593	.603	.587	.768	.816	.075	.785	.592	.924	.793	.001	.030	.520	.592	.066	.743	.001	.002		<.001	<.001
	N	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	
S20	Pearson Correlation	.248	.137	.195	.232	.221	.086	.124	.221	.165	.043	.333*	.415**	.073	.155	.195	.268	.333*	.453**	.503**	1	.631**	
	Sig. (2-tailed)		.077	.334	.165	.097	.116	.546	.383	.116	.243	.762	.016	.002	.609	.272	.165	.055	.016	<.001	<.001		<.001
	N	52	52	52	52	52	52	52	52	52	52	52											

*, Correlation is significant at the 0.05 level (2-tailed).

**, Correlation is significant at the 0.01 level (2-tailed).

Appendix 6. Reability Data

Item Statistics

	Mean	Std. Deviation	N
S01	.846	.3643	52
S02	.673	.4737	52
S03	.596	.4955	52
S04	.500	.5049	52
S05	.615	.4913	52
S06	.635	.4862	52
S07	.538	.5034	52
S08	.615	.4913	52
S09	.654	.4804	52
S10	.558	.5015	52

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
S01	5.385	3.771	.252	.475
S02	5.558	3.506	.298	.455
S03	5.635	3.648	.193	.488
S04	5.731	3.730	.141	.504
S05	5.615	3.928	.046	.532
S06	5.596	3.422	.334	.443
S07	5.692	3.315	.377	.426
S08	5.615	3.535	.261	.466
S09	5.577	3.582	.246	.471
S10	5.673	3.950	.029	.538

Item Statistics

	Mean	Std. Deviation	N
S11	4.135	3.9259	52
S12	2.212	3.1952	52
S13	6.827	4.3192	52
S14	6.827	4.5405	52
S15	5.288	4.8923	52
S16	5.481	4.9764	52
S17	4.135	3.9259	52
S18	6.346	4.6564	52
S19	5.192	4.6401	52
S20	2.788	3.7591	52

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
S11	45.096	382.834	.690	.623
S12	47.019	440.451	.400	.675
S13	42.404	482.834	.015	.734
S14	42.404	440.677	.226	.702
S15	43.942	442.487	.184	.712
S16	43.750	443.995	.169	.716
S17	45.096	382.834	.690	.623
S18	42.885	405.241	.413	.668
S19	44.038	397.097	.463	.658
S20	46.442	402.291	.583	.643

Appendix 7. Paired Sample T Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pre-test score	55.8654	52	17.60044	2.44074
	post-test score	64.2308	52	8.95055	1.24122

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	pre-test score & post-test score	52	.520	<.001

Paired Samples Test

		Paired Differences							
				Std. Error Mean	95% Confidence Interval of the Difference				
		Mean	Std. Deviation		Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	pre-test score - post-test score	-8.36538	15.03757	2.08534	-12.55187	-4.17890	-4.012	51	<.001

Appendix 8. Interview

Students' Interview Transcripts

S1

Researcher: What do you think about learning vocabulary using TikTok videos?

Student: In my opinion, it is more interesting because the videos are short and not boring.

Researcher: Does TikTok help you understand new vocabulary?

Student: Yes, because the videos provide meanings and example sentences directly.

Researcher: Is it easier for you to remember the vocabulary?

Student: Yes, because I can replay the videos.

Researcher: Do the short videos help you concentrate while learning?

Student: The videos are short and not boring, so I can focus better.

Researcher: Why are the vocabulary explanations easy to understand?

Student: There is meaning and example sentence in the video, so it is easier to understand.

Researcher: What helps you the most from TikTok?

Student: The visuals and the examples of how the words are used.

Researcher: Do you enjoy learning English more after using TikTok?

Student: Yes, I enjoy it more because the learning feels fun and interactive.

Researcher: Do TikTok videos make vocabulary learning easier for you?

Student: Yes, because the explanations are simple and easy to follow.

S2

Researcher: What makes TikTok helpful for learning vocabulary?

Student: Because it uses examples from daily life.

Researcher: Is it different from learning in the classroom?

Student: Yes, in the classroom we usually only memorize words without real examples.

Researcher: Do you feel more motivated?

Student: It feels like entertainment, so I am more motivated to learn.

Researcher: Are you more active in learning?

Student: Yes, I watch English content more often now.

Researcher: Does TikTok make learning less stressful?

Student: Yes, because the learning process feels more relaxed.

Researcher: Do you think TikTok increases your interest in English?

Student: Yes, because the content is enjoyable and easy to access.

S3

Researcher: Do you get new vocabulary from TikTok?

Student: Yes, especially daily vocabulary.

Researcher: Why does TikTok make learning easier?

Student: Because there are subtitles and audio at the same time.

Researcher: Do you also study outside the classroom?

Student: I watch videos at home and learn by myself.

Researcher: Do the videos encourage you to practice speaking?

Student: After watching the video, I want to try saying the words.

Researcher: Does it help your ability?

Student: Yes, because I am exposed to English more often.

Researcher: Do you feel more confident when learning English now?

Student: Yes, because I know more vocabulary than before.

Researcher: Does TikTok encourage you to practice English more often?

Student: Yes, because I frequently hear and see English expressions.

S4

Researcher: How does TikTok influence your learning motivation?

Student: I feel more motivated because learning does not feel like a burden.

Researcher: Do you enjoy the learning process?

Student: Yes, it is more relaxed and enjoyable.

Researcher: Are you more focused while learning?

Student: Yes, because the videos are short.

Researcher: What is the difference compared to the usual method?

Student: It is more interesting than learning using books.

Researcher: Does TikTok make you want to learn English more often?

Student: Yes, because the videos encourage me to keep learning.

Researcher: Do you think learning through TikTok is more modern?

Student: Yes, because it matches students' daily activities and interests.

S5

Researcher: Is it easier for you to remember vocabulary from TikTok?

Student: Yes, because the videos can be repeated many times.

Researcher: Does repetition help you?

Student: It really helps me remember the words.

Researcher: Do you understand how to use the words?

Student: Yes, because there are example sentences.

Researcher: Do you feel that learning becomes more effective?

Student: Yes, I understand more quickly.

Researcher: What helps you focus when learning vocabulary on TikTok?

Student: I can focus more because there are pictures, text, and sound together.

Researcher: How do you make sure you understand the vocabulary?

Student: I can repeat the video until I really understand.

Researcher: Do you enjoy learning with TikTok?

Student: I like learning with TikTok because the videos are short and fun, so I do not get bored easily.

Researcher: Do you often review the videos again at home?

Student: Yes, I usually watch them again when I forget the words.

Researcher: Does repeating the videos improve your understanding?

Student: Yes, repetition helps me remember the vocabulary better.

S6

Researcher: Which part of TikTok helps you the most?

Student: The combination of pictures, text, and audio.

Researcher: Why is that important?

Student: Because I can understand faster.

Researcher: Do you have difficulties understanding vocabulary?

Student: Not really, because there are visual explanations.

Researcher: What do you think about the length of TikTok videos?

Student: Learning with TikTok is fun because the videos are not too long.

Researcher: Why can you understand the content quickly?

Student: I understand faster because there are images, text, and sound together.

Researcher: Does this help your classroom learning?

Student: Yes, I become more prepared in class.

Researcher: Do you think visual explanations are more effective than only text?

Student: Yes, because visuals make the meaning clearer.

Researcher: Does the audio in TikTok videos help your pronunciation?

Student: Yes, because I can hear how the words are pronounced correctly.

S7

Researcher: Do you use TikTok outside the classroom for learning?

Student: Yes, sometime i watch English videos.

Researcher: Do you learn unintentionally?

Student: Yes, it feels like learning while being entertained.

Researcher: Has your vocabulary increased?

Student: Yes, quite a lot.

Researcher: Are you more confident now?

Student: Yes, especially when understanding words.

Researcher: Do you learn vocabulary even when you are not intentionally studying?

Student: I learn new words without realizing it when I watch videos.

Researcher: Do you use TikTok for learning at home?

Student: I often watch English videos at home.

Researcher: What helps you remember vocabulary?

Student: The pictures and pronunciation help me remember the words faster.

Researcher: Do you think learning through TikTok is enjoyable?

Student: Yes, because it does not feel like formal studying.

Researcher: Do you usually save educational TikTok videos?

Student: Yes, so I can watch them again later.

S8

Researcher: Is TikTok better than the usual method?

Student: In my opinion, it is more interesting and easier to understand.

Researcher: Are there any difficulties?

Student: Yes, sometimes I get distracted by other videos.

Researcher: Does it disturb your learning?

Student: Sometimes yes, so I lose focus.

Researcher: How do you overcome that?

Student: I choose content that is specifically for learning.

Researcher: Do you think self-control is important while learning through TikTok?

Student: Yes, because there are many distractions on social media.

Researcher: Can TikTok still be useful despite the distractions?

Student: Yes, if students focus on educational content.

Researcher: Why do you feel comfortable learning through TikTok?

Student: I use TikTok every day, so learning there feels normal and comfortable.

Researcher: What makes TikTok suitable for your learning preferences?

Student: There are many kinds of videos, so I can choose the ones I like.

S9

Researcher: Does TikTok help you understand word context?

Student: Yes, because the words are used in real situations.

Researcher: Is that important?

Student: Yes, so I do not only memorize the meanings.

Researcher: Is it different from books?

Student: Yes, books are sometimes difficult to understand.

Researcher: Is learning easier for you now?

Student: Yes, it is easier to understand.

Researcher: What kind of vocabulary do you usually learn from TikTok?

Student: I can learn words that people actually use in daily conversation.

Researcher: Does repetition help you remember vocabulary?

Student: Sometimes I find the same words in other videos, so I remember them more easily.

Researcher: Do you spend more time watching English content?

Student: Sometimes I only want to watch one video, but then I keep watching more English content.

Researcher: Why are the words easier to understand?

Student: The words are used in real situations, so they are easier to understand.

Researcher: Do contextual examples make vocabulary easier to remember?

Student: Yes, because I can imagine how the words are used.

Researcher: Does TikTok help you use vocabulary in conversation?

Student: Yes, because I understand how the words are used in daily situations.

S10

Researcher: Is TikTok effective for learning vocabulary?

Student: Yes, it is quite effective.

Researcher: Do you still need help from the teacher?

Student: Yes, so the explanations can be more complete.

Researcher: What is the weakness of TikTok?

Student: Sometimes the explanations are too short.

Researcher: How do TikTok videos help your concentration?

Student: The videos are short, so I can understand quickly and stay focused.

Researcher: How do TikTok videos help you learn vocabulary usage?

Student: I can see how the words are used in real conversations.

Researcher: What is your solution for that?

Student: It should be combined with classroom learning.

Researcher: Do you think TikTok should be used more often in English class?

Student: Yes, because it makes learning more interesting and interactive.

Researcher: Do you think TikTok is suitable for all students?

Student: Yes, especially for students who enjoy digital learning media.

Appendix 9. Result of Turnitin

Alan Joko Purnomo / S400240009 : THE APPLICATION OF TIKTOK ENGLISH TUTORIAL VIDEOS IN INCREASING VOCABULARY SKILL OF STUDENTS IN XI IPA CLASS MADRASAH ALIYAH NEGERI 4 NGAWI

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