

# PARAFRASE

*by studied needs*

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## CHAPTER 1

### 39 INTRODUCTION

In this chapter, the researcher explains about the introduction those are a) background of the research, b) Identification of the research, c) Limitation of the research, d) Formulation of the research, e) Purpose of the research, f) Significance of the research, g) definition of the key term.

#### A. Background of the Research

Listening is part of communication and by listening people can share ideas with others. According to Russell (2008:30), listening means paying full attention to listening, understanding and appreciating. In listening, people need to know the stages of listening, namely understanding, interpretation, evaluation and response in communication, because people learn to listen from an early age.

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Listening is becoming one of the most important skills in English. Listening is the first and basic skill that beginners must learn to learn a new language. Rivers (2006:8) states that listening is a creative skill. This means that we understand the sounds that enter our ears and take the raw, undulating raw materials of words, arrangements and sounds, and create meaning from those materials.

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As Nunan (2003:24) points out: "Listening is an active, purposeful process of understanding what we hear." This means that we should interpret

the meaning of what people hear, so it is an activity skill. Listening is the active process because listening is not just matter of hearing, listening include many process. Listening is determining the meaning and message of sound.

Listening is an active process, because listening is not just a matter of listening, it involves many processes. Listening determines the meaning and message of the sound.

Listening activities are also required in academic settings, and for most students there are many difficulties with listening. According to Underwood (2016:191), students face the following problems in oblique listening: (1) Students cannot control the speed at which the speaker speaks. Before they understand it, they are already lost in the message being conveyed. Information that others have lost while they are able to understand the information, (2) students have no opportunity to ask the speaker to repeat or clarify the information conveyed. For example, when listening to the radio and TV, students should be able to understand it in an easy-to-understand manner. (3) Vocabulary restrictions make it impossible for students to understand the content of the text they hear. Furthermore, it annoys and frustrates them, (4) students fail to recognize and understand the "speaker's signal", causing students to misinterpret the content of the information received, (5) errors in interpreting the information received make the The content of the information is accepted by students or has other meanings due to physical fatigue, noisy environment, etc. (7) Pay attention to differences in teachers' teaching methods and materials, audio materials or native speakers.

In addition, based on observations in the teaching practice of SMK PGRI 3 Kediri, researchers found that students there, especially first-year students, have some problems with listening. Most students have difficulty understanding the content. Vocabulary limitations prevent students from comprehending the text they hear. Additionally, students do not have the opportunity to ask the speaker to repeat or clarify the message being conveyed. Such as listening to the radio, watching TV, let the students understand. The last thing is that students get bored with the material taught by the teacher.

Problems with students' listening can make it difficult for students to master other English skills because students do not understand what they hear and students do not respond well to what they hear.

In this era, where technology becomes better and students can easily learn from any source and make it easier to learn English, especially listening skills. Learning media used by teachers at this time not only study conventional media in the form of blackboard, images, or posters. With technological communication in the form of audio visual media such as smartphones, computers, televisions, films, etc., it can also be used as a learning media. It is assumed, with audio visual media will attract students.

Arsyad (2014: 80) states that the benefits of media learning in the teaching learning process are: (1) Learning media can clarify the presentation of data and information so as to facilitate and improve the learning process

and the results, (2) Learning media can improve and direct the attention of students, so that they can build motivation to be learned. It can also direct the interaction between students and their environment, and enable students to learn on their own in accordance with their abilities and interests, (3) Learning media can provide general experience to students' about events in their environment, such as wells allow for direct interaction With teachers, communities and their environment for example through tour, visits, use or zoos, (4) learning media can overcome the limitations of senses, space, and time.

One of the media used by a teacher in the teaching and learning process is audio visual media, especially smartphones. Wahyuningsih (2014: 81) said, "The selection of audio visuals as one of the deep media to increase student motivation and achievement, readuse audio visual is a media that can be seen and heard to clarify messages or information conveyed".

In this research, the researchers used one of the viral apps of the time, TikTok. TikTok was the seventh-most downloaded app in the top 10 apps worldwide from the fall of 2010 to 2019. Tiktok is an Android and IOS social media music video app launched by Chinese company Zhang Yiming in 2016. The app is used to create and share short music, comedy, lip sync, talent videos and more. The app has become the most used app in 2019. The app is used by people of all ages, but most of its users are teenagers. The app is very popular among young people due to its creative content.

Tiktok can provide <sup>43</sup> many benefits such as recommendations, tips and tricks, benefits and can increase their knowledge and do business and some are not Tiktok users but they know what Tiktok is and what can be done in this Tiktok application and more. The <sup>32</sup> use of Tiktok applications is very influential because this application is useful and provides benefits because it makes learning easy and fun, students can watch interesting videos, find a lot of knowledge, especially in learning to listen using this Tiktok application. Ufaiha (2021) claims that Tiktok applications can be used as media <sup>35</sup> learning in English because it has many benefits and is effective in helping students and teachers in teaching and learning activities in the 20th century.

People from many countries use this application, just for fun and for learning. One of them is learning language, especially English. Students can also learn several forms of English available in Tiktok. Another benefit of using Tiktok is that students can use Tiktok by repeating all the time about what they listen to.

The learning method is also influenced by student listening skills. Students are vulnerable to <sup>73</sup> feel bored and are not interested in the learning process if <sup>34</sup> the teacher cannot use accurate methods. Students feel bored when listening classes always propose the same type of audio. Shin (2006) says that the media is a useful teaching aid that increases and maintains students, <sup>36</sup> motivation, especially in cases when they are attractive and supported with colorful visuals, realists (objects from real life used in classroom teaching), and movements .

Therefore, based on the lack of students using social media platforms such as tiktok in students' listening skills from afar, researchers intend to conduct research entitled "The Impact of Using TikTok on the Students' Listening Skill at 10<sup>th</sup> SMK PGRI 3 Kediri". Researchers used quantitative research to collect data.

### **B. Identification of the Research**

Based on the research background, the following problems were identified: Students have insufficient vocabulary when learning listening, and many students at 10 AKL have poor vocabulary, which causes them to have difficulty learning listening. The second is the lack of media for students, and students have no opportunity to ask the speaker to repeat or clarify the message being conveyed. Finally, there is student boredom with certain teaching listening skills, and student boredom with the material taught by the teacher.

### **C. Limitation of the Research**

In this research, the researcher tries to focus on the impact of TikTok on the students' listening skill at the first grade students' of SMK PGRI 3 Kediri.

### **D. Formulation of the Research**

The research questions are formulated in the following bellows :

1. How is the students' listening skill before being taught using TikTok at the first grade students of SMK PGRI 3 Kediri?

2. How is the students' listening skill after being taught using TikTok at the first grade students of SMK PGRI 3 Kediri?
3. Is there any impact of using TikTok to the students listening skill at the first grade students of SMK PGRI 3 Kediri?

#### **E. Purpose of the Research**

According to the research question, this research has three aims:

1. To explain the students' listening skill before being taught with TikTok application.
2. To know the students' listening skill after being taught with TikTok application.
3. To find out whether there is any impact of using TikTok in learning listening skill at the first grade students of SMK PGRI 3 Kediri.

#### **F. Significance of the Research**

Researchers hope that this research can contribute to teaching and learning English. It has two significance of the main theory and practical significance:

##### **1. Theoretical significance**

This study provides a solution to find out the right methods for student listening skills.

##### **2. Practical significance**

The results of this study are expected to be useful for teachers, students and other researchers.



a. For students'

The results of this study can be used as a reference to improve students' listening skills using Tiktok as a medium.

b. For teachers

The results of this study are expected to be input for English teachers in developing their professionalism to teach listening skills using Tiktok as a medium.

c. For other reseachers

To provide additional information for other researchers who want to conduct further research on related fields and motivate other reseachers to use the media to increase students' interest in learning listening skills.

## G. Definition of Key Term

### 1. Listening

Helgesen (2007: 3) define that listening as an active process in which listeners select and interpret information which comes from audio visual, in order to define what is going on and what they already know.

### 2. TikTok

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

## 3 CHAPTER II

### REVIEW OF RELATED LITERATURE

In this chapter the researcher explains about theoretical review of listening, types of listening, Micro and Macro skill of listening, teaching listening, the principles for teaching listening, procedure at teaching listening, media in teaching listening, TikTok, procedure of teaching listening using TikTok song.

#### A. The Nature of Listening

Listening has been defined by many researchers. Gilakjani (2011) is defined as listening is an activity to pay attention to the speaker and try to get the meaning of what we hear. Also, Nunan (2003: 24) mentions "Listening is a process that aims to be active in understanding what we hear."

From the statement above, through listening to people can share ideas with others. So, listening is a part of communication and one of the most important language skills. The important thing about listening is to acknowledge Brown (2001: 247) which states that "listening is a major component in learning and language teaching because in class students listen more than speaking."

This means that listening is important in everyday activities, through listening to students' can interpret their meanings. Rivers (2006: 8) explains that listening is creative skills, that means students understand the sound of

falling in their <sup>6</sup> ears, and take raw materials from words, settings of words, and the rise and fall the voice, and from this material students' creative a significance.

Students must maintain their concentration and motivation during listening. <sup>28</sup> Tarigan (2008: 31) claims that listening is the process of listening to verbal symbols with care, understanding, appreciation, and interpretation of interesting information, capturing content or messages, and understanding the meaning of communication submitted by the speaker speaker or oral language.

The listener combines <sup>1</sup> what they have heard of their knowledge and experience, in a very real sense, they are looking for or creating a kind of meaning in their own minds. Rost (2002) defines listening, in a broad sense, as a process of accepting what the speaker is actually said (receptive orientation); build and represent meaning (constructive orientation); negotiate meaning with the speaker and respond (collaborative orientation); And, creating meaning through involvement, imagination and empathy (transformative orientation). Listening, then, is a complex and active <sup>55</sup> interpretation process where the listener matches what they hear with what they already know.

## B. Type of Listening

According to Brown (2004:120) some types of listening as follow:

### 1. Intensive

Listening to component perception (phonemes, words -words, intonation, discourse markers, etc.) from the larger stretch.

### 2. Responsive

Listening to relatively short language (greetings, questions, commands, examination of understanding, etc.) to make the same short response.

### 3. Selective

Processing the stretch of discourse such as short monologues for several minutes to "scan" for certain information. The purpose of such performance does not have to look for global or general meaning, but to be able to understand the information designated in the context of an oral language that is longer (such as the direction of class from the teacher, TV or news, or radio story, or story). The task of assessment in listening selectively can ask students, for example, to listen to names, numbers, grammar categories, direction (in map training), or certain facts and events.

### 4. Area

Listening to develop global understanding of spoken language. Extensive performance ranges from listening to long lectures to listening to conversations and get comprehensive messages or goals. Listening to

the core, for the main idea, and making conclusions is part of listening broad.

Students should understand the sounds that fall in their ears, and take raw materials of words, arrangement of words, and rise and fall.

Listening is a major component in learning and language teaching because in class students listen more than speaking.

### C. Micro and Macroskill of Listening

Brown (2007) offers a simplified list of micro-skills and macro-skills.

The macro-skills isolate those skills that relate to the discourse level of organization, while those that remain at sentence level continue to be called micro-skills.

#### a. Macro-skill

1. Recognize cohesive devices in oral discourse.
2. Recognize the communicative functions of speech, based on the situation, participants, and goals.
3. Conclude the situation, participants, the purpose of using real world knowledge.
4. Predictions of results, links conclude and connections between events, conclude causes and effects, and detect relationships such as the main ideas, supporting ideas, new information, information provided, generalizations, and examples.
5. Distinguish between literal and implicit meaning.

6. Use the face, body language, and other nonverbal instructions to describe meaning.

7. Develop and use listening strategies, such as detecting keywords, guessing the meaning of words from context, attracting help, and understanding of understanding.

**b. Micro-skills**

1. Maintaining language with different lengths in short-term memory.

2. Distinguish typical English sounds.

3. Recognize stress patterns, words in a position that is emphasized and not depressed, rhythmic structure, contour intonation, and its role in giving information signals.

4. Recognize the decreased word shape.

5. Differentiate the limits of words, recognize the core of words - words, and interpret the pattern of word order and its significance.

6. Speech Process at different delivery levels.

7. Greeting processes containing pauses, errors, corrections, and other performance variables.

8. Recognize the grammar word (noun, verb, etc.), the system (eg, tense, agreement, pluralization), patterns, rules, and elliptical forms.

9. Detect sentence constituents and distinguish between main and minor constituents.

10. Recognize certain meanings can be expressed in the form of different grammar.

<sup>1</sup> In micro skills, to understand what a person says, a listener to interpret intonation patterns, recognition of functions and structures, cohesive devices, detect sentence constituents and recognize discourse markers. In macro skills, to understand what a person says, a listener must be involved by listening to specific information and get the core of what is being heard or the listener must get the general idea of information from the following instructions or direction.

#### **D. Teaching Listening**

Based on the opinion of Brown (2000: 7), teaching shows or helps <sup>4</sup> someone to learn how to do something, give instructions, guide in the study of something, provide knowledge, cause to know or understand. This means that Thapt's teaching is an activity that helps someone to make them better understand, especially in listening. <sup>14</sup>

Listening plays an important role in language learning. According to Rost (1994: 141) there are several reasons that make listening so important in language learning. The reasons are as follows:

1. Listening is very important in the language class because it provides input for students. Without input that can be understood at the right level, any learning cannot be started.

2. Oral language provides a means of interaction for students. Because students must interact to achieve understanding, access to language speakers is very important. In addition, the failure of students to understand the language they hear is encouragement, not obstacles, to interact and learn.

3. Oral authentic language presents challenges for students to try to understand the language because it is actually used by native speakers.

4. Listening exercises give teachers to attract students' attention in new forms (vocabulary, grammar, interaction patterns) in language.

In addition, listening is the most commonly used language modality. Rivers in Celce-Murcia (2001: 70) states that on average, people can expect to listen twice as many people than people talking, four times more than people read, and five times more than those written by people. In fact, mastering spoken language is very important in communication. Without learning to listen, people may not be able to speak, read and write.

### **E. The principles of Teaching Listening**

Students are difficult to do or understand something without teaching. There must be teachers who teach them to make them understand.



According to Brown (2001) "teaching shows or helps someone to learn how to do something, give instructions, guide in learning something, providing knowledge, causing to know or understand". Also Brown (2001) said that there are several principles of teaching listening skills:

1. Include focus on listening in an integrated skills course. Even if your curriculum is not dedicated to the integration of the four English language skills, remember that it is important to create effective listening techniques that require students' attention to focus on spoken language.
2. Use techniques that intrinsically motivate. The teacher must try to attract the interests and personal goals of the listener.
3. Utilizing language and authentic context. Having language assignments and the real world allows students to see the relevance of class activities to their long-term communicative goals.
4. With a careful consider the form of the listener's response. We can only conclude what has been understood through students' responses (verbal or nonverbal) to speeches.
5. Encourage the development of listening strategies. Many students listen to words but do not know what it means to be actively listening and because it requires listening skills that go beyond the class.

6. Include the technique of listening to <sup>1</sup> bottom-up and top-down. Bottom-up processing starts from sound to words to grammar relationships with lexical meaning, etc., to the last "message". Top-down processing is generated from "previous knowledge bank and global expectations" and other background information brought by the listener to the text.

<sup>1</sup> Brown (2001) states that teaching shows or helps someone to learn how to do something, give instructions, guide in learning something, providing knowledge, causing to know or understand. Listening has also been considered from a further perspective in recent years when examined in relationships not only by understanding, but also for language learning. Teaching listening requires a little more than the teacher than students. One of the main principles of <sup>5</sup> listening to teaching, must be a language material intended to be used to practice listening understanding should not be presented visually first.

#### **F. Techniques in Teaching Listening**

In teaching listening to teachers must have a good strategy to make students easily understood. The teachers also have good teaching to listen to help students become effective listeners by teaching them how to use strategies before, during and after listening. In addition, there are various listening teaching strategies that are applied in class. <sup>1</sup> According to Brown (2001), there are nine techniques in teaching listening:

**1. Do.** The listener responds physically a command. Students respond to what the teacher says and knows the ability of students in their listening activities.

**2. Choose.** The listener chooses from alternatives such as images, objects, and text. Students have the opportunity to choose answers from images, objects, and texts from the teacher.

**3. Transfer.** The listener draws what is heard. Students describe what they hear by drawing.

**4. Answer.** The listener answers the question about the message. Students are asked to listen to the cassette and try to answer messages from the cassette.

**5. Condensation.** The listener describes or makes notes on college. The teacher explains the material in the classroom and commands students to make a summary or record what the teacher says.

**6. Expand.** The listener gives the end of the story that is heard. Students continue the end of the story after the teacher explains.

**7. Duplication.** The listener translates the message into the original language or repeats it with word for word. When students listen to the original speaker speak on the cassette. Then, they try to analyze messages from foreign languages to the original language.

**8. Modeling.** The listener ordered food, for example, after listening to the model orders. Students explain what they hear from the teacher.

**9. Conversation.** Listeners are involved in conversations that show

appropriate processing information. The teacher and students have the right conversation and they discuss it.

From the explanation above, the researcher able to conclude that the procedures of teaching listening able to make the process of teaching listening more orderly and purposeful. Teacher must prepare with make a best lesson plan before they teach listening in class.

### **G. Media**

Akbar (2008) says that teaching and learning are considered as complex processes that are influenced by various factors, including the use of instructional media or tools. The media plays an important role in students' education. According to Naz and Akbar (2008) means, the way to send or convey messages and send content to students to achieve effective instructions in teaching learning perspectives. Sari (2013) defines: "Media is a multimedia that helps students to understand and understand the topic of listening by analyzing the contextual situation of the story and connecting it with their scheme".

Seth (2009) defines, instructional media are some devices designed to present information from types that will not be available in ordinary school experiences. Examples include, movies, television, sound recordings. Other types of teaching media have a function to help students understand the underlying phenomenon structure. Visual media mainly to be seen, audio devices for hearing, and multi-sensory materials to be used through two or more understanding. In addition, Nyam (2006) states that instructional

media is a variety of interesting materials for five senses-seeing, hearing, touching, feeling and tasting that improve teaching and learning.

Technology is increasingly part of the English classroom as instructional assistance and research for lecturers and students. In general use, the term multimedia refers to the combination sent electronically including video, images, audio, text in such a way that it can be accessed interactively (Pangaribuan, Andromeda & Kammer, 2017).

The role of the teacher and material is important to help students in improving their listening skills. This is another factor that contributes to the success of listening instructions besides the media used to present listening material and language laboratories (Brown, 2007). In short, the media is a tool or device used by the teacher to provide study material for students to make the teaching and learning environment more attractive and effective. This includes visual media for viewing, audio devices for hearing, and multi-sensory materials for more understanding.

#### **H. TikTok**

According to Yang (2020), Tiktok has a short video sharing feature, ranging from 15 seconds to 5 minutes. Meanwhile, Demmy and Fathul (2018) said that Tik Tok is the latest social media application that allows users to make interesting videos and interact with them in personal comments and chat worldwide 2010-2019 Autumn. Tiktok has received the second highest rank internationally for download applications

throughout Google Play and Apple Store based on reports by the Tower Blog sensor (2020).

Based on the statement above, Tiktok is a social media platform that is also known as the lip synchronization application, this allows users to make short videos of fifteen seconds to five minutes with music and text. These videos are often funny, and become viral if shared several times. This application is very popular among young people because of its creative content. But that is also very inclusive, giving users freedom to express themselves creatively from all corners of the world. One of the Tiktok application policies is that users must be over 16 years old. Therefore the Tiktok application can only be used as a learning medium in high school.

Here are some features of tiktok :

1. Sound Record : Recording sound via the device, then integrated into TikTok akun account personal.
2. Video Record : Recording video via the device, then integrated into TikTok akun account personal.
3. Backsound (sound background): Added background sound that can download from Application storage media TikTok.
4. Edit : Fix and edit draft videos already made.
5. Share : Share edited videos.
6. Shop & Sale : Selling something.

### **I. Procedure Teaching using TikTok**

According to Ordonez (2021) TikTok is a platform that, which is interrelated, provides access to young and global audience to the new format of short education video created by expert writers. This perspective presents several opportunities for the dissemination of knowledge in various fields of science in a concise and effective manner. Steps to use the TikTok application is easy because students usually use this application. Here are the steps in using the TikTok application:

- a. TikTok application can use in Android.
- b. Teachers and students' can access English TikTok song easily.
- c. Create a school wide platform, final project, teach or explain lessons, and compare and contrast ideas.

The teacher defines what is used by listening lessons in the tiktok application for students'. The first step is that students must have a TikTok application then create an account with an email or mobile number. Then the teacher gives a test to students, students must complete a few questions, the second step, namely the teacher sends the TikTok video link containing English song content, students can listen anywhere and anytime. After that, the teacher gives another test with the same structure as the previous test.

### **J. Rationale of the Research**

Listening is a complex activity and requires attention because students must learn languages that are not used every day. Many students have difficulty listening to foreign language vocabulary, especially English, so this will be a big problem for students. There are several problems related to

learning to listen to school. Some of them come <sup>20</sup> from the first student, students have difficulty in understanding the sound. They don't know what code words they listen to because the audio is too fast, the information is implicit and explicit. Second, students do not have vocabulary, they do not want to find their own meaning. They just want to ask the teacher many times. Third, students are bored in class, because English is very difficult to learn and not the language used in everyday life, so they are not interested in class.

<sup>2</sup> Media is a multimedia that helps students to understand and understand the topic of listening by analyzing the contextual situation of the story and connecting it with their scheme (Sari, 2013). Tiktok application is one type of media that can be used by teachers in teaching listening, <sup>8</sup> this application can help students in their listening skills. Tiktok application students can learn English easily because vocabulary is easily understood by repeating video or audio and can be played many times. This application is equipped with attractive music and images so students are not easily bored. In conclusion, researchers have the assumption that teachers can apply this application well. In addition, this can be an effective application in reading teaching. Because it can help students based on their problems by using applications that are currently popular and almost all students install this application.



## K. Hypothesis

Based on the theories above, this research formulates the hypothesis as follow:

Ho : There is no effect of teaching listening using English TikTok song to eleven grade students of SMK PGRI 3 Kediri.

Ha : There is an effect of teaching listening using English TikTok song to eleven grade students of SMK PGRI 3 Kediri.

## L. Review of Related Research

In this study, there were several previous studies on the use of Tiktok applications. First, research from Sihombing (2019) entitled "The Effect of Social Media Tiktok into the Skills of Listening to Eighth Class Students at SMPN 9 Binjai". The results show that the t-test statistical value is higher than Table-t. The conclusion is that the Tiktok application significantly has an effect on student listening skills.

Second, research from Alfarisy (2022) entitled "Tiktok Application as a Media for Learning English in Indonesia". The results showed that the use of Tiktok was proven to be an effective way as a medium in teaching and learning. In addition, the condition of the class during teaching and learning is more lively when tiktok is implemented. Third, Megawati's research (2021), entitled "Teaching and Learning Distance: Technology-Bed Instructional Plan at all class levels". In previous studies, Tiktok was chosen for the toaccomodate learning process. The results of this study

indicate that Tiktok is an effective media as an emergency remote in the search and learning requires creativity and provides meaningful experiences.

## 4 CHAPTER III

### RESEARCH METHOD

In this chapter will consist of; a) identification of research variable, b) technique and approach of the research, c) place and time of the research, d) population and sample, e) instrument of the research and technique of collecting data, f) technique of data analysis.

#### A. Identification of Research Variable

Fraenkel (2009) states that "variable is any characteristic or quality that varies between certain group members". In line with Fraenkel, Ary (2010) also describes variables as characteristics or constructs that can convey different values or scores. It can be said that variables are important elements and basic units for obtaining information in conducting research. Based on that statement, there are two variables in this study, it is an independent and dependent variable the explanation is:

##### 1. Independent Variable

Independent variables are attributes or characteristics that affect or influence the results or dependent variables (Creswell, 2012: 116). Independent variables are the cause of other variables. Based on the above definition, the independent variable of this study is the Tiktok application.

## 2. Dependent variable

According to Creswell (2012: 115) the dependent variable is the attribute or characteristics that depend on or influenced by the independent variable. This is the effect of the independent variable. This variable is not manipulated by the researcher, but is influenced by the independent variable. The dependent variable of this study is student listening skills.

## B. Technique and Approach of the Research

### 1. Technique of the Research

The technique in this study is experimental research. Ary (2009: 26) states that experimental research involves a study of the effect of systematic manipulation of one variable on another variable. So, Researcher uses the technique to find out the effects of the independent variables of Tiktok for the dependent variable, namely student listening skills. In addition, Researcher uses 1 (one) class to conduct research. Researcher gives pre-test and post-test students to analyze using tiktok in student listening skills. Researchers also provide care to students by showing material.

### 2. Approach of the Research

This research approach is quantitative research. Based on Ary, Jacobs, and Sorenson (2010: 2), quantitative research uses objective measurements to collect numeric data used to answer questions or test

predetermined hypotheses. In other words, this research is to analyze students' listening skills assessed from the test and have a hypothesis. There are several types of pre-experimental designs, but in this study the researchers used the one-shooting study design. In the design of one study there is a group that is given treatment, and then the result is a test. In this study the researcher conducted treatment or action, which then measured results through tests. The researcher's consideration uses the One Shot Design study because in this study only one group was given treatment and there was no comparison group. Then the group given treatment is measured directly to find out the results.

### **C. Place and Time of The Research.**

#### **1. Place of the Research**

This research conducted at SMK PGRI 3 Kediri which is located in Jl. KH. A.Dahlan No.6, Mojoroto Gang 8 No.1, Kec. Mojoroto, Kota Kediri, Jawa Timur. In this research the researcher choose SMK PGRI 3 Kediri is because the researchers saw a phenomenon that occurred at the school, many students used the TikTok application with pleasure and enthusiasm. So the researchers took the initiative to use TikTok as a learning media, especially in students' listening skill.

#### **2. Time of the Research**

Researcher started this research started from January to June 2022.

It will be followed this chart:

**Tabel 3.1 Time of the research**

No	Activity	Month																					
		January	February	March	April	May	June																
1	Designing the Research																						
2	Arranging instrument																						
3	Collecting the data: a. Pretest b. Treatment c. Posttest																						
4	Analyzing data																						
5	Writing the conclusion of the Research																						

The table above shows the schedule of conducting research. Researchers started from January to June. There are five activities in each month and have different specific activities. In January, there was designing research. It talks about making preparations for research. In the process of designing research, researchers share their ideas to continue the next step. That includes writing chapters I, II, and III. If they are all accepted by the lecturer, researchers can conduct research by making the instruments needed next month, namely February.

In February, there were instruments that regulate. This step is needed to researchers to make important things used to conduct research. In determining the instrument, it must be seen from the type

of research and also reasons with the complete theory of several experts. In this time, the research instrument was a test. There are two tests, they are pretest and posttest consisting of 20 multiple choice questions in each test. In addition, researchers can ensure that instruments are improved for use.

Then in May and June, researchers took care to collect data. It has two weeks in May and one week in June and a place to conduct research at SMK PGRI 3 Kediri. In the first week of May, researchers gave a pretest. Then the second week he gave treatment consisting of learning material. In addition, in the first week of June, researchers gave post -test for students. After that, researchers must analyze data that was completed in two weeks in June. This section requires more time because researchers have to fix the previous test and count to SPSS version 23. From the application, there is output data such as average, frequency, and difference between student and posttest students.

Finally, researchers must be able to write conclusions from researchers. Explained the resume of all points in the study. In line with that, researchers write advice about weaknesses originating from this study.

#### **D. Population and Sampel of the Research**

##### **1. Population of the Research.**

Sugiono (2010: 117) states that the population is a geographical generalization: objects/subjects have certain quality and characteristics

determined by researchers to learn rather than making conclusions. In this case the population of this study is all students in the first grade of SMK PGRI 3 Kediri consisting of three classes: Accounting for institutional, multimedia, office governance automation. There are 20-30 students in each class, so the total students are 45 students. This research is in accordance with basic competencies in vocational high schools, especially in student listening skills.

## 2. Sampel of the Research

Arikunto (2006) states that the sample is part of the population that has the same characteristics. Also, Ary (2010: 148) said that the four types of probability sampling most often used in educational research are simple random, multilevel sampling, cluster sampling, and systematic sampling. So, there are four types of probability sampling used in research. In this section, researchers use cluster sampling, because according to Ary (2010: 154) of that type it is very difficult to register all members of the target population and choose samples from between them. Researchers took one class, namely X Financial Accounting Institution consisting of 19 students, containing 18 women and 1 man. The reason is the impossibility to measure the skills of listening to students from all first grade students at SMK PGRI 3 Kediri.



## E. Instrument of The Research and Procedure of Collecting Data.

### 1. Instrument of The Research

Sugiyono (2017: 102) says that the instrument is a tool used to measure the nature and social phenomena observed. In this study the test was used to obtain data about student listening skills.

This research instrument is a listening test, there are two tests from them, it is a pre-test and post-test. Pre-test consists of 20 multiple choice questions about telling the 'personal experience' text that has been done before treatment to find out the skills of basic students. Then, Post-test also consists of 20 multiple choice questions from telling the 'personal experience' text given after treatment to find out whether there is progress from student listening skills or not. These tests can help reseacher to measure student listening skills. The test assessment is measured from the level of question, so the score in each question is difference.

**Table 3.2 Score Table**

No.	Statements	Score
1.	Correct answer	5
2.	Wrong answer	0

## 2. Procedure of Collecting Data

Collecting data is an important thing, and in this research the <sup>59</sup> technique of collecting data is used pre-test and post-test.

### a. Pre-Test

According to Ary (2010: 274), in the design using pretest, the subject can do better on the post-test because they have studied the subject matter from the pretest, has become accustomed to the test format and the testing environment, a strategy has been developed to do well in the text , or less anxious about the test for the second time. Pre-test is given to class before treatment begins. This test shows about basic students' listening skills.

Pre-test consists of 20 multiple choice questions that talk about telling the text of 'personal experience'. The process of doing a pretest is to use text. L and take about 40 minutes. Students are asked to do their own tests, because researchers want to know how far student competencies are in listening skills.

### b. Treatment

<sup>8</sup> The researcher gave treatment to the students' after finishing pre-test. Firstly, in pre teaching, the researcher show some videos from TikTok. Than the reseacher give the students' recount text under the <sup>4</sup> title is 'My Busy Holiday' and the researcher asked the students' to

look at the TikTok application. After that, the students' analyse about purpose, structure, and language features of that recount text.

Secondly, in post teaching, the researcher gave the students other recount text entitled "My First Trip to Pati Island" and ask the students to open the TikTok application. The students are analyze the purpose, structure, and language features of that recount text.

### c. Post-test

Post-test is given after treatment. The results of this test show the effect of using the Tiktok application to assess listening to the recount text. According to Creswell (2012: 297), after treatment, a researcher takes the attributes or other characteristics assessed for participants in the experiment after treatment.

This test consists of 20 multiple choice questions with text telling about personal experiences as well and students must answer them. Post-test is given in the last meeting by Reseacher, so Reseacher compares the score between the pre-test and post-test.

## F. Technique of Data Analysis.

### 1. Kinds of Analysis

The data analysis method used in this study is that SPSS analyzes the results of students' scores from listening post tests. Type of software, used dependent sample t-test to find out whether there are effects or impacts in using Tiktok applications and differences in the

significance between <sup>6</sup> pre-test and post-test. In addition, according to Ary (2010: 175), the t-test for dependent samples must be used, also known as t-tests that are correlated or not dependent or paired. So, the t-test is very important to measure the sample used in the study. Description of students' listening skills before being taught using the Tiktok application.

## 2. The norm

The test will compare to t-table in order to conclude the significance of the study. In this case, the researcher used the rules:

- <sup>71</sup> 1. If the  $t\text{-test} > t\text{-table}$  in the degree of significant 5%, it means that the research is very significant. So, <sup>45</sup>  $H_a$  is accepted and  $H_o$  is rejected.
2. If the  $t\text{-test} \leq t\text{-table}$  in the degree of significant 5%, it means that the research is very significant. So, <sup>3</sup>  $H_a$  is rejected and  $H_o$  is accepted.

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher discusses about the research findings and the discussion. This chapter is divided some topics, those: a) description of variable data, b) data analysis, c) hypothesis, and d) discussion.

#### A. Description of Variable Data

To know the clear result of this research, the researcher shows the description of variable data. The description of variable data is presented as follows:

##### 1. The description of students' listening skill before being taught using TikTok application.

Before the researcher conducted the study, the researcher identified the students' listening skills first by giving them pretest. The test was given on Wednesday, May 25 2022. The purpose of this test is to measure how far student listening skills. The subject of this study was a first -class student at AKL. The total number of students in the class was 19 students. This test consists of 20 multiple choice questions and the topic is about telling the text of 'personal experience'. Students are asked to test in 40 minutes. The researcher gave a pre-test in the first meeting. After the researcher conducts a pre-test, students collect papers and then researchers check and calculate students' pre-test results to get data, data is displayed in the appendix.

In addition, to make it details, researchers also analyze the

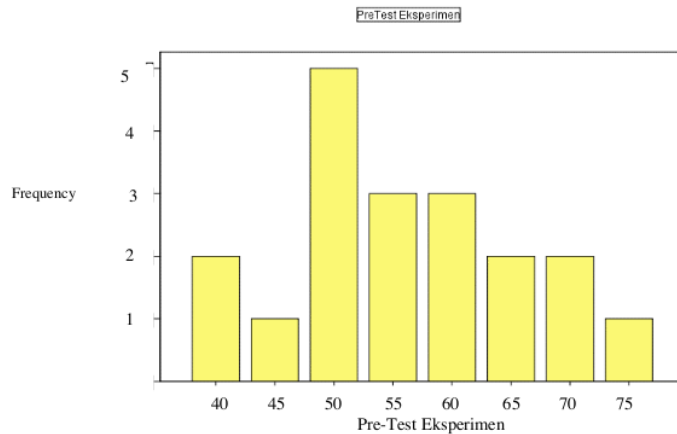
frequency of students' scores to facilitate readers in understanding the results. It will be presented below:

**Table 4.1**  
**Frequency of Pre-Test**

		38 Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	2	10.5	10.5	10.5
	45	1	5.3	5.3	15.8
	50	5	26.3	26.3	42.1
	55	3	15.8	15.8	57.9
	60	3	15.8	15.8	73.7
	65	2	10.5	10.5	84.2
	70	2	10.5	10.5	94.7
	75	1	5.3	5.3	100.0
	Tot	19	100.0	100.0	

From the table above, 2 students (10.5%) got score 40, 1 student (5.3%) got score 45, 5 students (26.3%) got score 50, 3 students (15.8%) got score 55, 3 students (15.8%) got score 60, 2 students (10.5%) got score 65, 2 students (10.5%) got score 70, 1 student (5.3%) got score 75. From that explanation, it can be concluded that students' listening skill was good enough.

**Table 4.2**  
**Bar Chart of Pre Test**



## **2. The description of students' listening skill after being taught using TikTok application**

Post-test was given on Friday, May 27, 2018 after the treatment was completed. Post-test consists of 20 questions in several choices. The test is about telling the text as well as in the previous pretest. The test is given to determine the increase in student listening skills. Progress can be seen in Table 4.3.

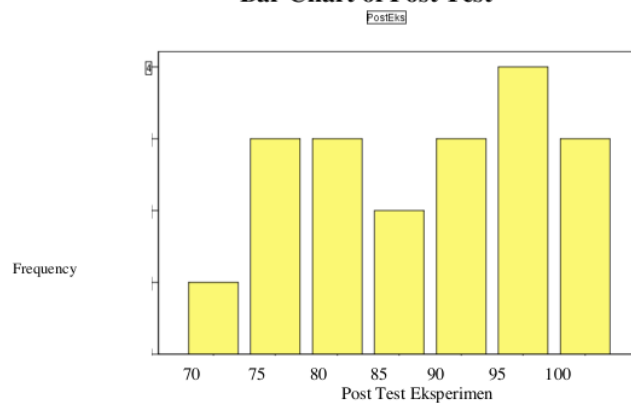
In addition, to make it details, researchers also analyze the frequency of students' scores to facilitate readers in understanding the results. It will be presented below:

**Table 4.3**  
**Frequency of Post-Test**

	38 Frequency	Percent	Valid Percent	Cumulative Percent
Vali	70	1	5.3	5.3
	75	3	15.8	21.1
	80	3	15.8	36.8
	85	2	10.5	47.4
	90	3	15.8	63.2
	95	4	21.1	84.2
	100	3	15.8	100.0
	Tot	19	100.0	

From the table above, 1 student (5.3%) got score 70, 3 students (15.8%) got score 75, 3 students (15.8%) got score 80, 2 students (10.5%) got score 85, 3 students (15.8%) got score 90, 4 students (21.1%) got score 95, 3 students (15.8%) got score 100. It means that the students' listening skill was increasing after the students were taught using TikTok application.

**Table 4.4**  
**Bar Chart of Post Test**





## **B. Data Analysis**

In this time, the researcher presented the procedure of data analyze and getting the result of pretest and posttest.

### **1. Procedure of Analyzing Data**

In this section, data are analyzed using total sampling. The purpose of T-test, whether Tiktok affects students' listening skills or not. To analyze the simple testing test, researchers analyze student listening skills data before being taught using the Tiktok application method and students' listening skills after being taught using the Tiktok application. The analysis data procedure comes from corrected in pretest and posttest. Then, get a score based on each predetermined criterion. After that, researchers enter the score into the SPSS 16 application.

### **2. The Result of Data Analysis**

In this section, the researcher presents the results of data analysis from the students' pretest and posttest using SPSS version 16. From the SPSS analysis, there is data output as follows: Statistics of paired samples, paired sample correlation, and paired sample test.

17  
**a. Mean of Pre Test and Post Test**

**Table 4.5**  
**Paired Sample Statistic**

		Mean	N	Std. Deviation	Std. Error Mean
Pair	PreTest	56.05	19	9.941	2.281
	Post Test	87.11	19	9.620	2.207

37  
 From the paired sample statistics of table above, the mean score of pre-test is 56.05 and the standard deviation 9.941. In the other hand, the mean score of post-test is 87.11 and the standard deviation 9.620. The number of participant from each test (N) is 19.

**b. Correlation**

27  
**Table 4.6**  
**Paired Sample Correlation**

		N	Correlation	Sig.
Pair 1	PreTest Eksperimen & PostEks	19	.644	.003

In data output of Paired Sample Correlations above, the result present that correlation before and after being taught using TikTok application is 0,664 with the significance 0,003.

### c. T-Test

**Table 4.7**  
**Paired Sample Test**

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pre test						-		
Post test	-31.053	8.263	1.896	-35.035	-27.070	16.381	18	.000

In Paired Samples Test table, the mean presents the differences between pretest and posttest using SPSS 16 by pretest minus posttest. It showed the t-test is -16.381 with the degree of freedom 18 and the significant is 5%. It means that t-test is higher than t-table (-3,597 > 1,729). It can be concluded that t-test is higher than t-table, so  $H_a$  is accepted.

In conclusion, there is an effect of applying TikTok application in students listening skill at first grade students of SMK PGRI 3 Kediri which  $H_a$  is accepted. It means that there is an effect of students listening skill at first grade students of SMK PGRI 3 Kediri using TikTok application.

### 3. Interpretation of the Data Analysis

Based on analysis data from SPSS version 16, researchers get data that is of concern to students' listening skills before and after being taught

using the Tiktok application by comparing the two. In general, when students do pre-test, they have good abilities in listening skills for example, most students can find text content, analyze generic structures, find social functions. However, some of them also have different skills in listening to some audio from the text and get implicit and explicit information. They get into trouble when they have to find it. They are not familiar in listening to English texts because they are not understood in depth. It was proven by the pre-test results, which in the test showed that the highest score was found in the first description above. On the other hand, when students do post-test, there are increased scores found in determining plots or finding text content, analyzing generic structures, finding social functions. This is evident from the total score on the indicator.

#### 4. Testing of Hypothesis

Based on the hypothesis and data that have been analyzed previously, researchers concluded that the Tiktok application has a significant effect in students' listening skills in the second position of SMK PGRI 3 Kediri in the academic year 2021/2022. This can be proven from pre-test and post-test results, the paired sample statistics table shows that the pretest score is higher than the posttest score. The total pretest score is 1065, and the total posttest score is 1655. From that explanation, students' scores increased. According to the data in Table 4.7, the results show that  $T - \text{Score} - 16,381 > \text{Table T}$  with a significance level of 5%. This means

that there is a significance effect before and after using the Tiktok application in student listening skills. In conclusion, the zero hypothesis (Ho) is rejected and the alternative hypothesis (ha) is accepted. It will be presented below:

**Table 4.8**  
**One Sample Test**

	Test Value = 0					
	t	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
PreTest Eks	24.577	18	.000	56.053	51.26	60.84
Post Test Eks	39.468	18	.000	87.105	82.47	91.74

### C. Discussion

At this time, researchers explain the discussion about pretest, posttest, and t-test by distinguishing between them from the results of previous studies. Related to the hypothesis of this study, there is a null hypothesis (HO) and alternative hypothesis (ha). The Null Hypothesis (HO) means that there is no teaching effect of students listening skills using the Tiktok application, on the contrary the alternative hypothesis (ha) means that there is a teaching effect of students' listening skills using the Tiktok application. Researchers were analyzed pretest scores and posttest scores by SPSS version 16. From what was analyzed showed that the T-T score was higher than the t-table at a significant level of 5% (-16,381 > 1,729) with the level of freedom (df) 18

was 2,086, so the hypothesis was zero ( $H_0$ ) rejected and alternative hypotheses ( $H_a$ ) are accepted.

As explained by previous researchers, there are three indicators as follows: 1) Finding text content, 2) Identifying generic structures, 3) Finding the social function of the text. Actually the most problems faced by students in listening skills are listening media. So before the researcher gives the Tiktok application as a care for students, some students have difficulty in finding several indicators of listening skills, there are finding text content, identifying generic structures.

In applying teaching methods, there are strengths and weaknesses as well. <sup>13</sup> Based on the results of treatment completed by the researcher, the strength of this application makes students more <sup>4</sup> active in class, because they ask to discuss with their friends about the assignment. They can ask questions or share many things at that time in a good pickled. By using the application, the teacher teaches students about listening skills based on situations in class. In addition, students are asked to make a choice whether the steps they want to take.

Finally, after providing treatment that uses the Tiktok application as a medium in student listening skills, some students have good abilities in indicators such as finding text content, identifying generic structures, and finding social functions Tex. So from that explanation, the Tiktok application affects students' listening skills.

The findings of this research are supported by several previous studies related to this research. Silaban (2021) states that the use of Tiktok applications in listening skills is booming and the media can be used in classroom learning. In line with the theory, research from Sihombing (2019) entitled "The Effect of Social Media Tiktok into the Skills of Listening to Eighth Class Students at SMPN 9 Binjai". The results show that the t-test statistical value is higher than Table-t. The conclusion is that the Tiktok application significantly has an effect on student listening skills.

Based on the explanation above, Tiktok Application proves that it has a significant influence on student listening skills or there is an effect on student listening skills. In addition, the teacher can use this media or application to be a reference in class when the teacher teaches using media or applications in listening.

## 42 CHAPTER V

### CONCLUSION, IMPLICATION, AND SUGGESTION

In this chapter, the researcher discusses about: a) conclusion, b) implication, and c) suggestion.

#### A. Conclusion

64  
Researchers draw some conclusions from this study based on the results of research in the previous chapter. The results show that the Tiktok application is an effective application to teach listening skills to first grade students from SMK PGRI 3 Kediri in the academic year 2021/2022. This is supported by the results of analyzing the pre and post -test tests with a significance level. 16

In line with that, students' listening skills increase after being taught using the Tiktok application which is an average score of the post -higher test than the pre -test score. It can be concluded that there is a significant effect of the Tiktok application in student listening skills. 29 51

In addition, teaching listening skills using the Tiktok application helps students to solve problems. This method also has a good effect to make students active and responsible. In addition, the results between students' scores before and after teaching using the Tiktok application explains the significant effect on students' listening skills. This takes from a change in students' scores in a post -better post -test score of students.



## B. Suggestion

<sup>76</sup> Based on the research findings above, there are several suggestions given to teachers, students, and others.

### 1. For teachers

The teacher must first explain the activity of using the Tiktok application before being applied in class. The teacher can use the Tiktok application in teaching listening that <sup>63</sup> can be seen from the results of calculating students' scores between pretest and posttest as well as before and after being taught the Tiktok application. Before applying the Tiktok application, the teacher can help students to download the Tiktok application because some students do not have applications. This will help teachers to do some activities that will make research activities easier.

### <sup>39</sup> 2. For students

Students must be more active and responsible when the Tiktok application is applied in class. It also helps them to understand audio easily. They can take the steps of this method to find answers to questions based on text or analyze text. By using this application, students enjoy listening and students will never feel bored.

### 3. For other researchers

And also certainly, researchers want to give some suggestions to other researchers who will conduct the same research. First, they must use the Tiktok application for different texts, for example descriptive text,

tell text, and etc. They might apply this method with their own price or based on what they understand to use these steps. Second, they can apply Tiktok applications at various levels of education such as junior high schools in or high schools. Finally, researchers hope that this research can be a reference for other researchers when they will conduct the same research in students' listening skills using the Tiktok application.

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