

**THE EFFECT OF SOCIAL MEDIA TIKTOK ON ENGLISH LEARNING OF THE
FIRST GRADES STUDENTS OF SDN KARANG ASIH 01 CIKARANG UTARA**

THESIS

Submitted to the School of Foreign Language – JIA as a partial fulfillment of requirements
for the undergraduate degree in English Literature Programme.



ALVINA AMORITA WIJAYA

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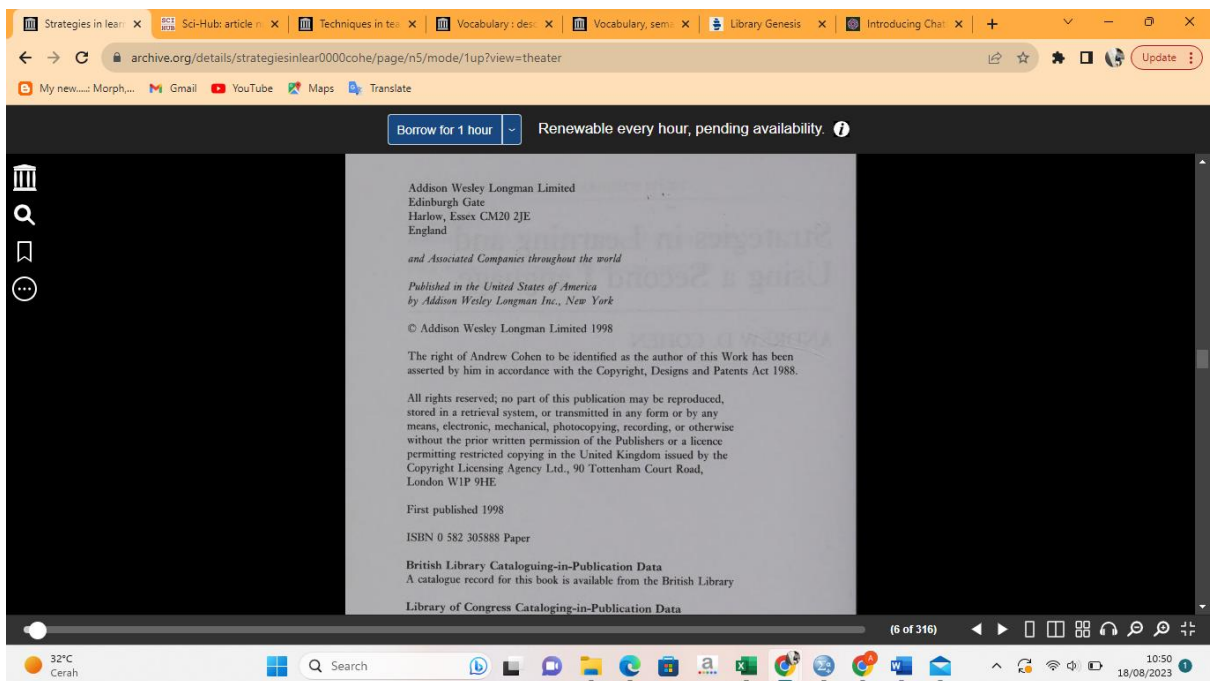
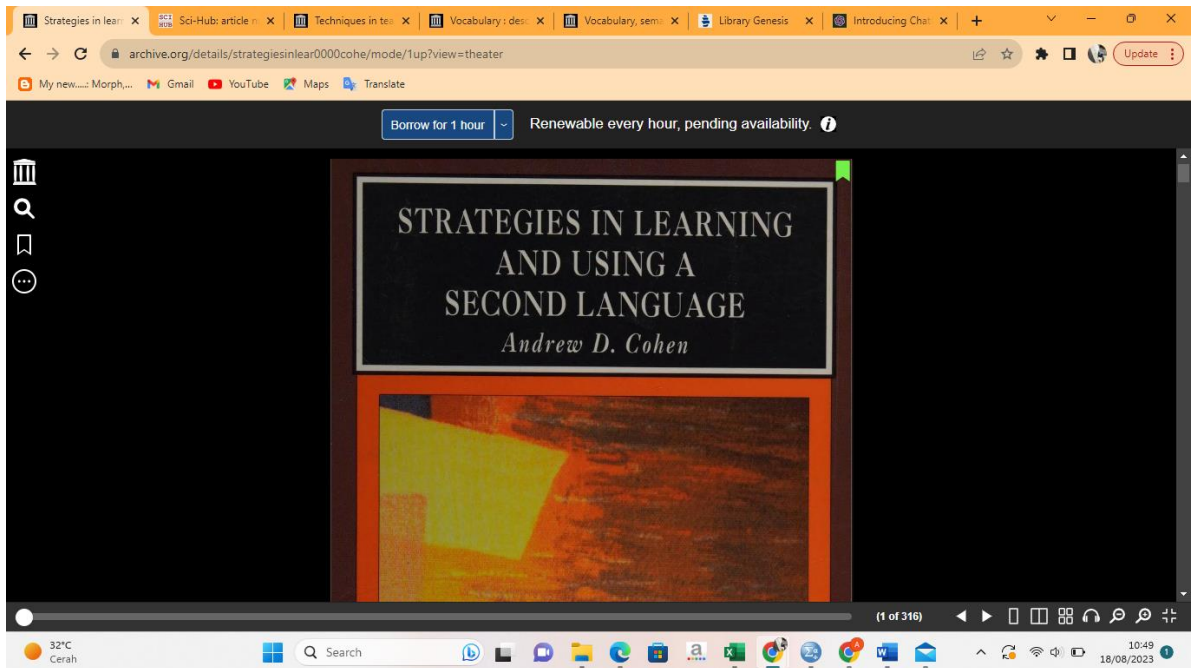
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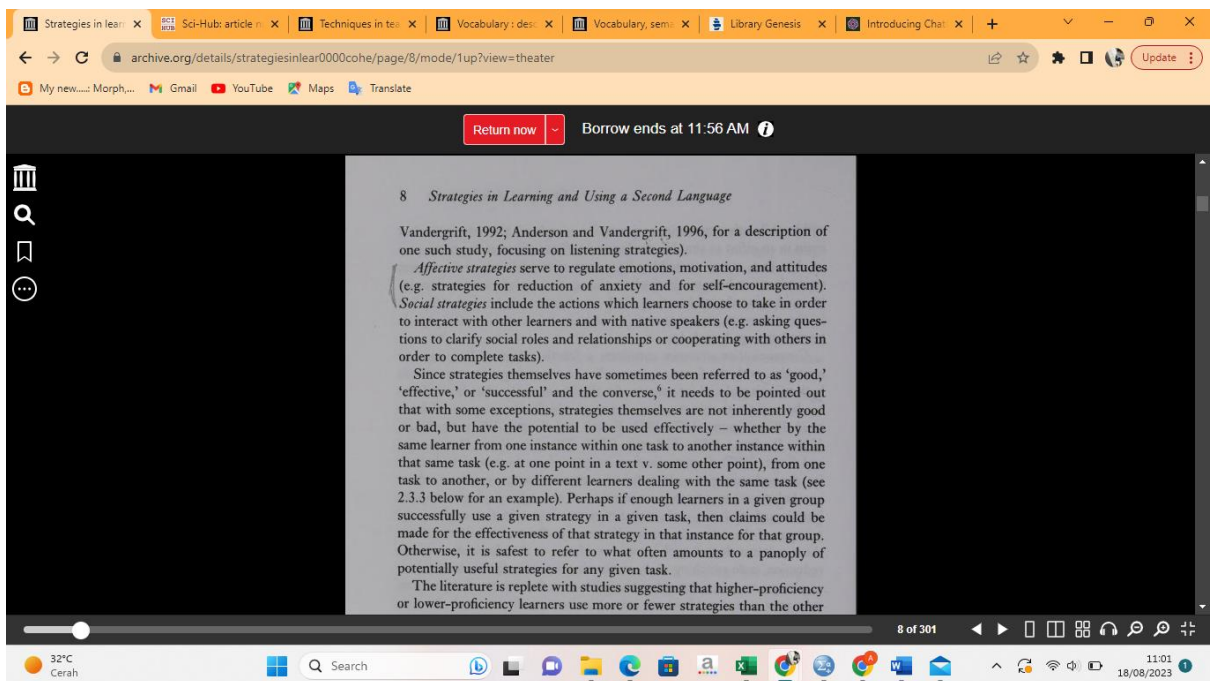
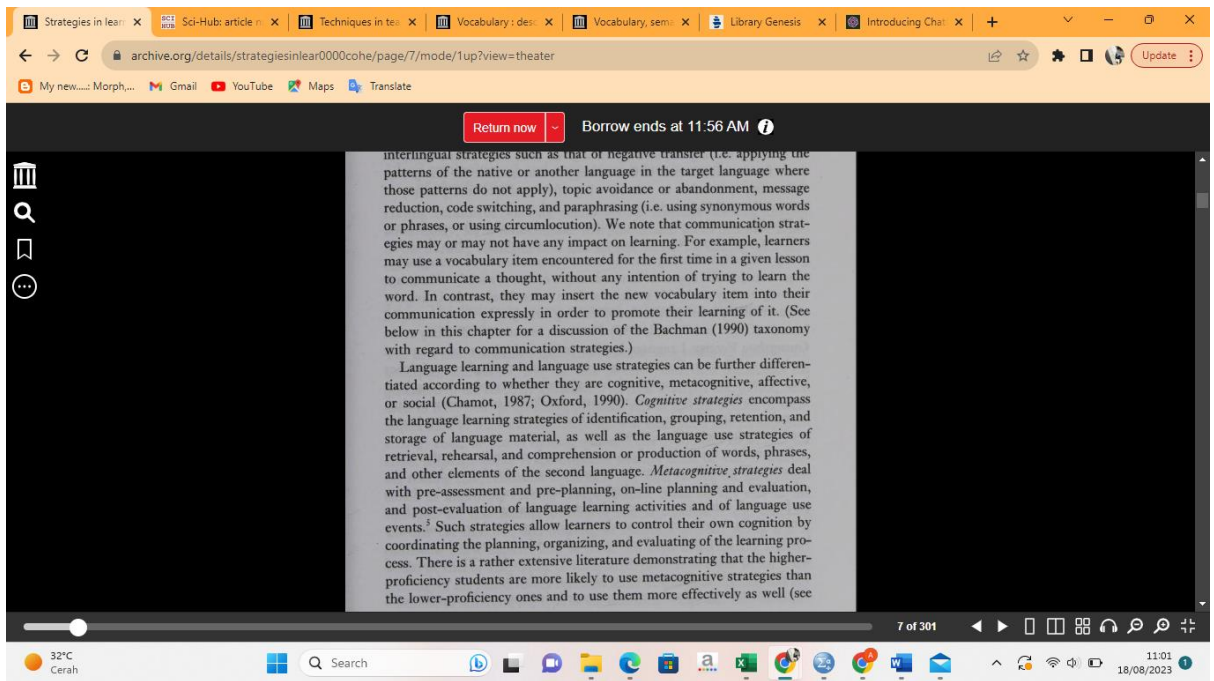
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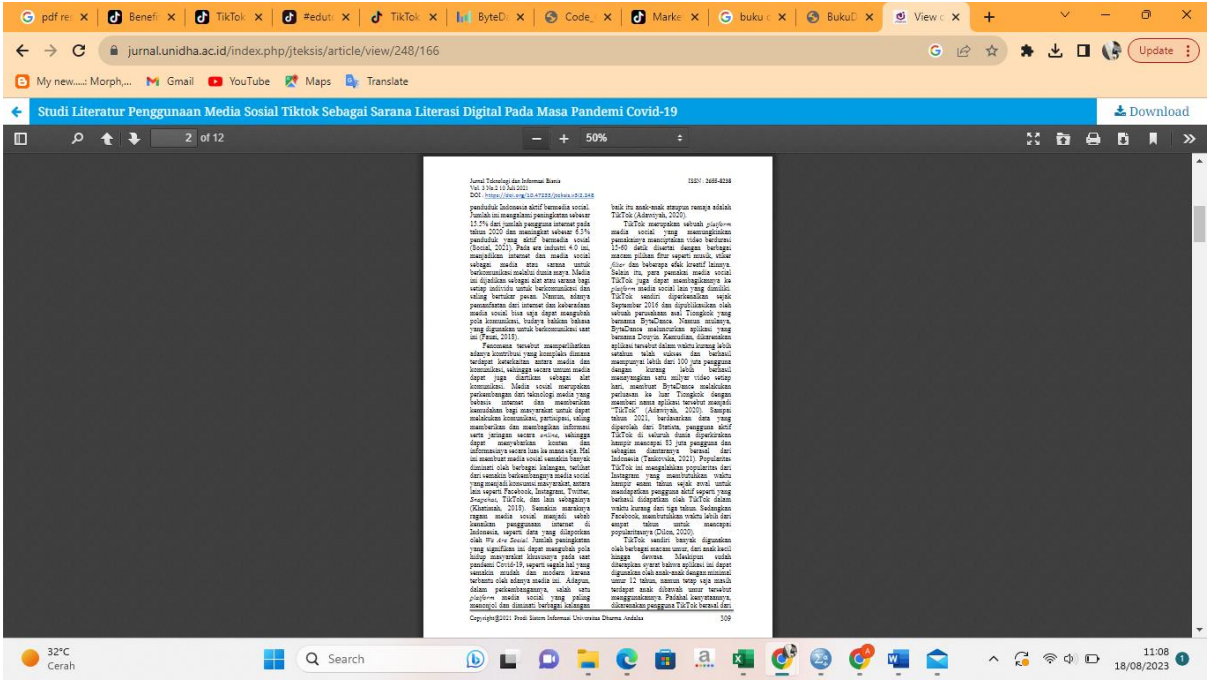
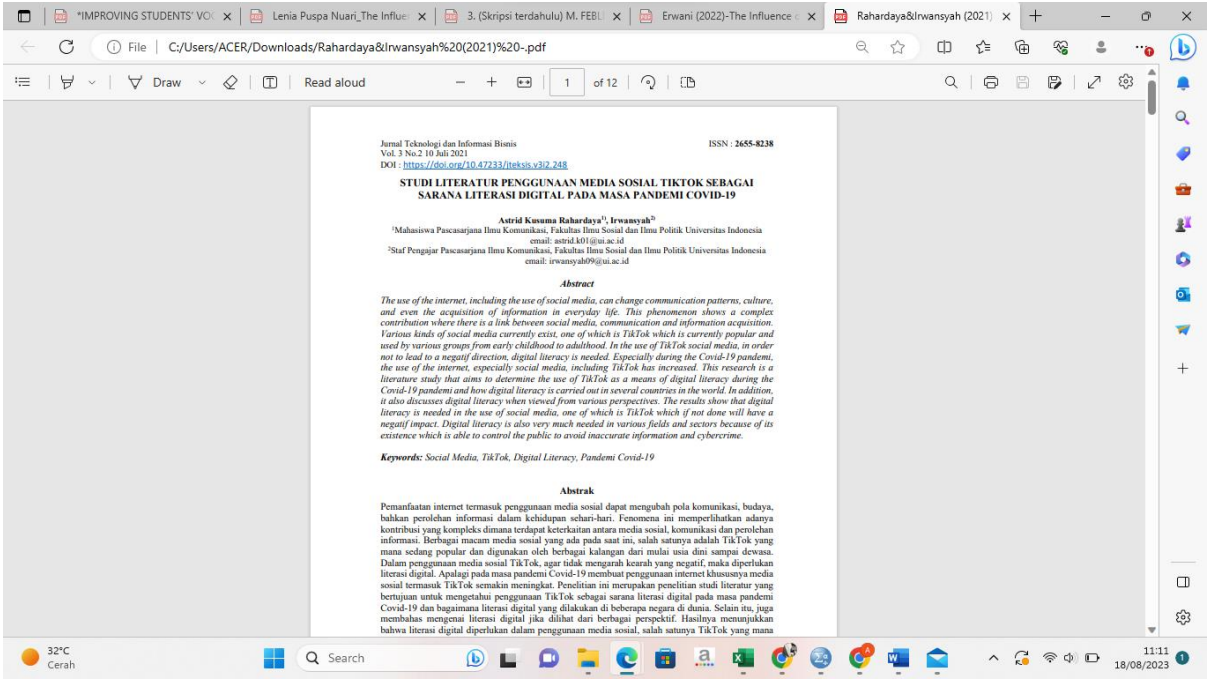
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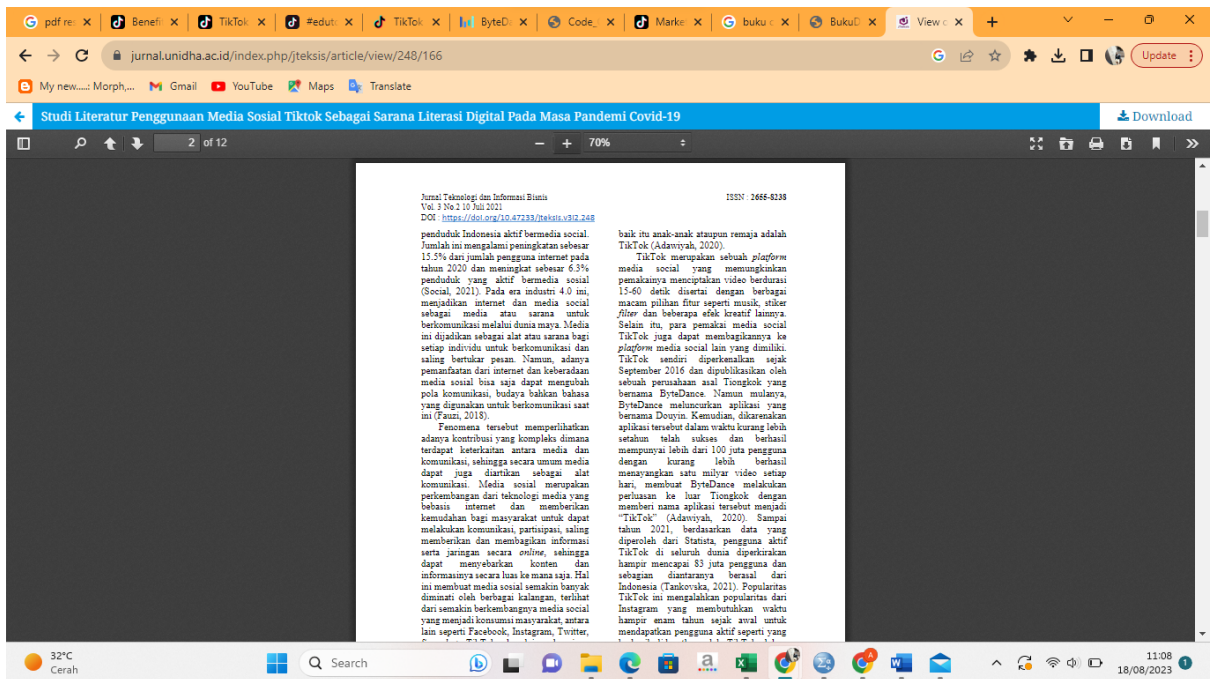
1. Cohen (1998, pp. 7-8)



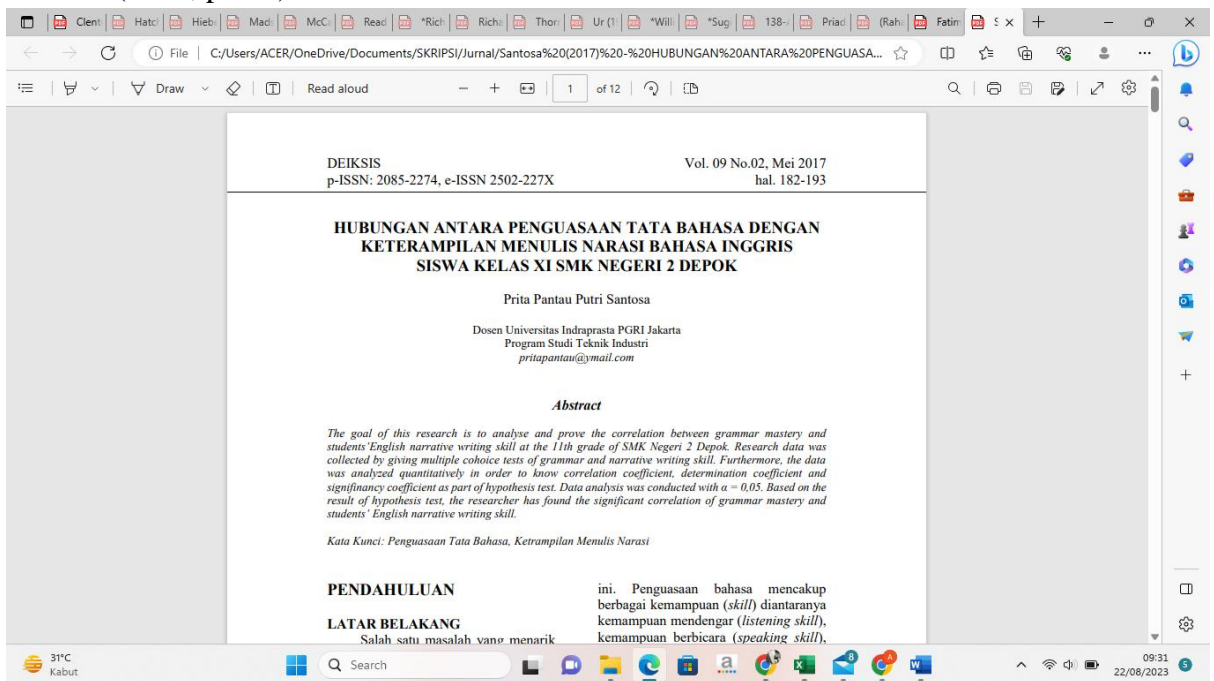


2. Rahardaya & Irwansyah (2021, p. 309)



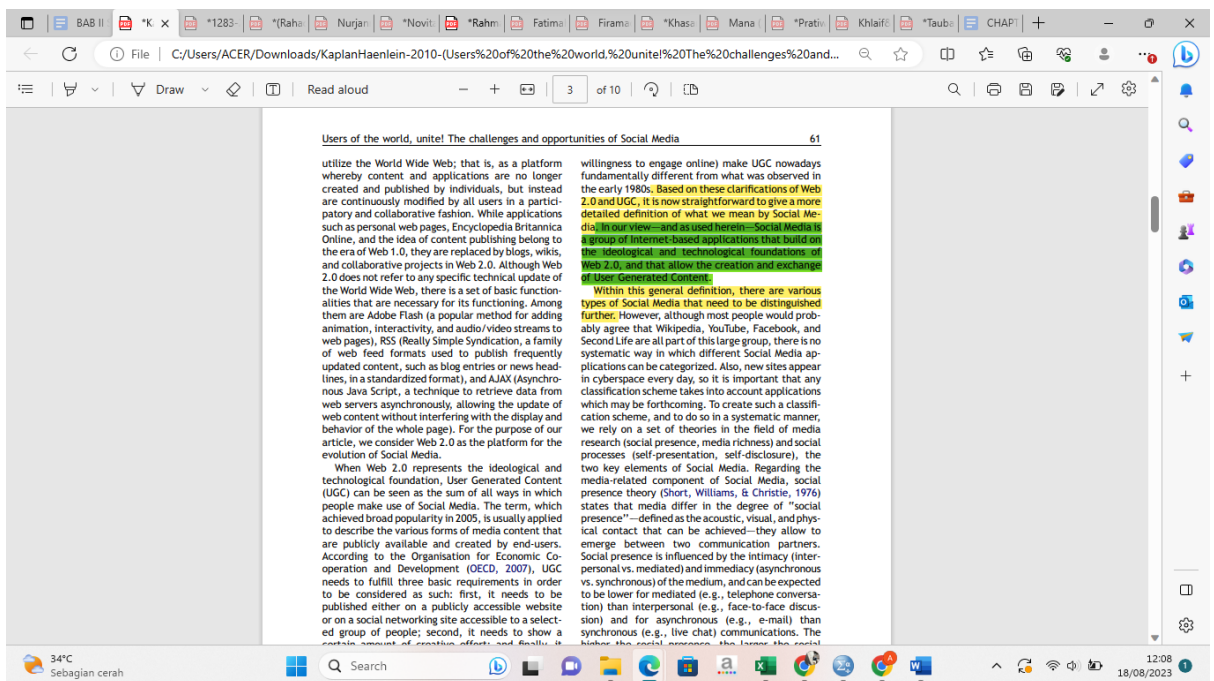


3. Santoso (2017, p 182)

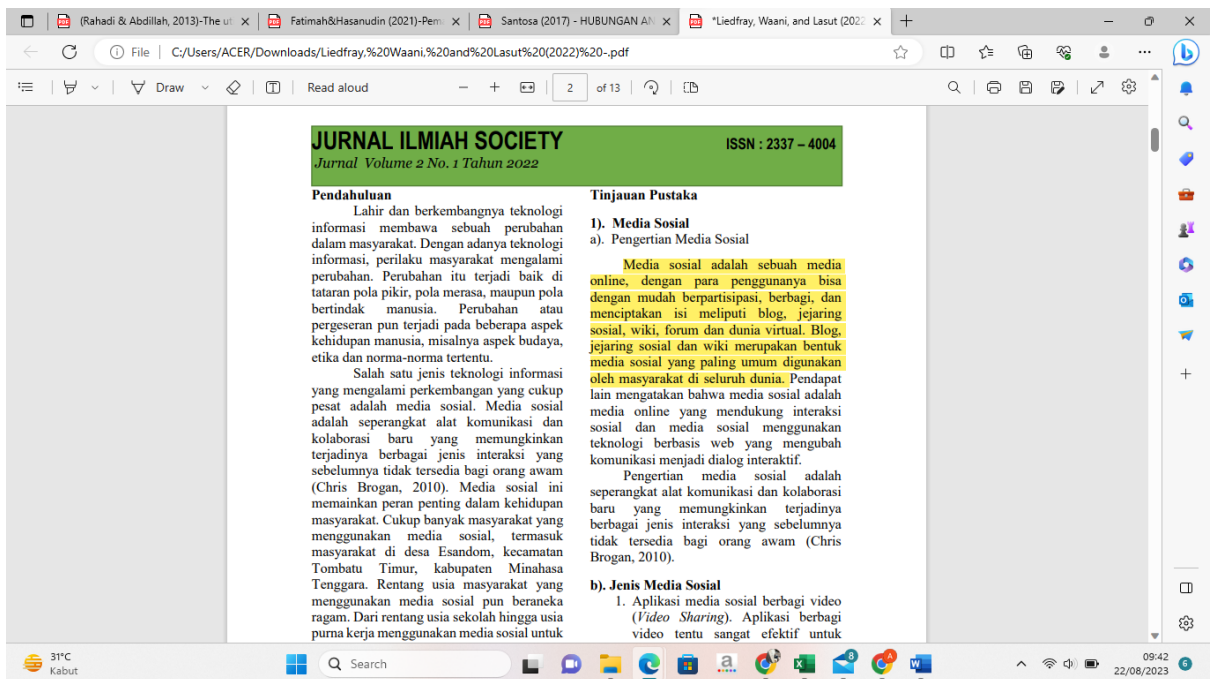
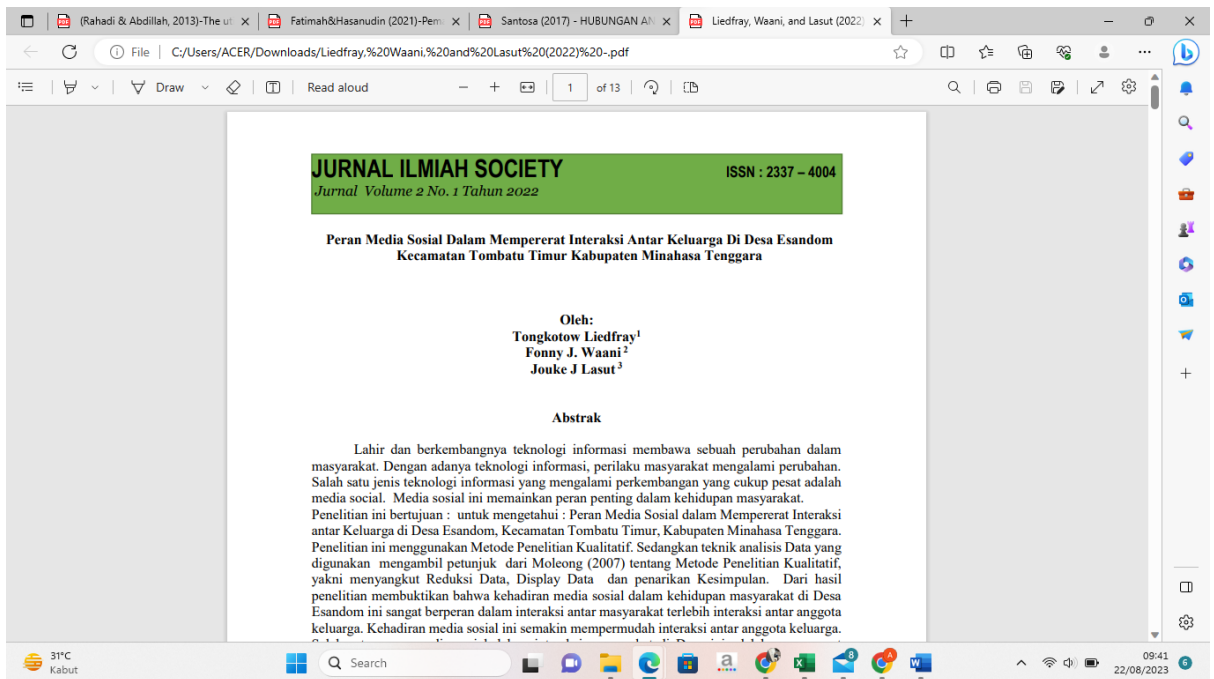


CHAPTER II

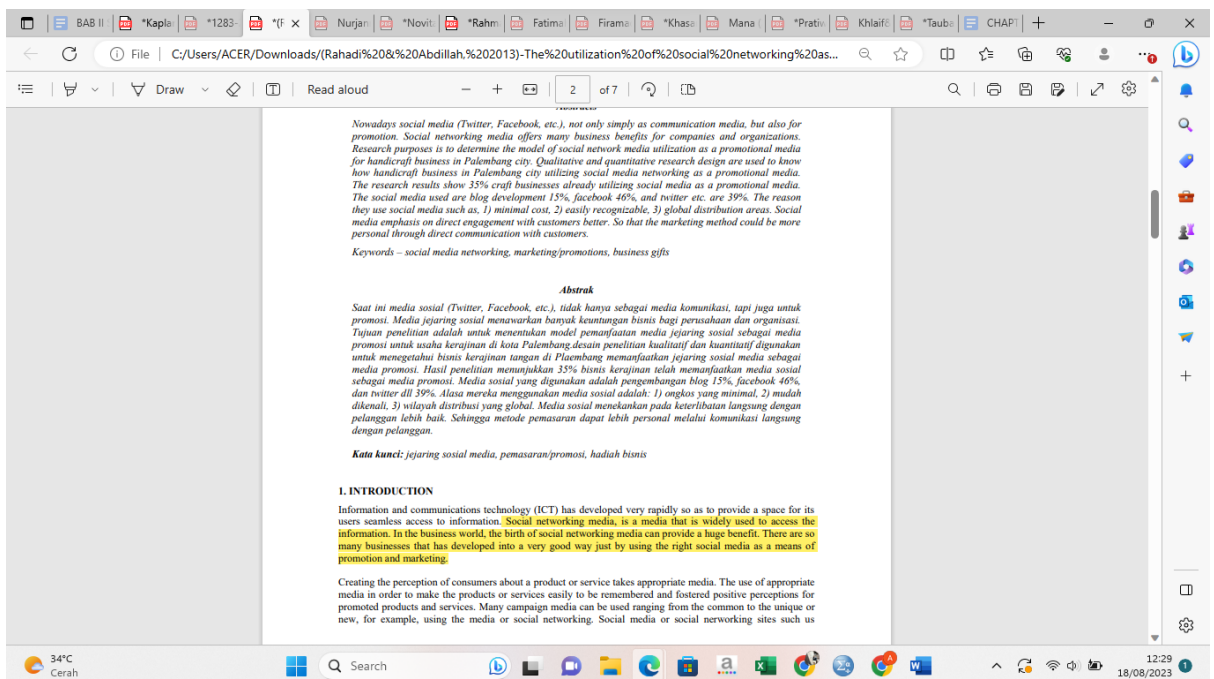
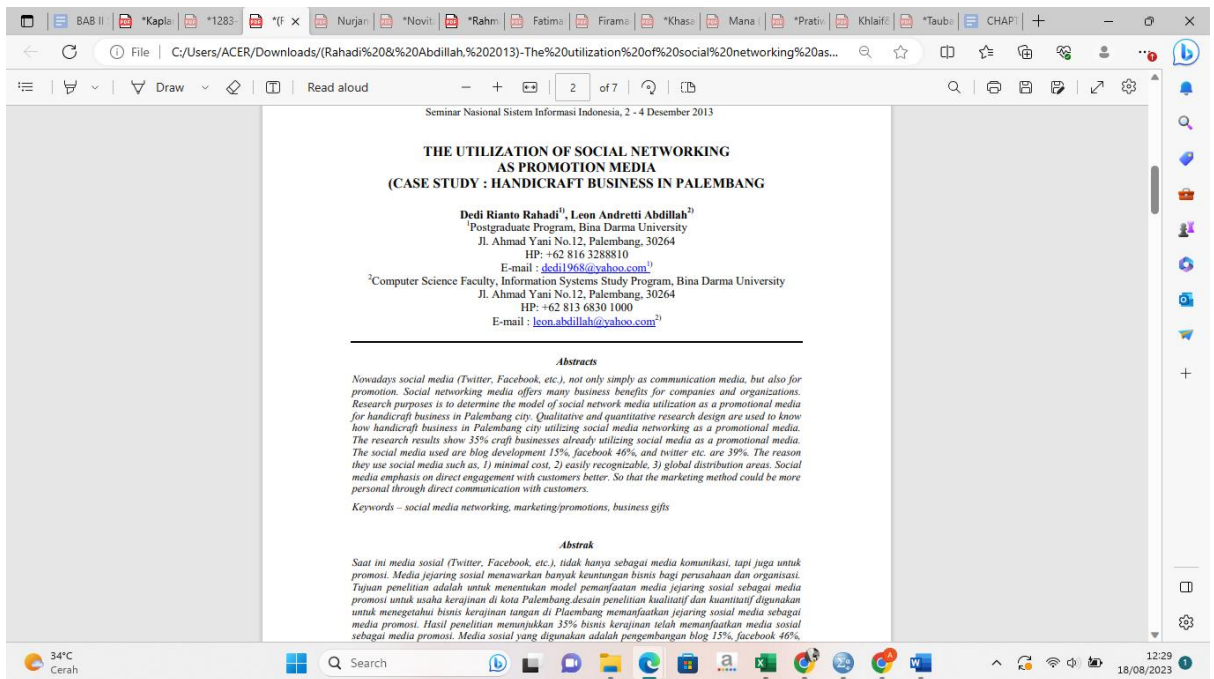
1. Kaplan & Haenlein (2010, p. 61)



2. Liedfray, Waani, and Lasut (2022)



3. Rahadi & Abdillah (2013, p. 1)



4. TikTok Company



TikTok Company (2013)

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TikTok

Our Mission

TikTok is the leading destination for short-form mobile video. Our mission is to inspire creativity and bring joy.

TikTok's global headquarters are in Los Angeles and Singapore, and its offices include New York, London, Dublin, Paris, Berlin, Dubai, Jakarta, Seoul, and Tokyo.

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What is TikTok Rewards and how can I earn them?

TikTok Rewards is a token of appreciation from TikTok to our incredible community of users across the globe. It's the currency of rewards earned under the TikTok referral program.

TikTok Rewards can be earned when an existing user invites a new user to join the platform. As soon as the new user creates a profile and enters via their friend's invitation code, the referrer starts earning. To earn even more through TikTok Rewards, new users can participate in regular video watching tasks that can be accessed from the activity page. These will enable the new user and their referrer to earn TikTok Rewards.

Such video watching activities are usually time bound. Thus the new user must watch videos within the specified time period for both parties to be eligible to earn rewards. Keep checking the activity page for the latest updates and offers!

What can I get with my TikTok Rewards?

You can redeem your hard-earned TikTok referral rewards for actual money. But that's not all. You can also...

- Eligibility
- Benefits & Rewards**
- Program Overview
- Safety
- FAQs
- Blog
- Terms & Conditions
- Contact Us

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Previous Campaigns



#EduTok

EduTok, TikTok's most popular challenge to date, encourages users to create educational and motivational content around a variety of themes. As well as this in-app challenge, TikTok has launched a mentorship program with leading social enterprises Josh Talks and The/Nudge Foundation, which will reach 5000 young individuals across 6 Indian states with lower literacy rates. EduTok underlines TikTok's commitment to propelling India's creative economy and its contribution

- For You
- Following
- Explore
- LIVE

#edutok 167.2B views

Inspire by knowledge, grow via education. Start your journey to knowledge and inspiration on TikTok now!

Log in to follow creators, like videos, and view comments.

Log in

About Newsroom Contact Careers
TikTok for Good Advertise
Developers Transparency
TikTok Rewards TikTok Embeds
Help Safety Terms Privacy



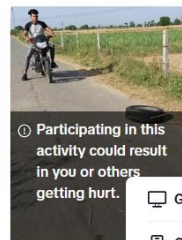
"Fuck you" in Chinese...



Army practice in bat kar...

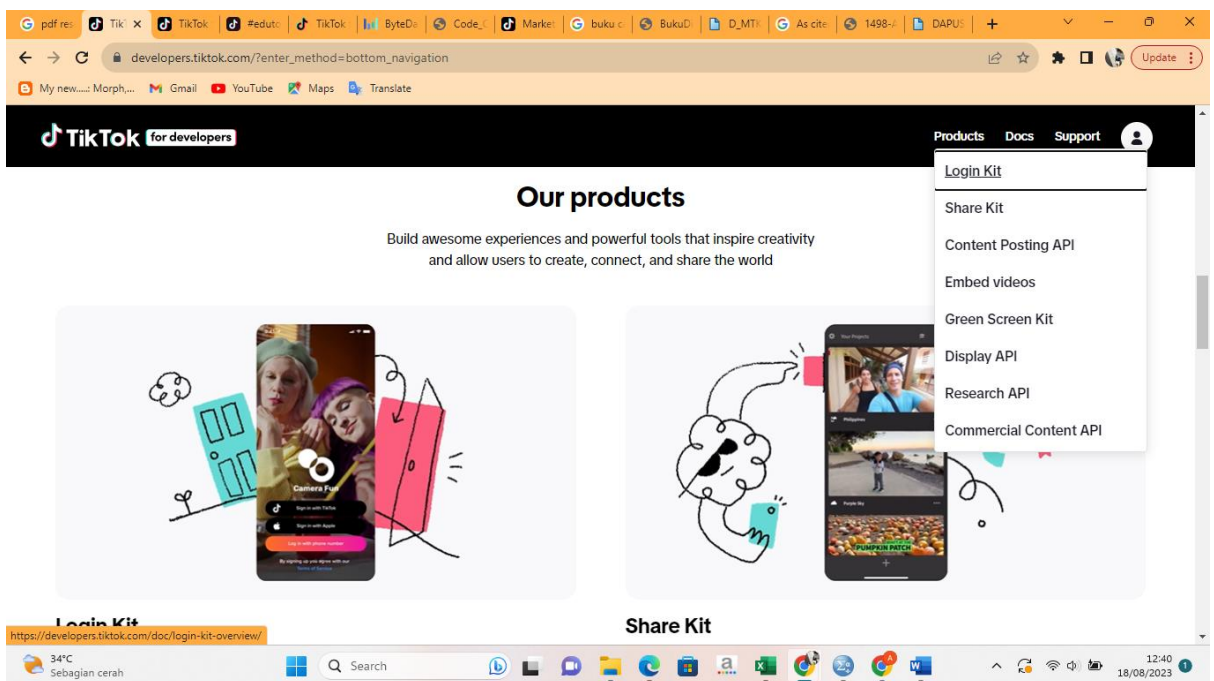
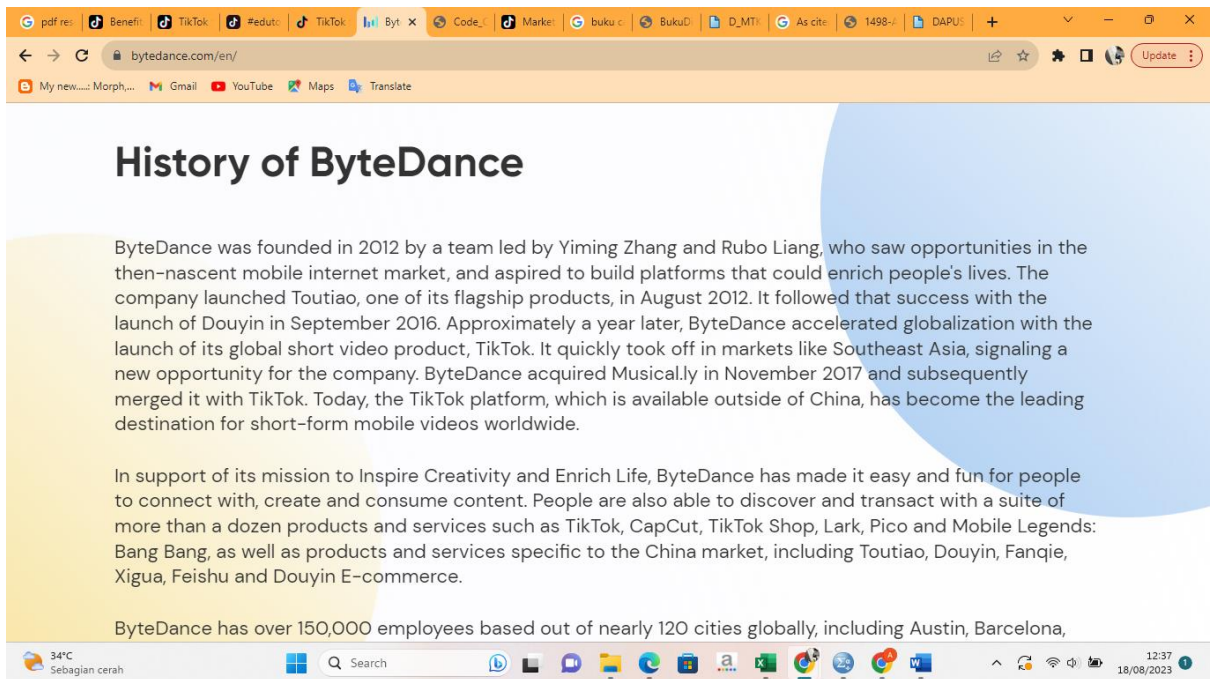


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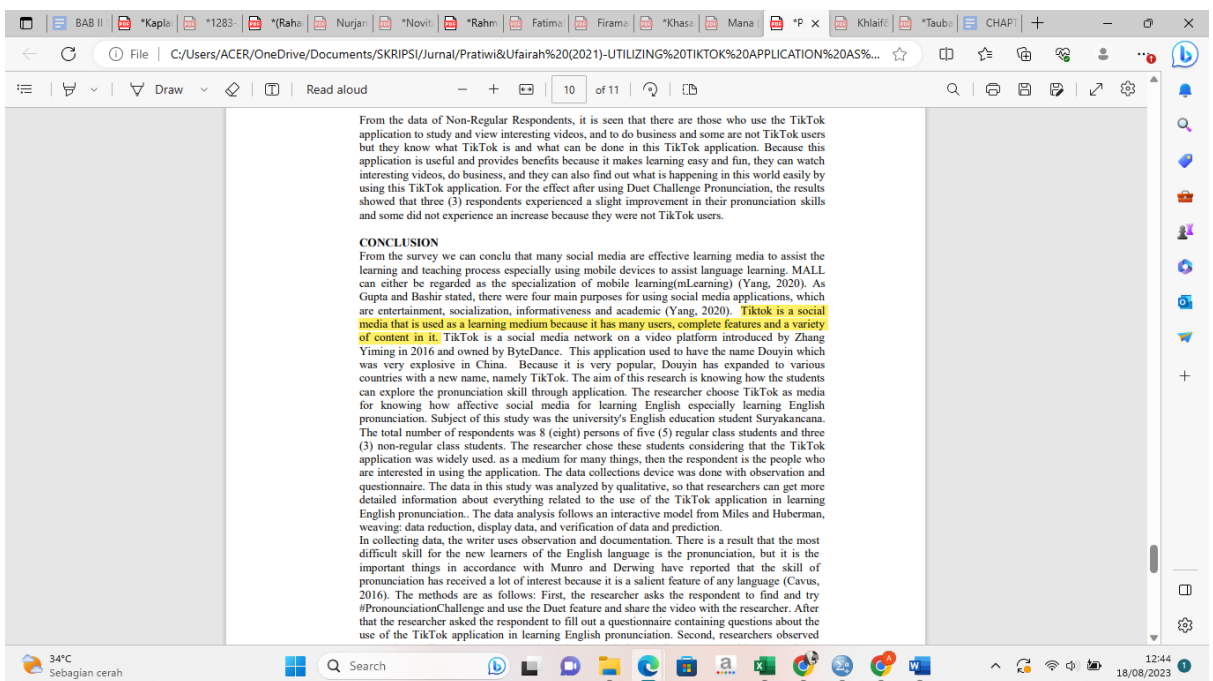
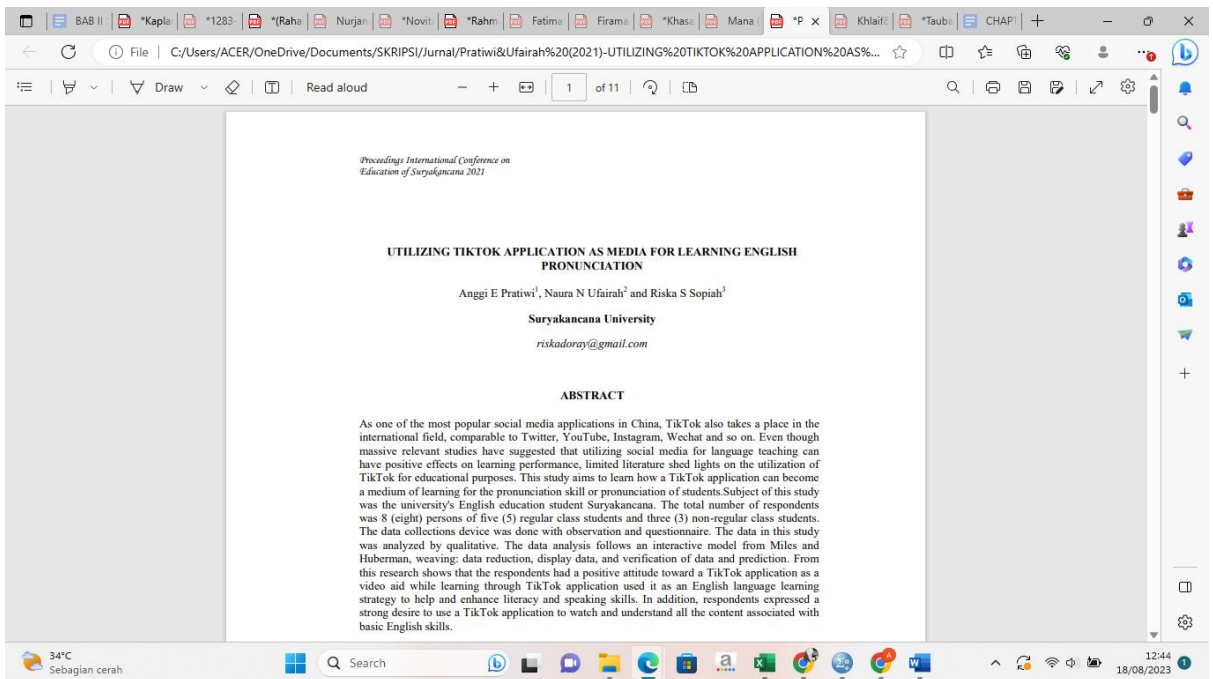


Participating in this activity could result in you or others getting hurt.

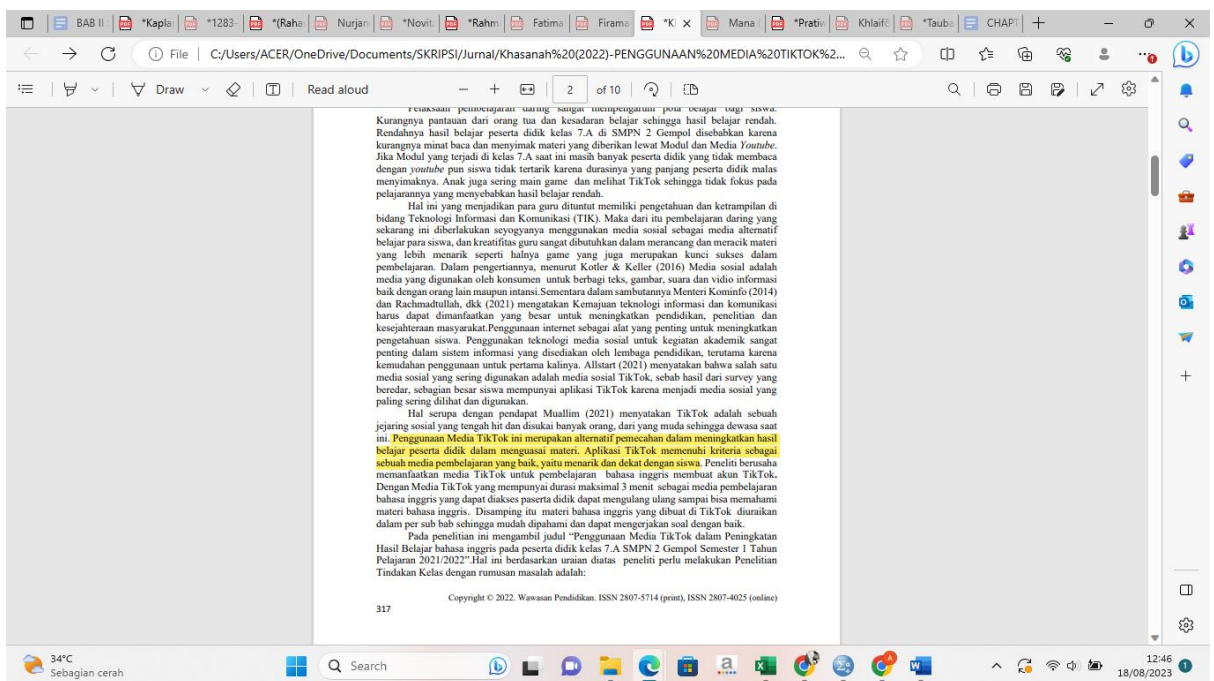
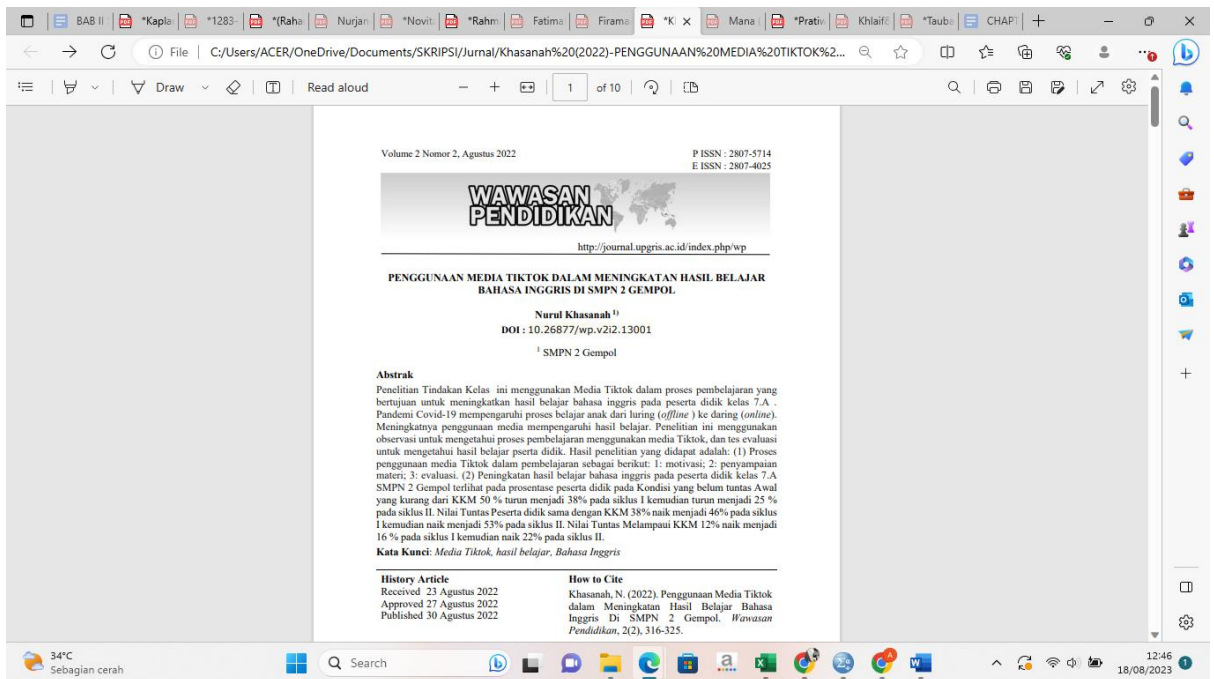




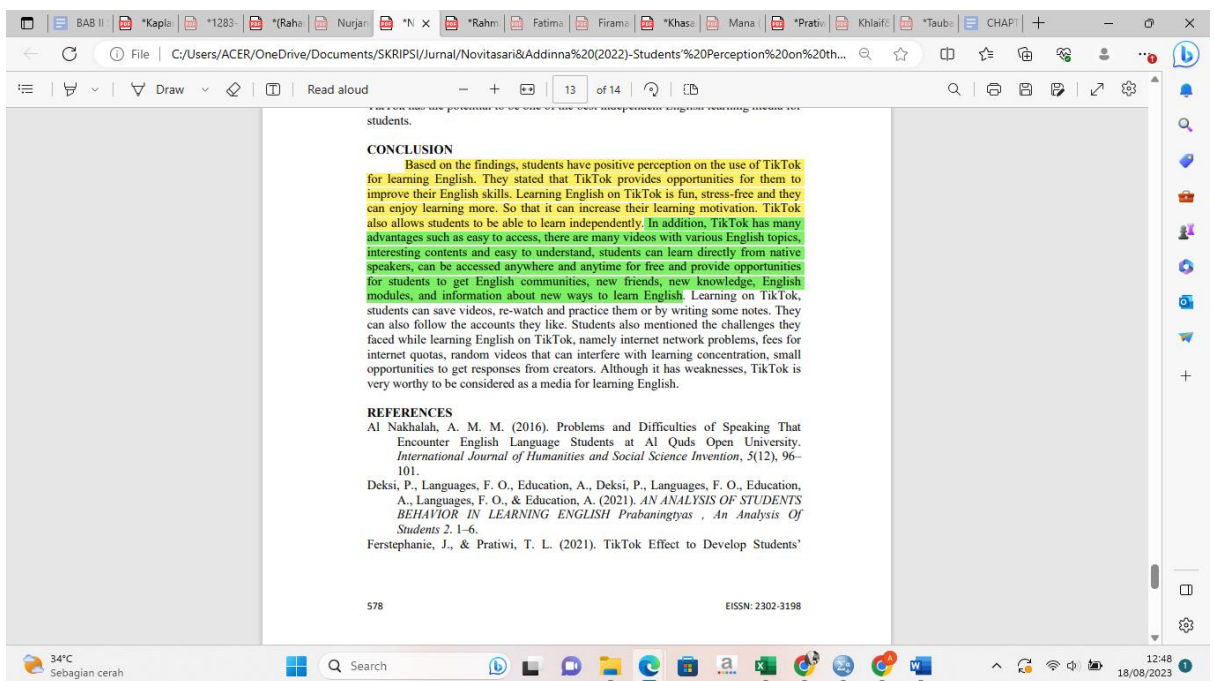
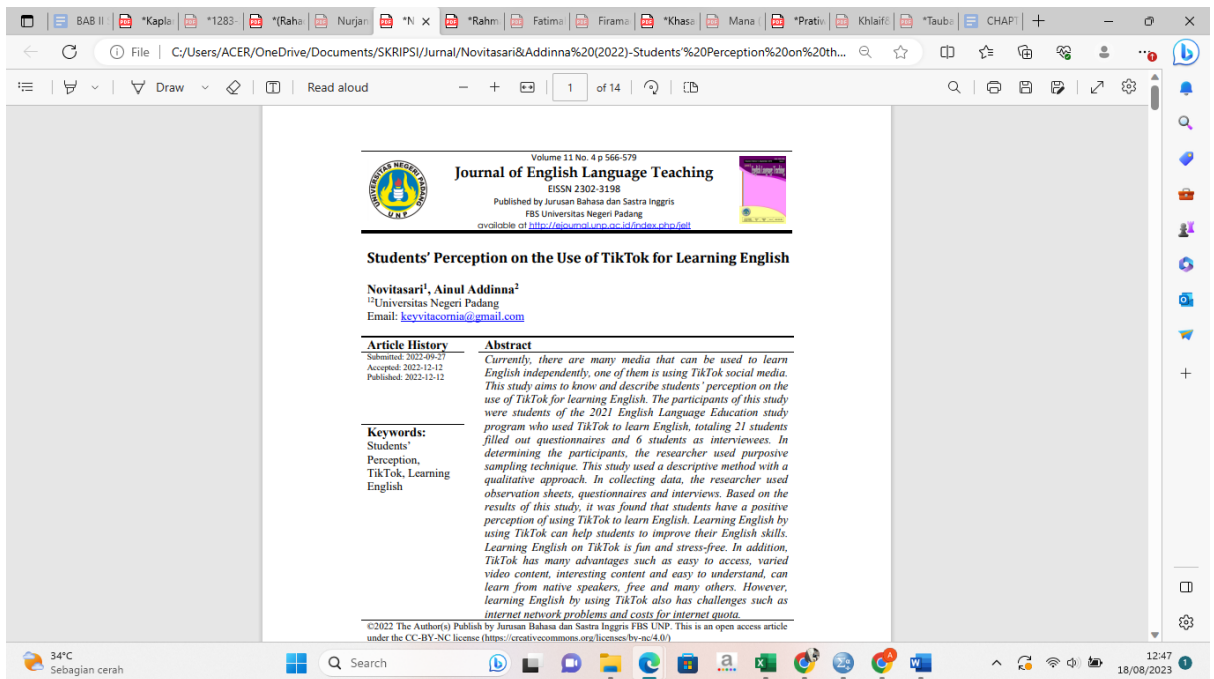
5. Pratiwi, Ufairah & Sopiah (2021, p. 382)



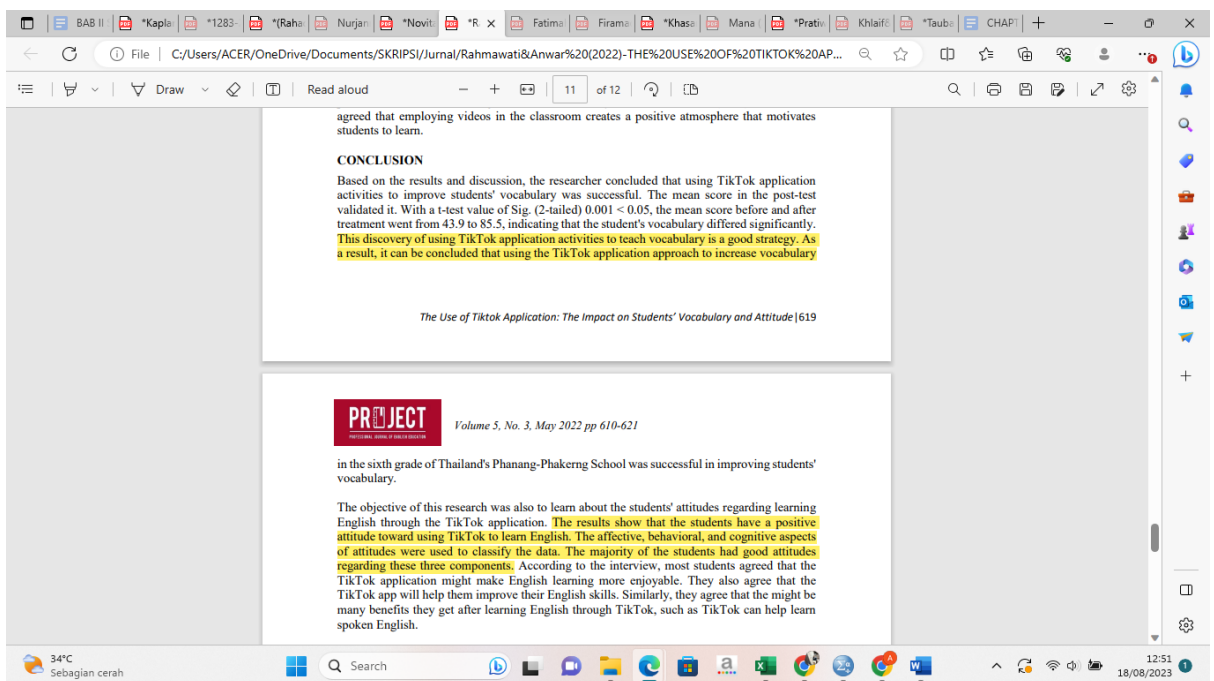
6. Khasanah (2022, p. 317)



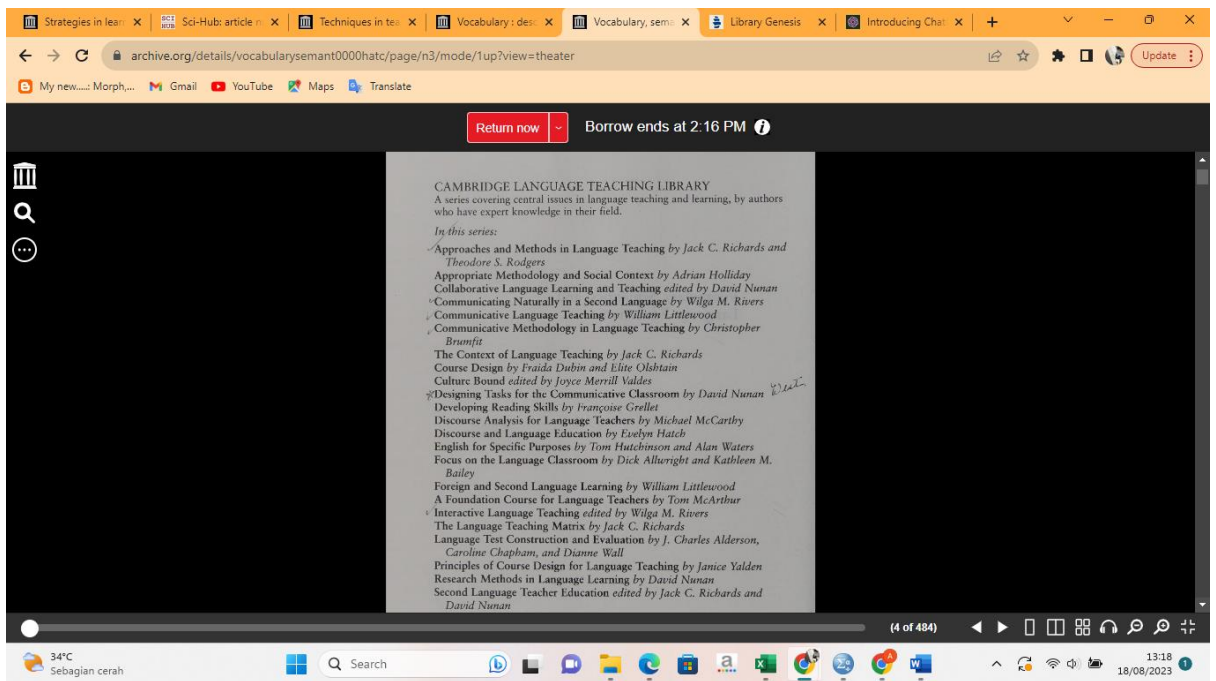
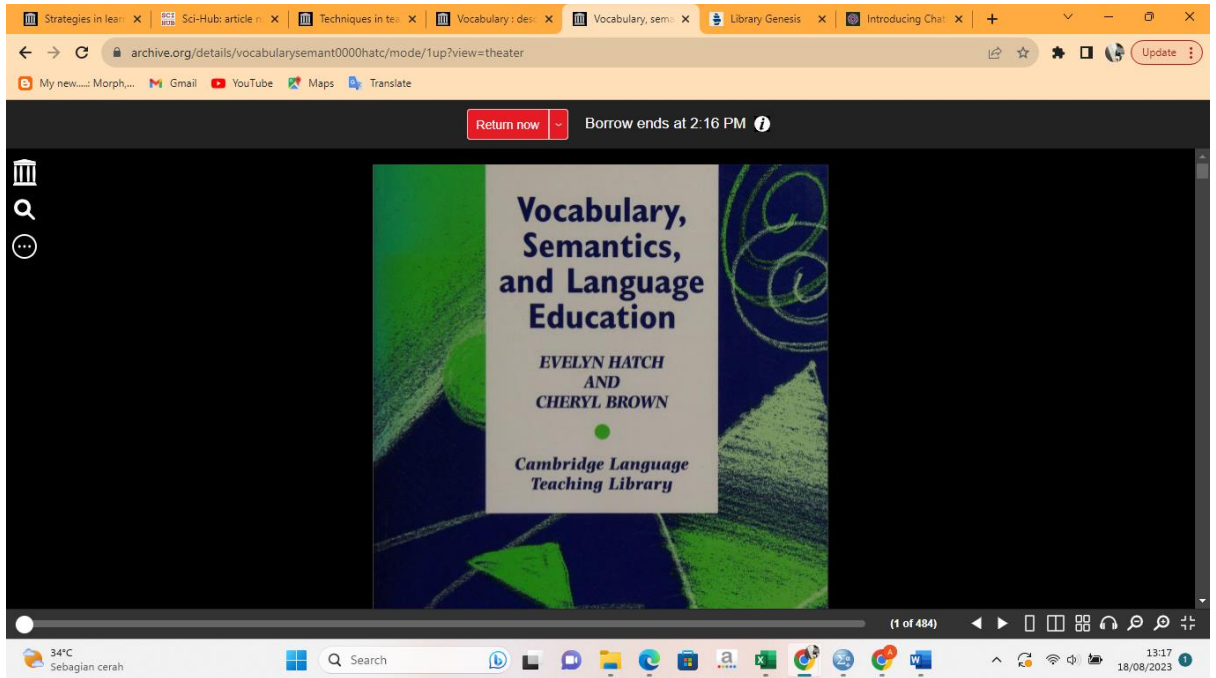
7. Novitasari & Addinna (2022, p. 578)

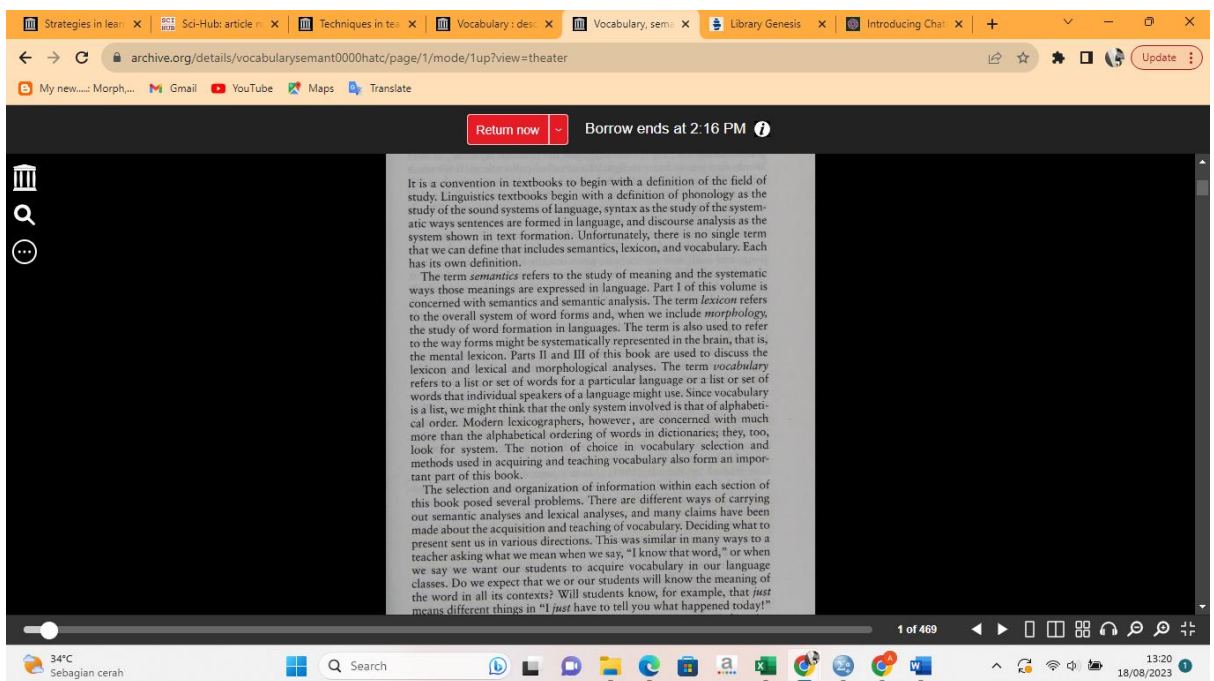
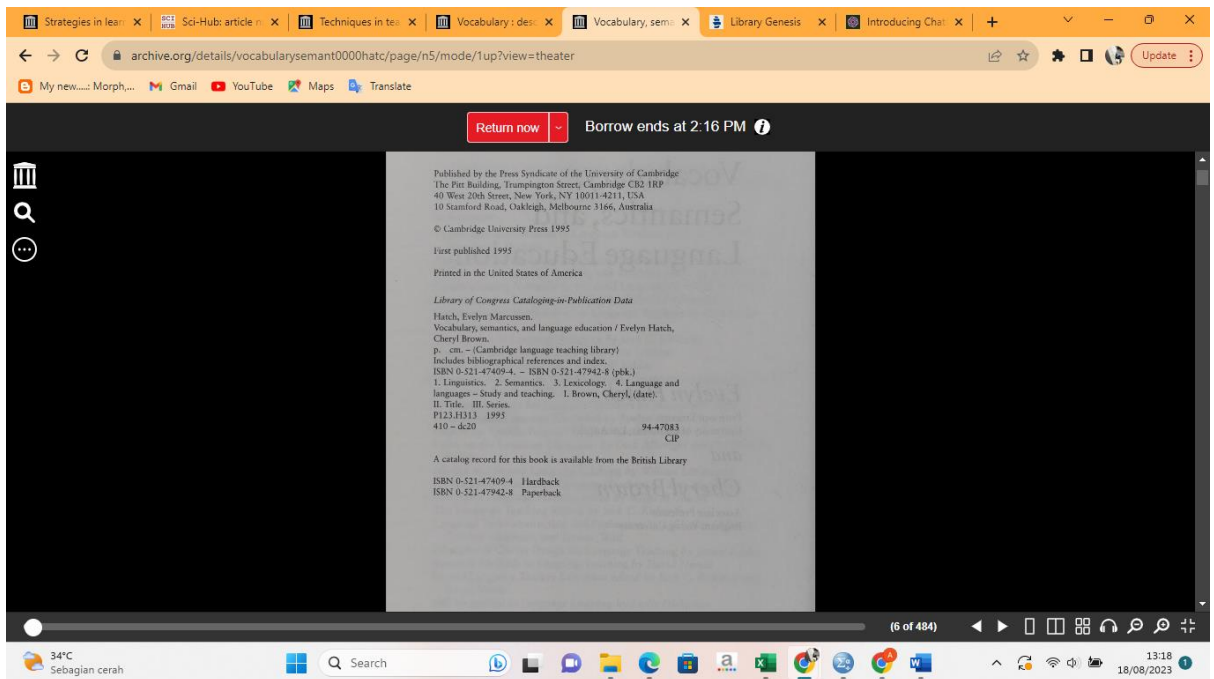


8. Rahmawati & Anwar (2022, pp. 619-620)

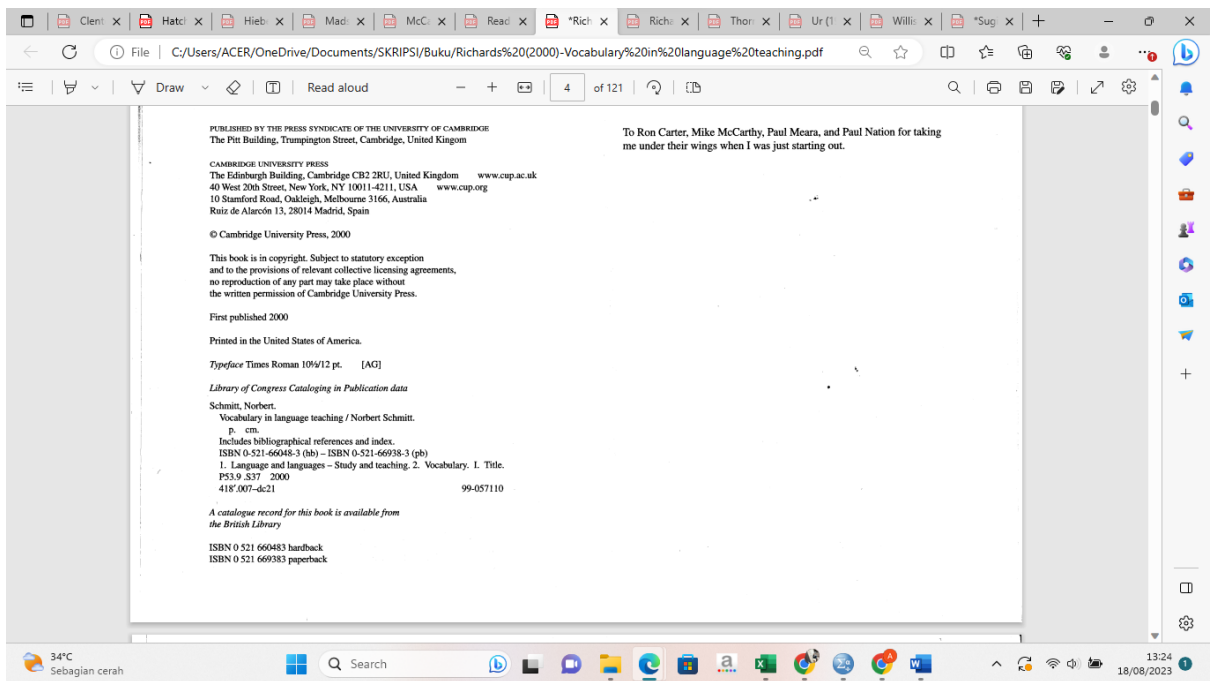
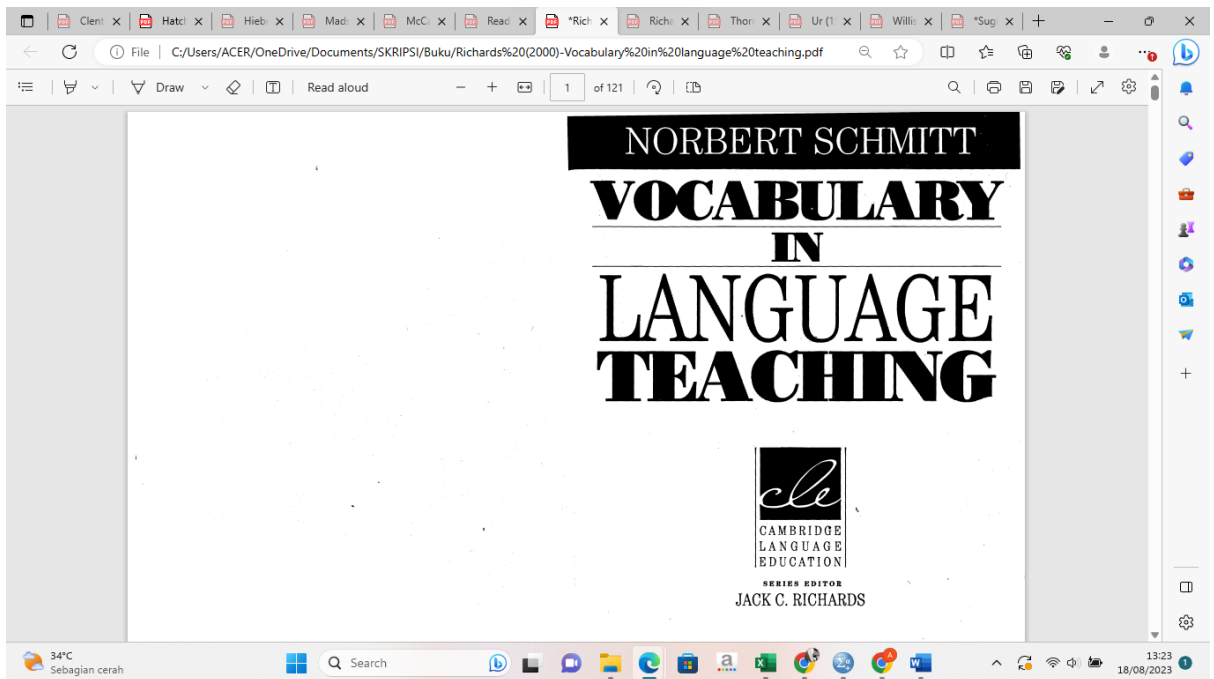


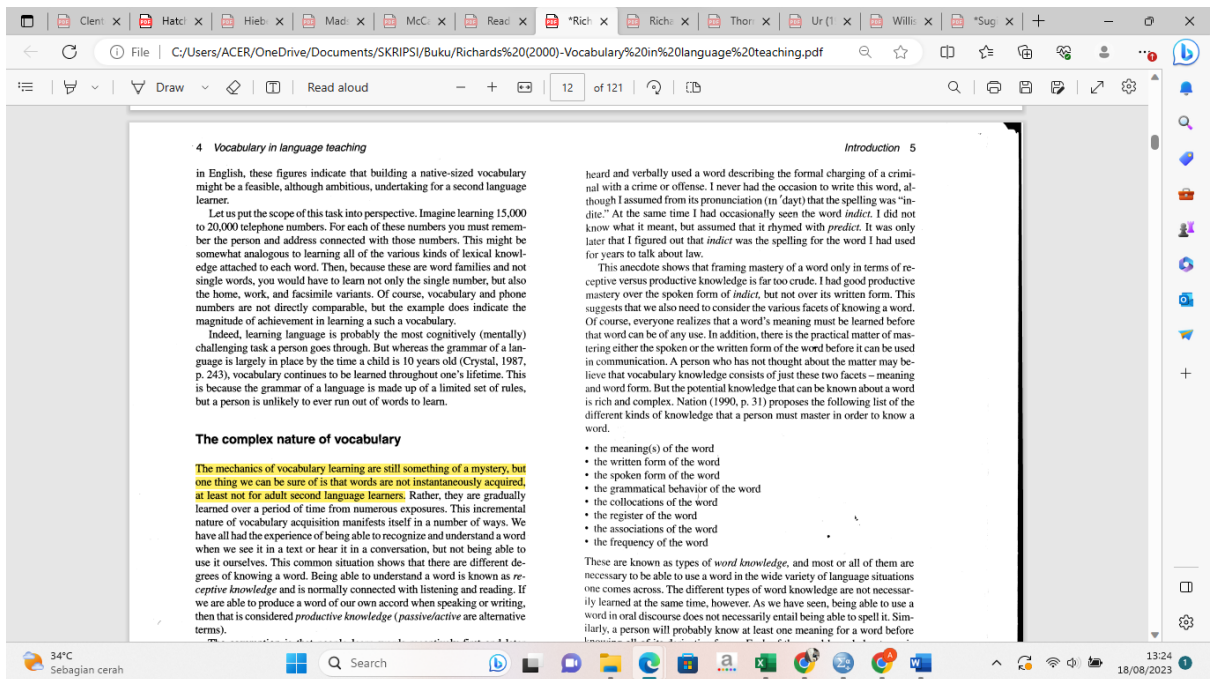
9. Hatch and Brown (1995, p. 1)



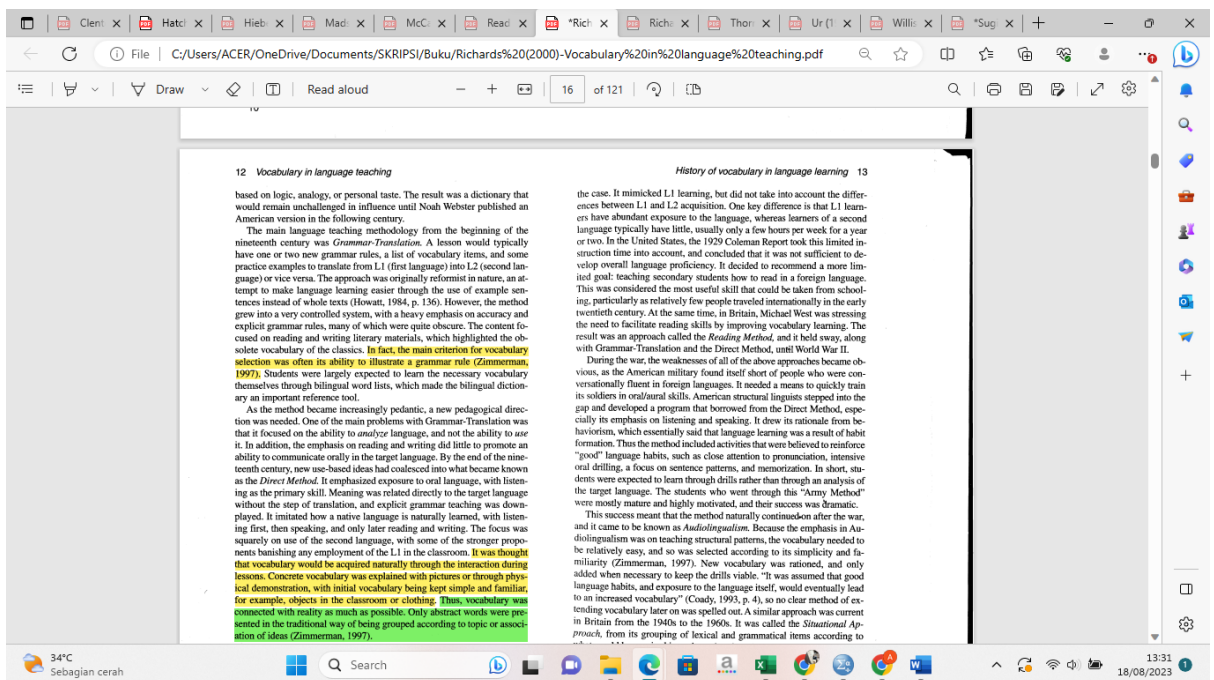


10. Richards (2000, p. 4)

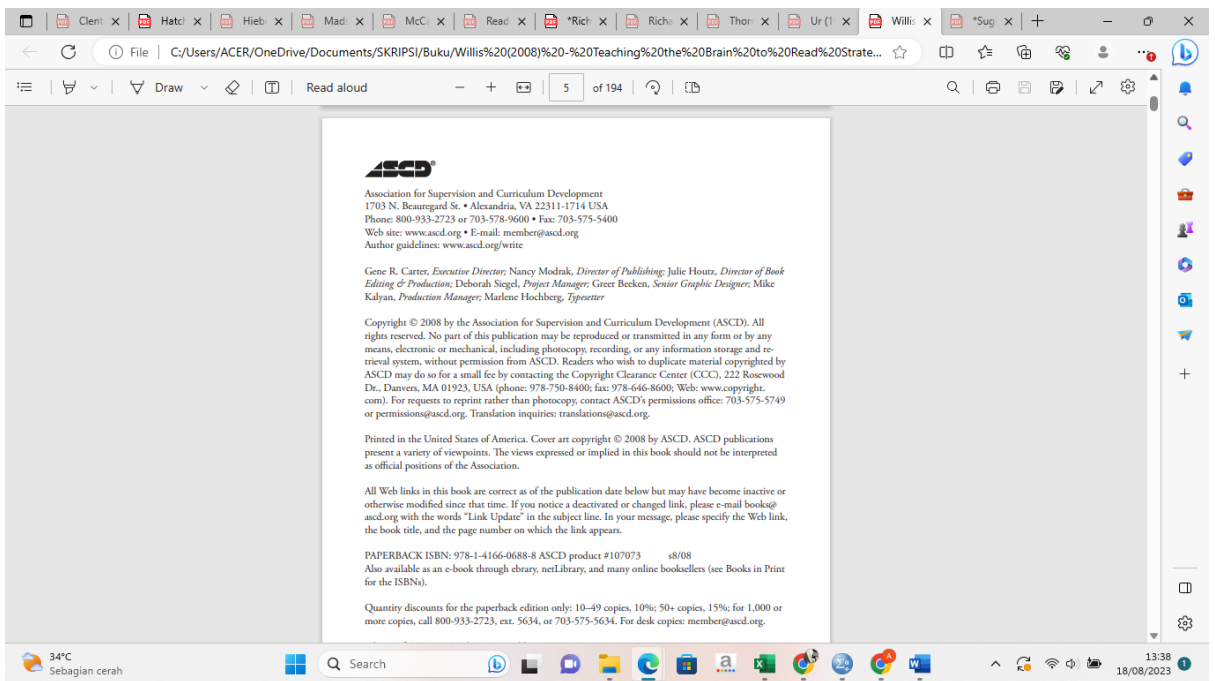
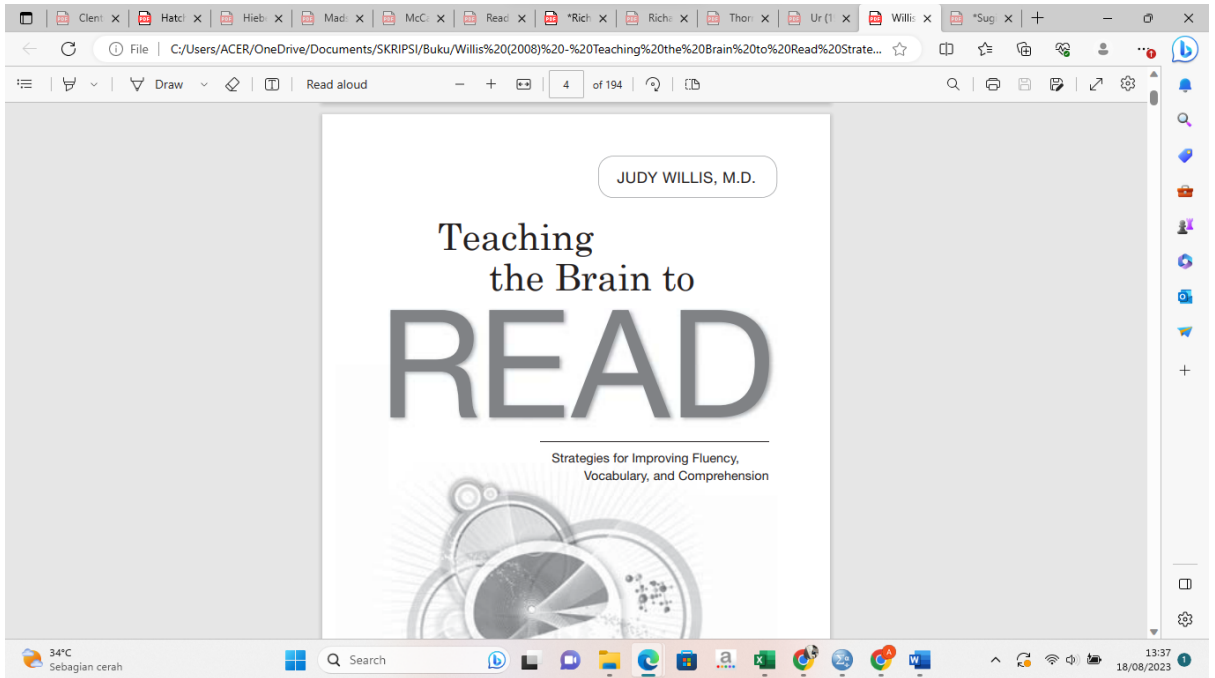


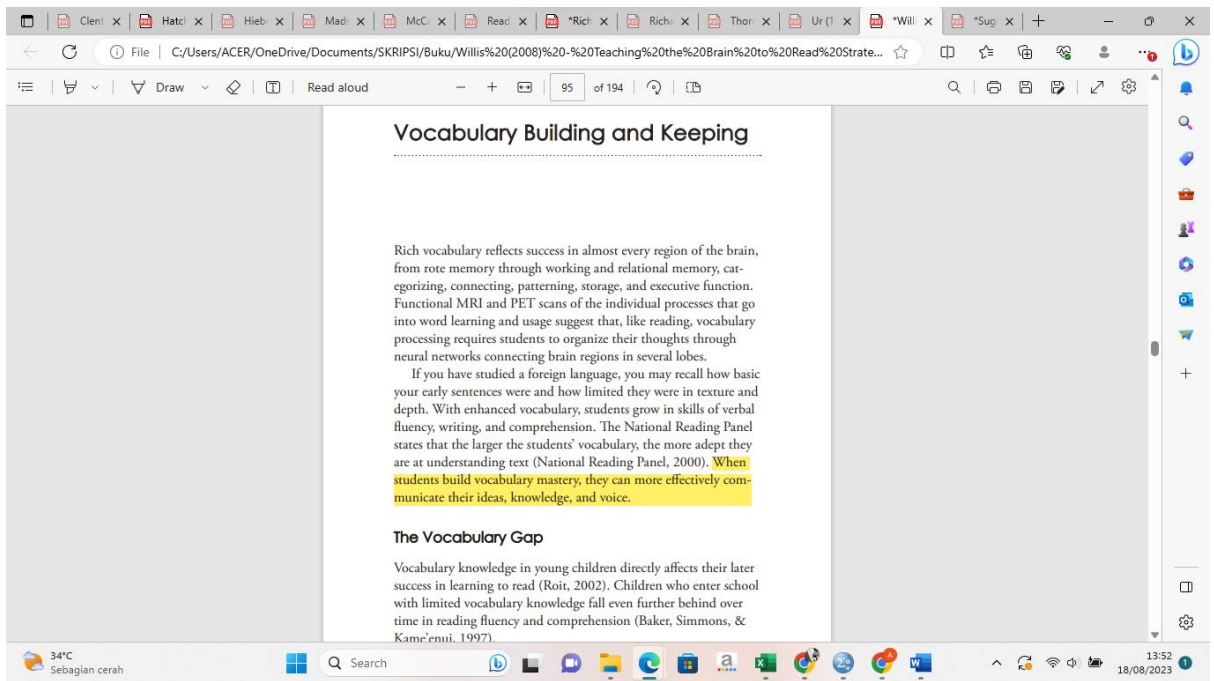


11. Richards (2000, pp. 12-13)

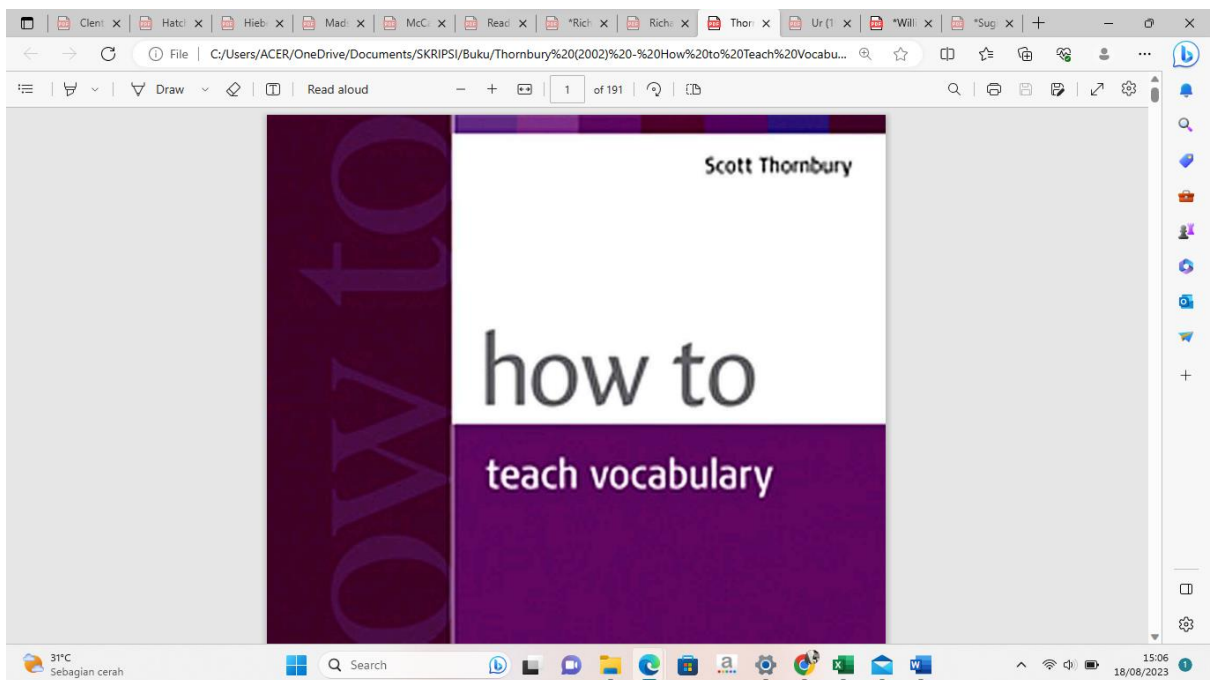


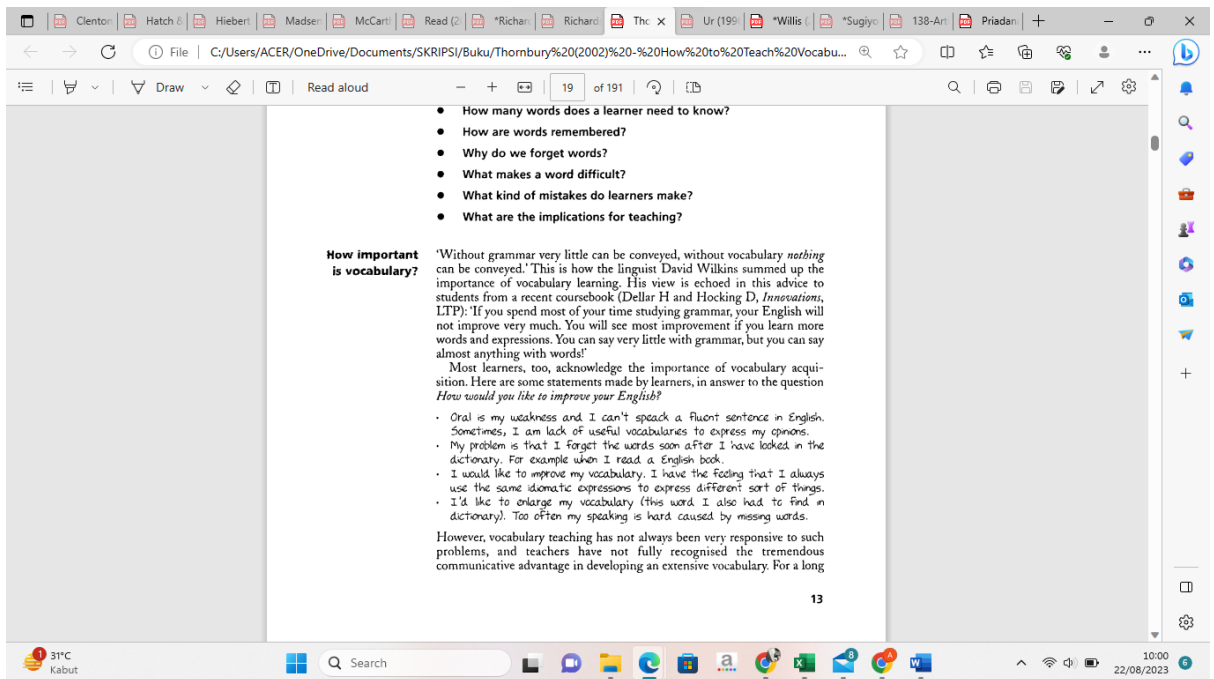
12. (Wilis. 2008, p. 80).



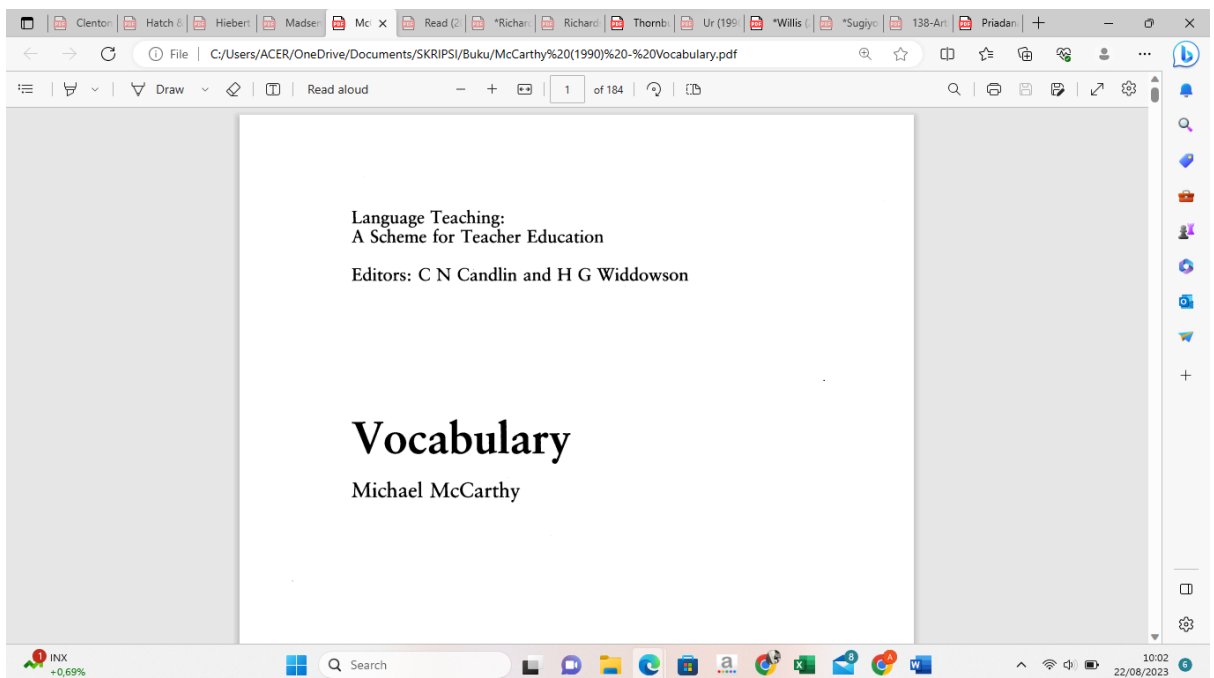


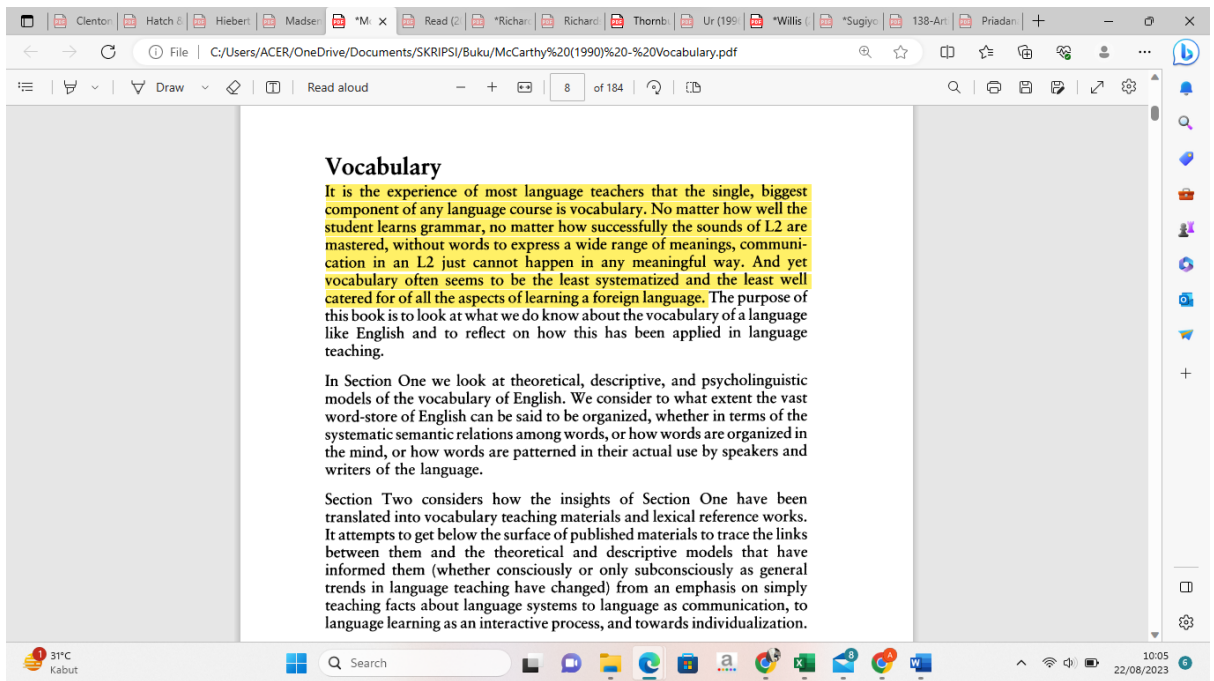
13. Thornbury (2002, p. 13)



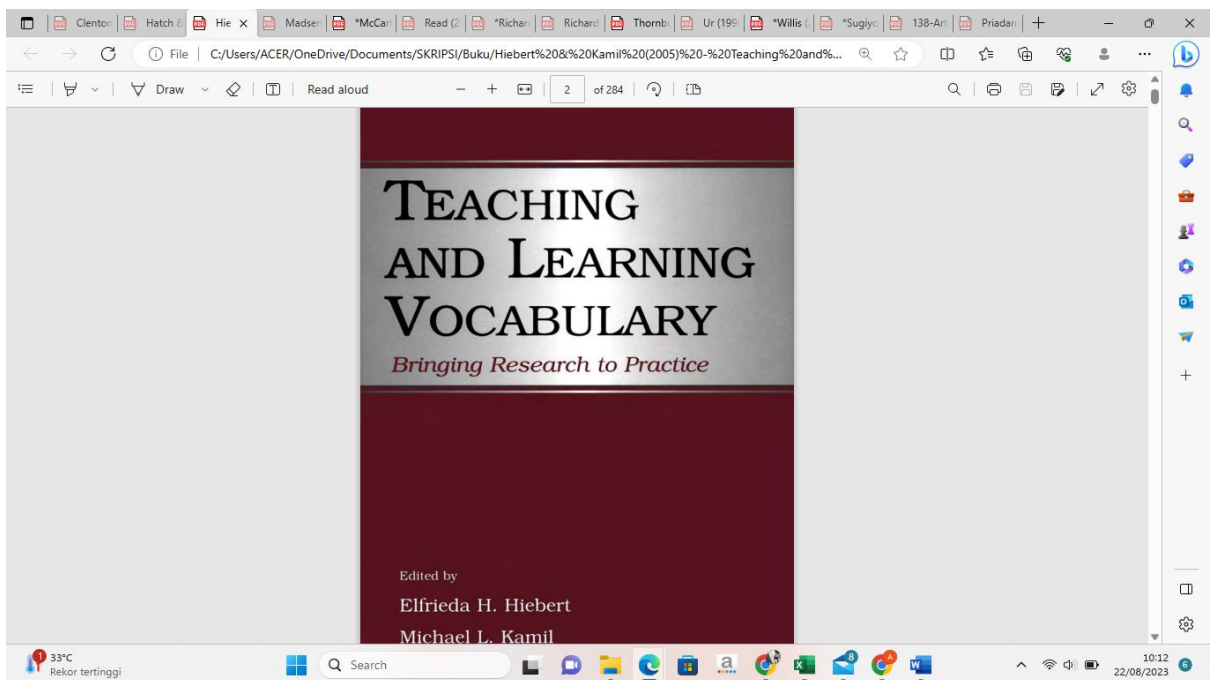


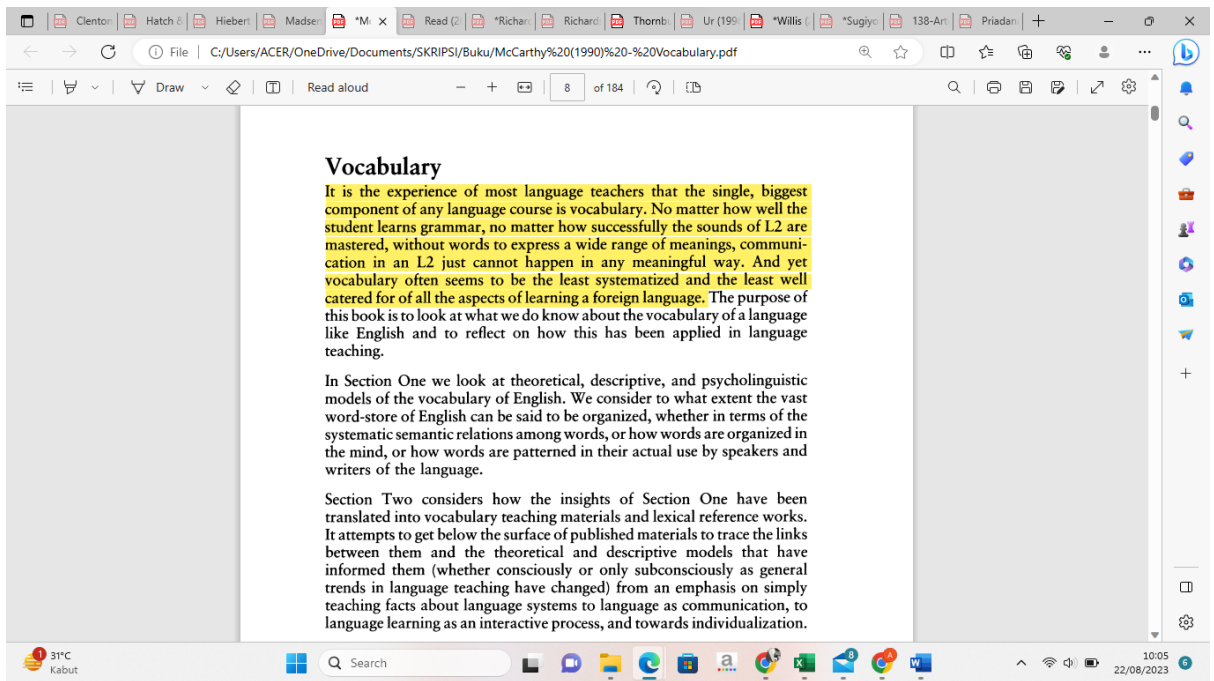
14. McCarthy (1990, p. viii)



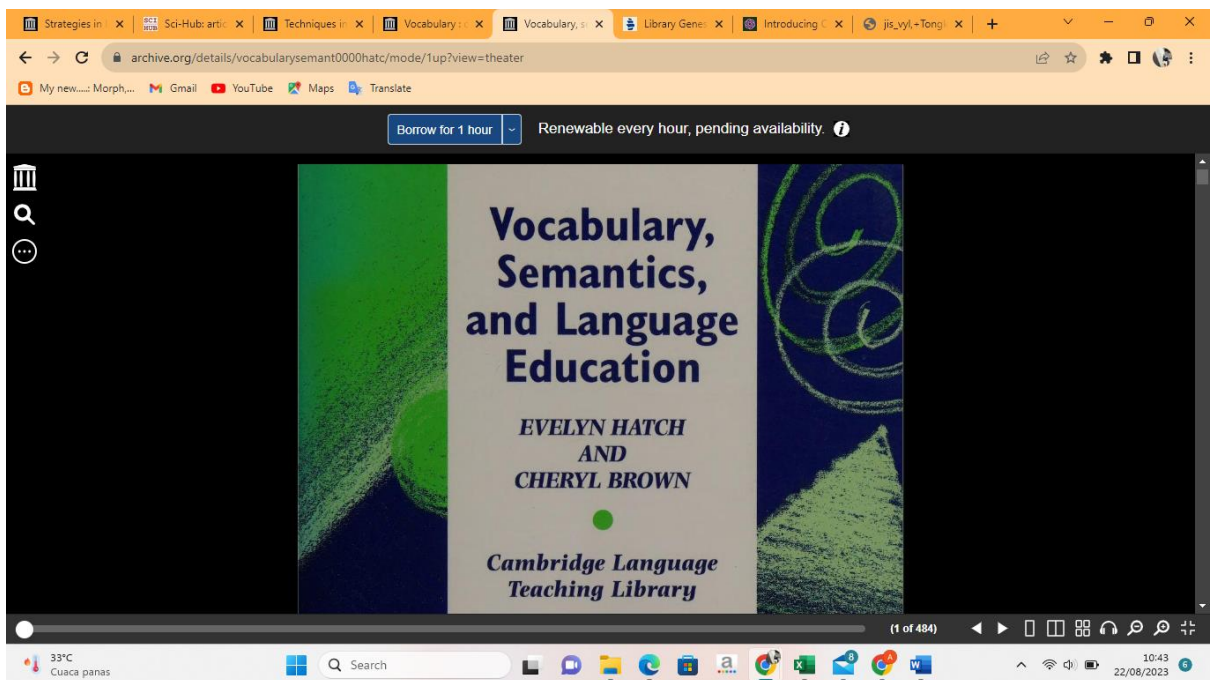


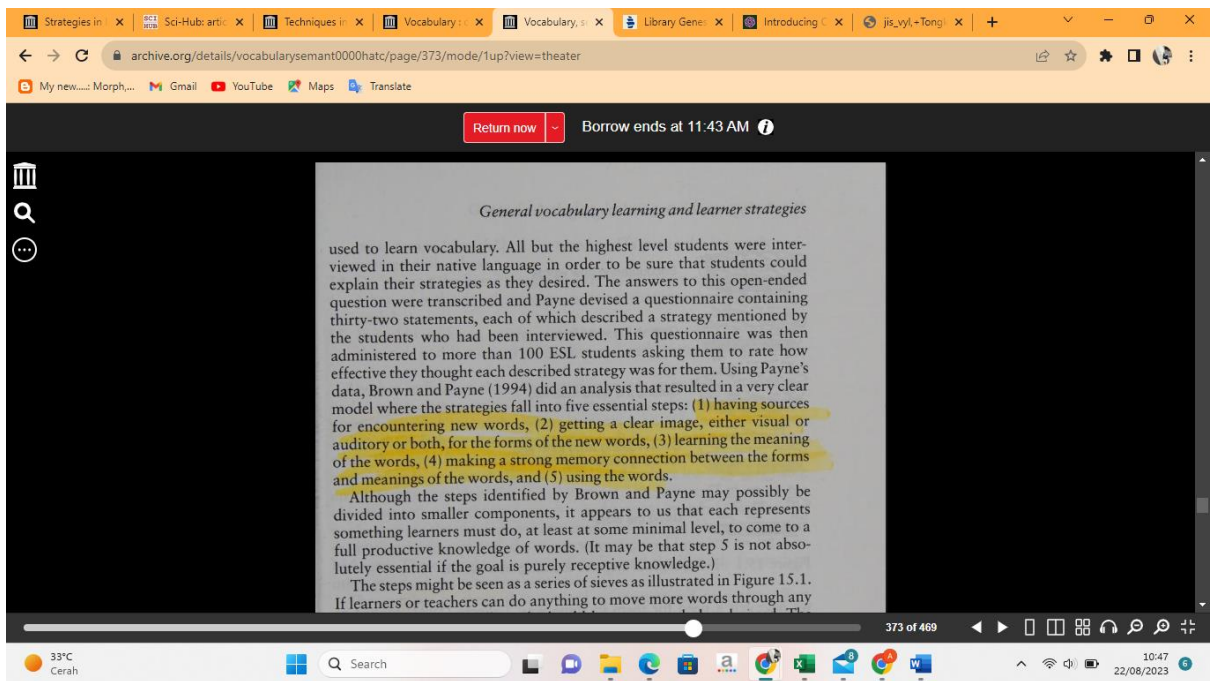
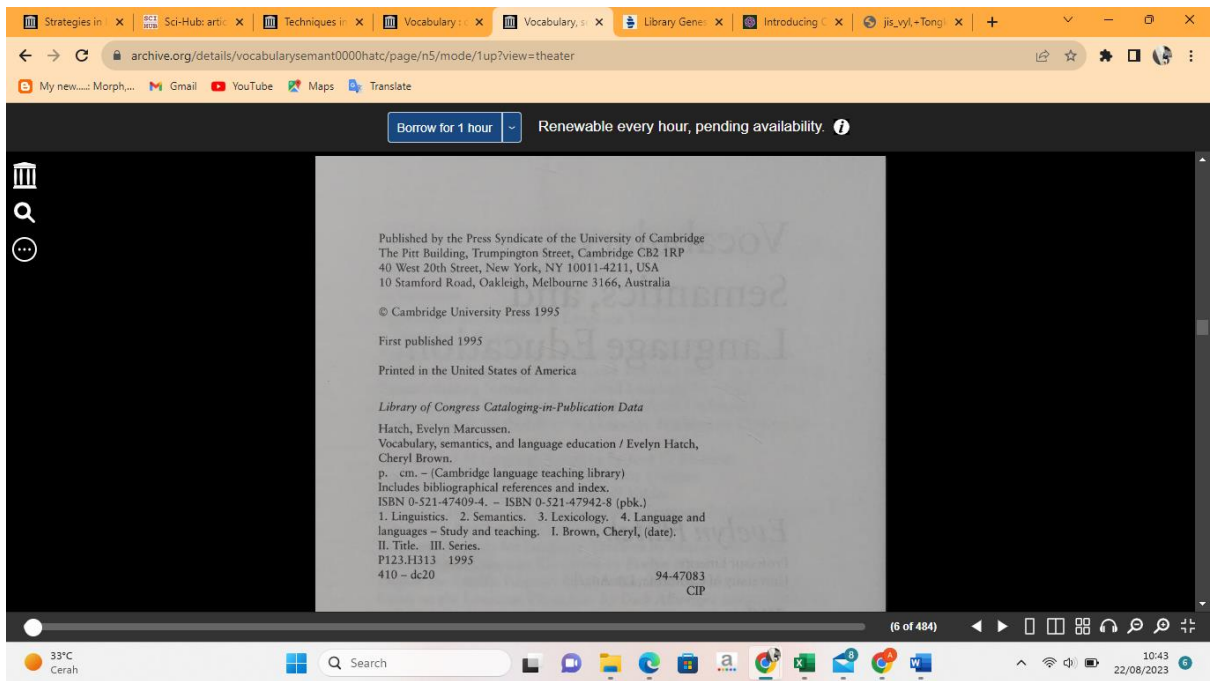
15. Hiebert & Kamil (2005, p. 3)



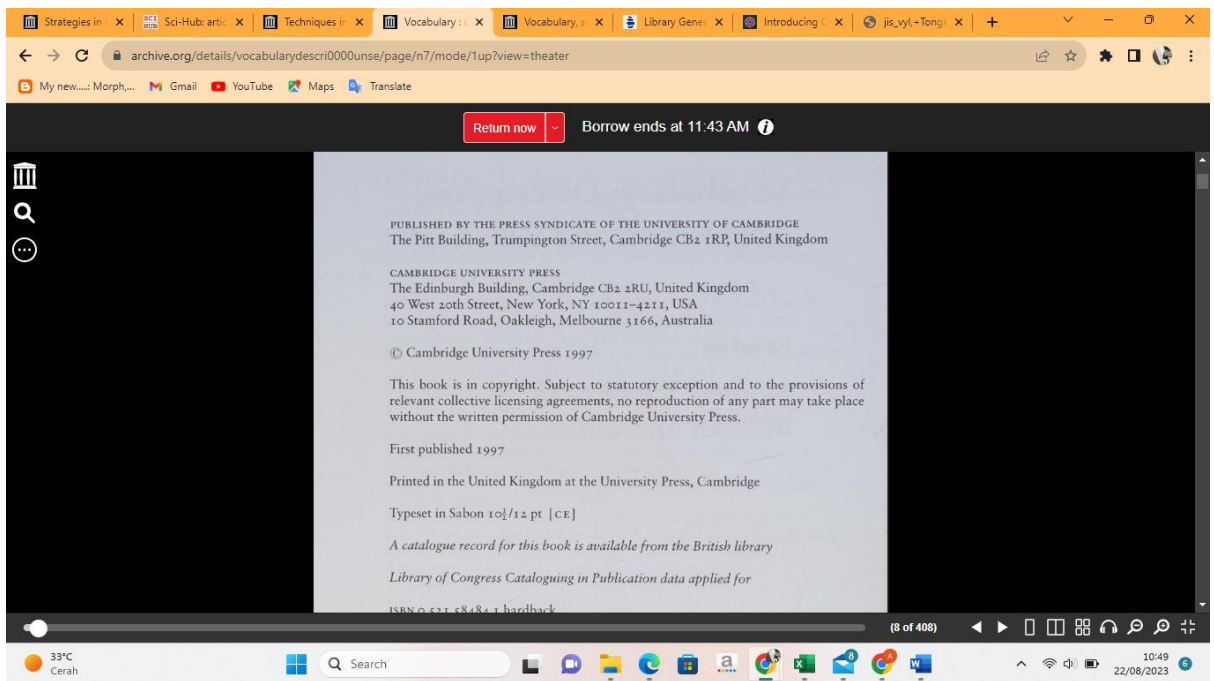
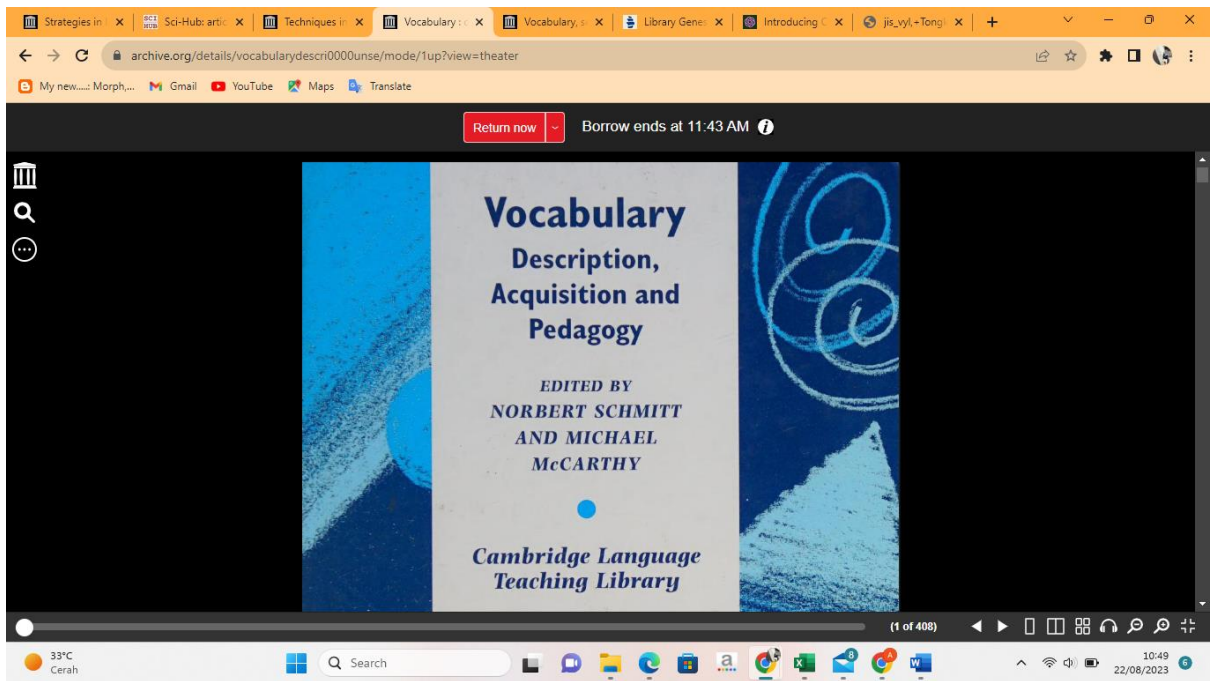


16. Hatch & Brown (1995, p. 373)





17. Schmitt & McCharty (1997, pp. 208-216)



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- = Strategy was not included on the initial list used in the survey

Discussion of the vocabulary learning strategies taxonomy

Discovery strategies

Determination strategies

If learners do not know a word, they must discover its meaning by guessing from their structural knowledge of the language, guessing from an L1 cognate, guessing from context, using reference materials, or asking someone else. Determination strategies facilitate gaining knowledge of a new word from the first four options. Learners may be able to discern the new word's part of speech, which can help in the guessing process. They can also obtain hints about meaning from its root or affixes, although not always reliably. Clarke and Nation (1980) warn

208

208 of 393

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Social strategies

A second way to discover a new meaning employs the social strategy of asking someone who knows. Teachers are often in this position, and they can be asked to give help in a variety of ways: giving the L1 translation if they know it, giving a synonym, giving a definition by paraphrase, using the new word in a sentence, or any combination of these. L1 translations have the advantage of being fast, easily understood by students, and make possible the transfer of all the knowledge a student has of the L1 word (collocations, associations, etc.) onto the L2 equivalent. The disadvantages are that the teacher must know the learners' mother tongue, and that most translation pairs are not exact equivalents, so that some erroneous knowledge may be transferred. Likewise, though synonyms have similar meanings, students need to know collocational, stylistic and syntactic differences in order to use them effectively in a productive mode (Martin, 1984). Paraphrasing well involves similar kinds of complexities (Scholfield, 1980). Of course classmates or friends can be asked for meaning in all of the above ways,

210

210 of 393

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Consolidation strategies

Social strategies

Besides the initial discovery of a word, group work can be used to learn or practise vocabulary (Nation, 1977). Dansereau (1988) lists some of the benefits various researchers have attributed to cooperative group learning: it promotes active processing of information and cross modeling/imitation; the social context enhances motivation of the participants; cooperative learning can prepare the participants for 'team activities' outside the classroom; and because there is less instructor intervention, students have more time to actually use and manipulate language in class. Another social strategy, probably infrequently used, involves students enlisting teachers to check their work for accuracy (Kramsch, 1979), especially flash cards and word lists, since these are commonly used for independent learning outside of class.

If input is a key element in language acquisition (Krashen, 1982), then it would seem that interacting with native speakers would be an excellent way to gain vocabulary. Although it would be hard to prove this empirically, there is indirect evidence to support this intuitive assumption. Milton and Meara (1995) found that one group of non-native speakers enrolled in a British university (presuming a reasonably large amount of native-speaker interaction) averaged vocabulary gains of 1,325 words per six months, compared to an average 275 word gain previously in their home countries.

211 of 393

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native speakers enrolled in a British university (presuming a reasonably large amount of native-speaker interaction) averaged vocabulary gains of 1,325 words per six months, compared to an average 275 word gain previously in their home countries.

Memory strategies

Most memory strategies (traditionally known as mnemonics) involve relating the word to be retained with some previously learned knowledge, using some form of imagery, or grouping. As Thompson explains:

... mnemonics work by utilizing some well-known principles of psychology: a retrieval plan is developed during encoding, and mental imagery, both visual and verbal, is used. They help individuals learn faster and recall better because they aid the integration of new material into existing cognitive units and because they provide retrieval cues.

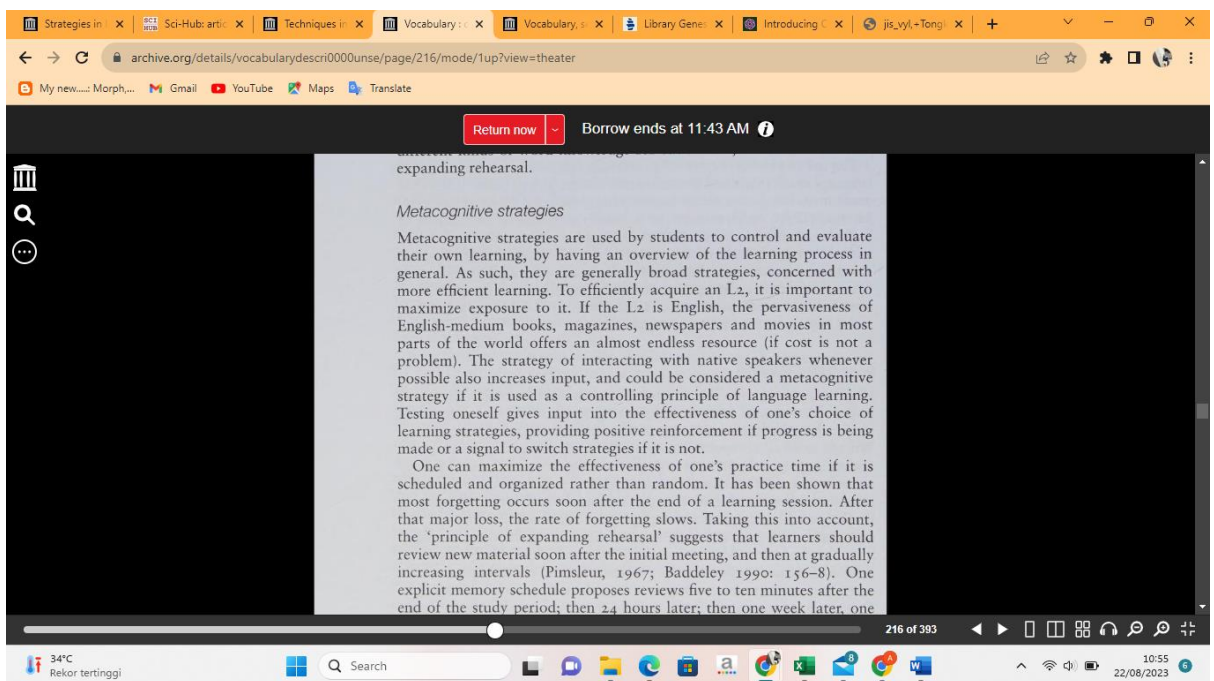
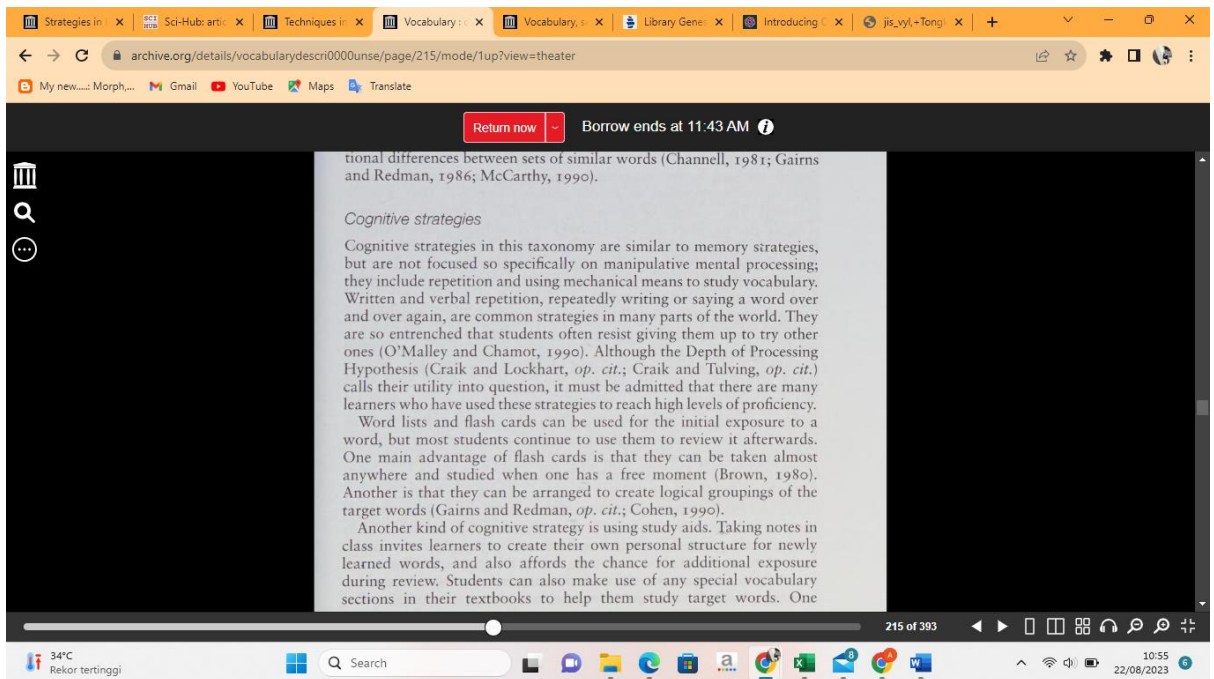
211

Vocabulary and acquisition

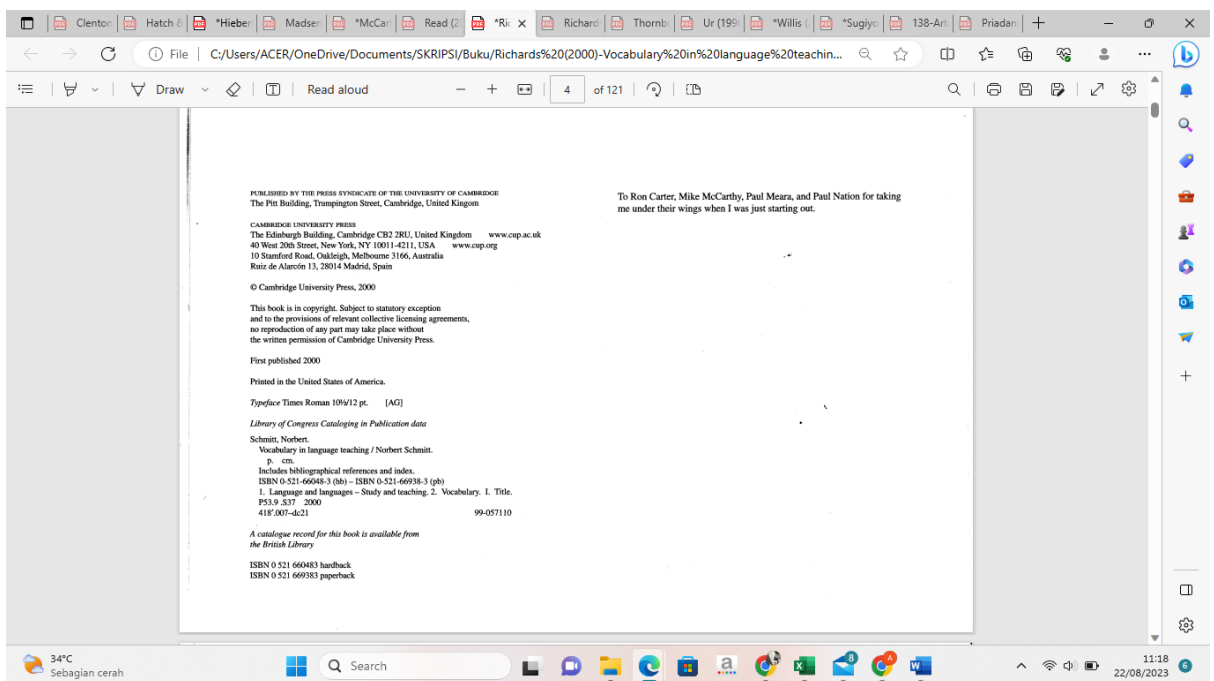
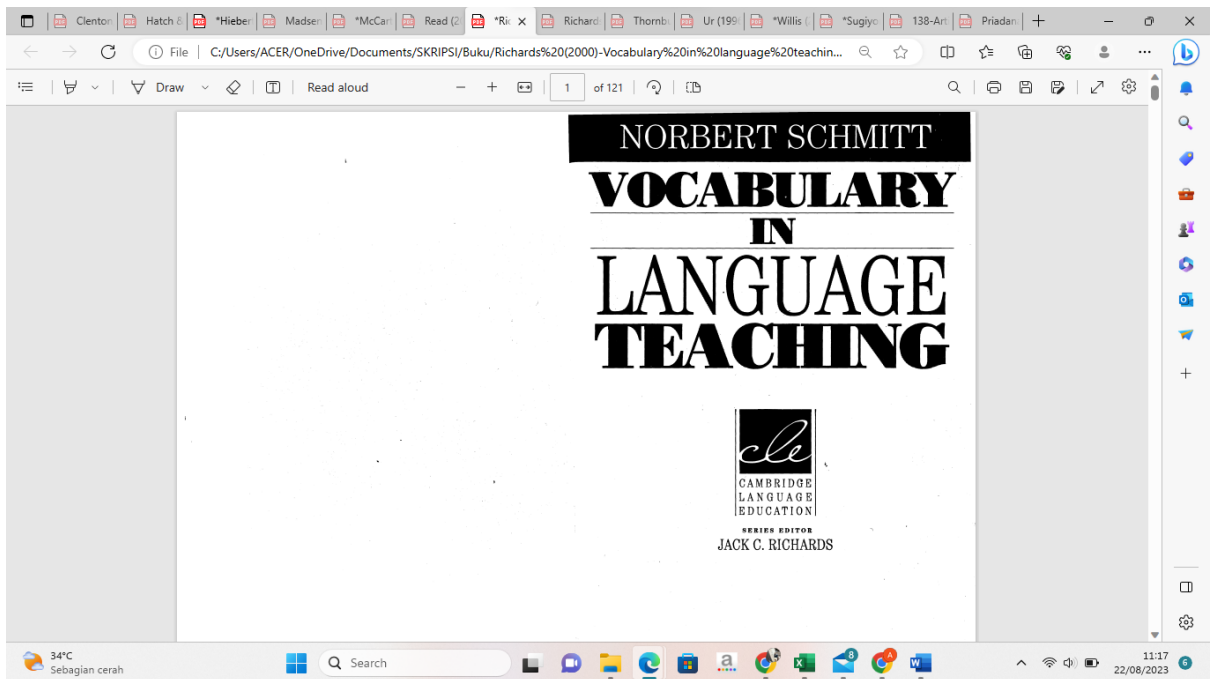
211 of 393

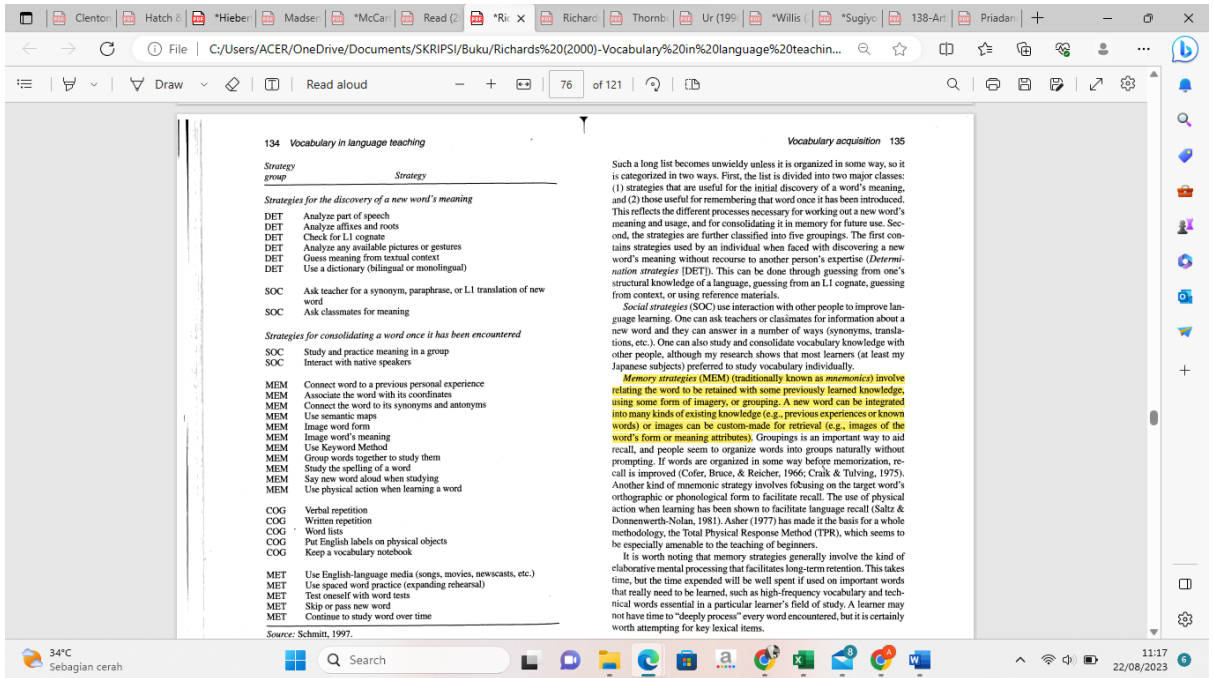
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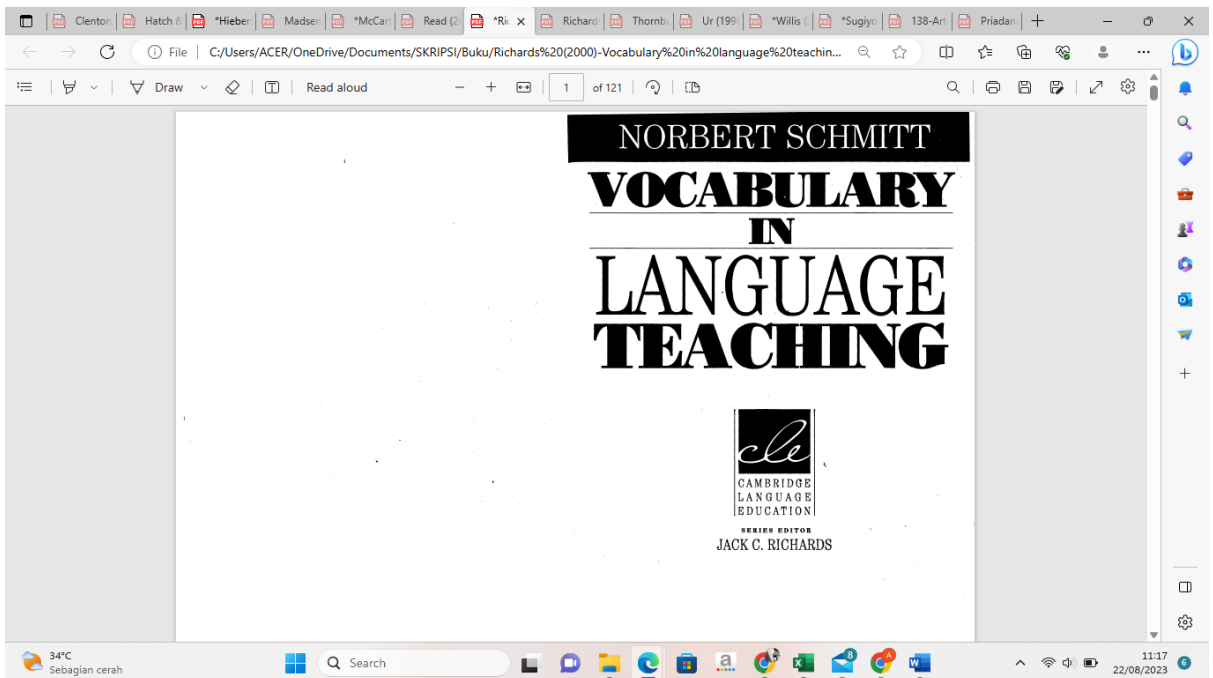


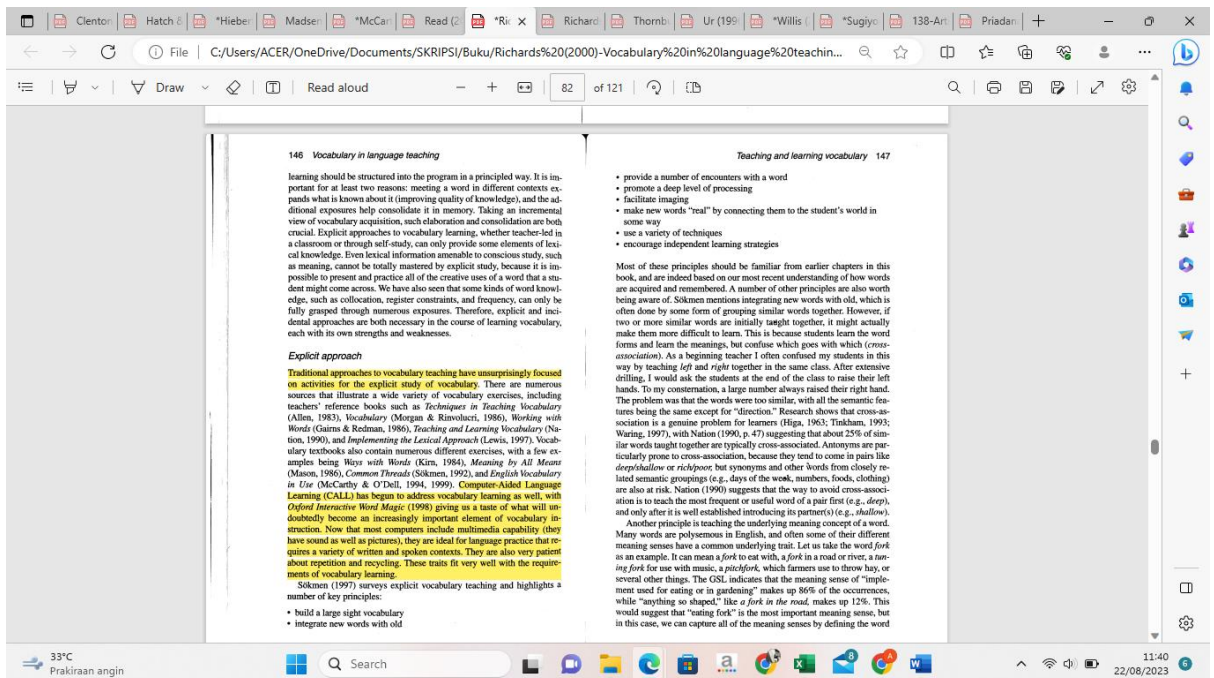
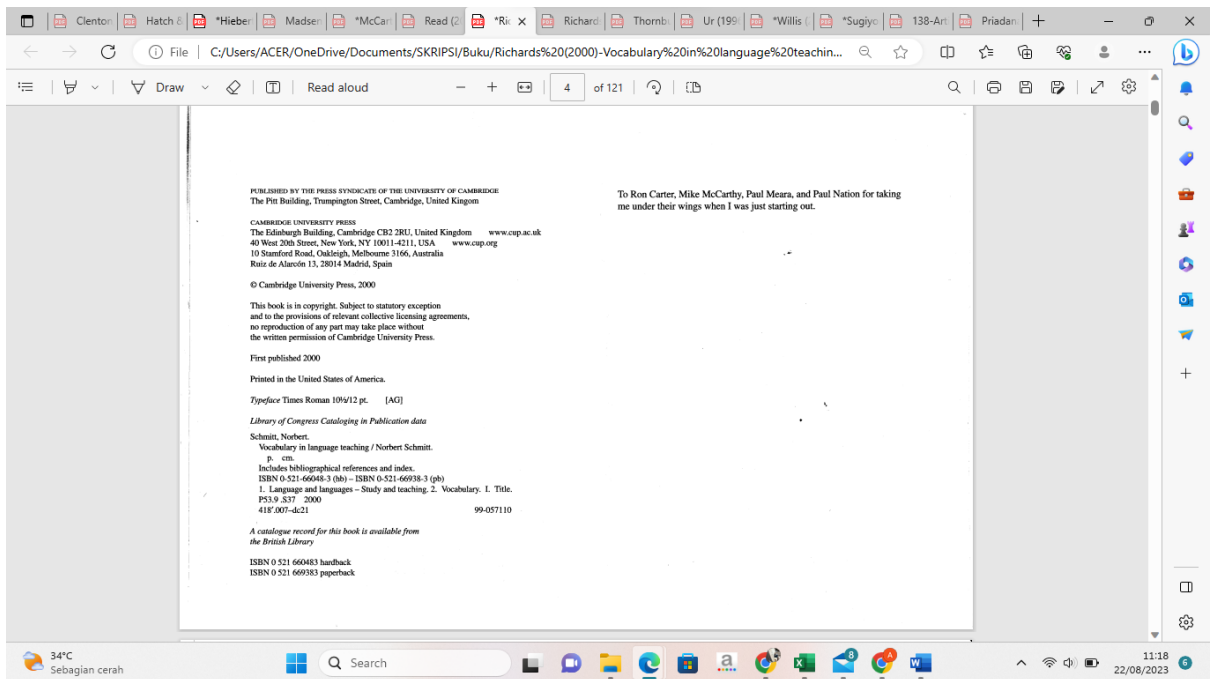
18. Richards (2002, p. 135)



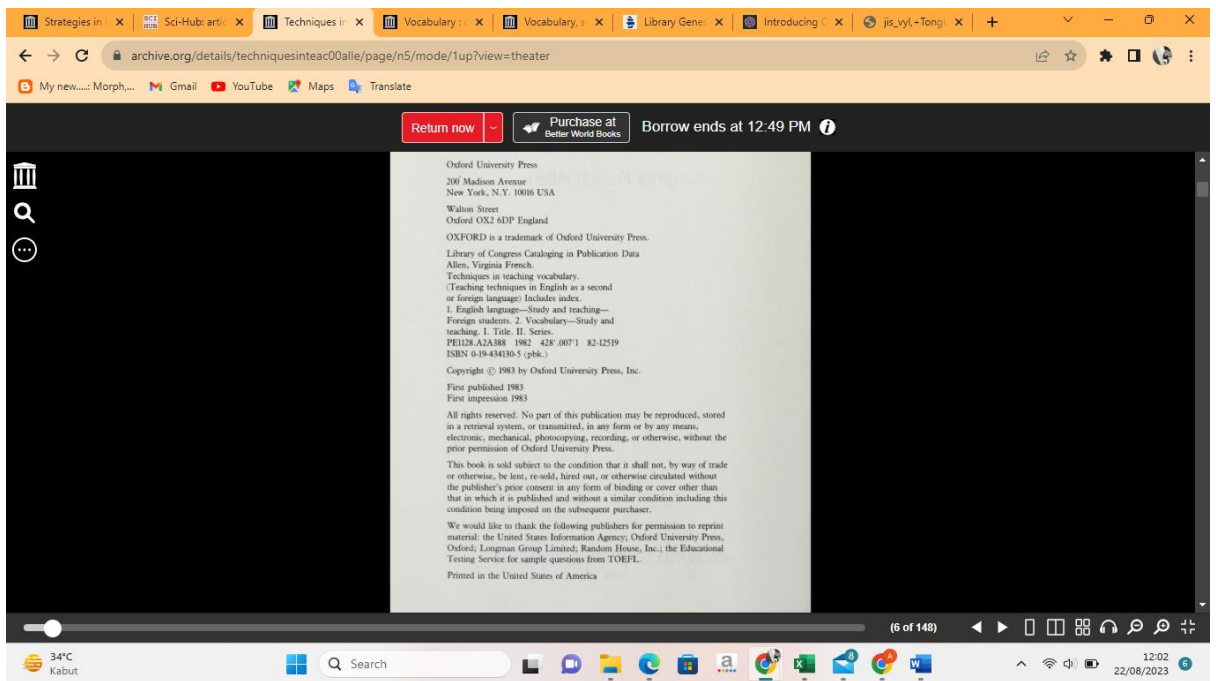
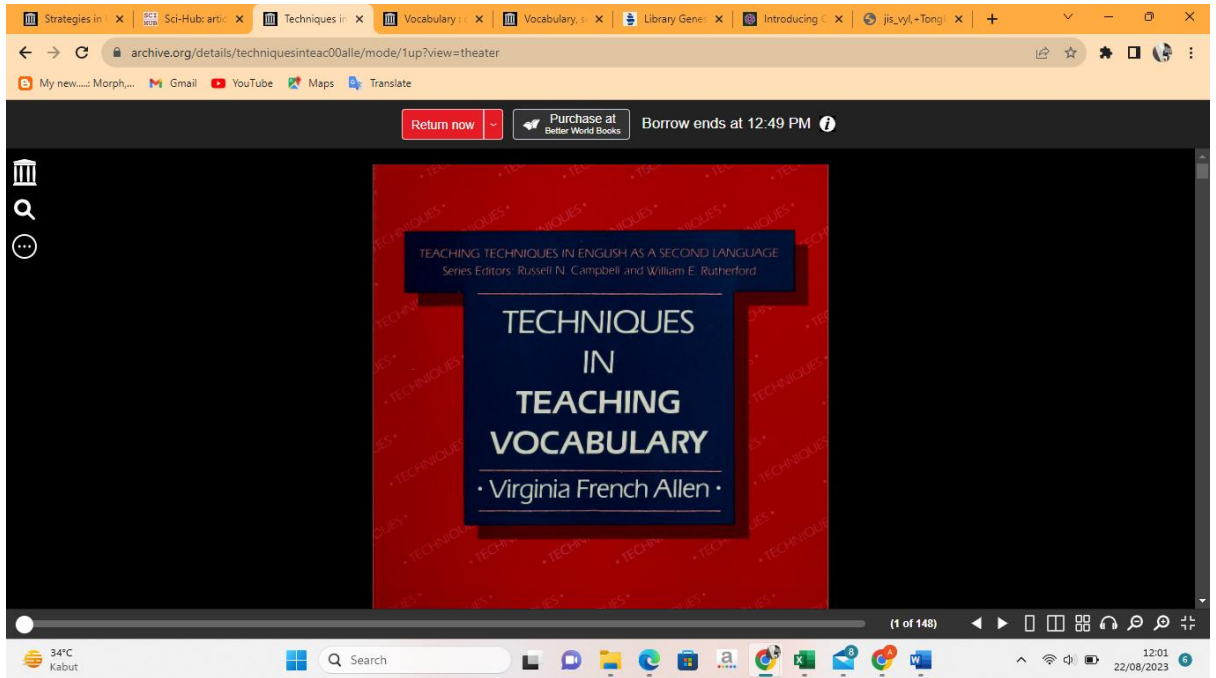


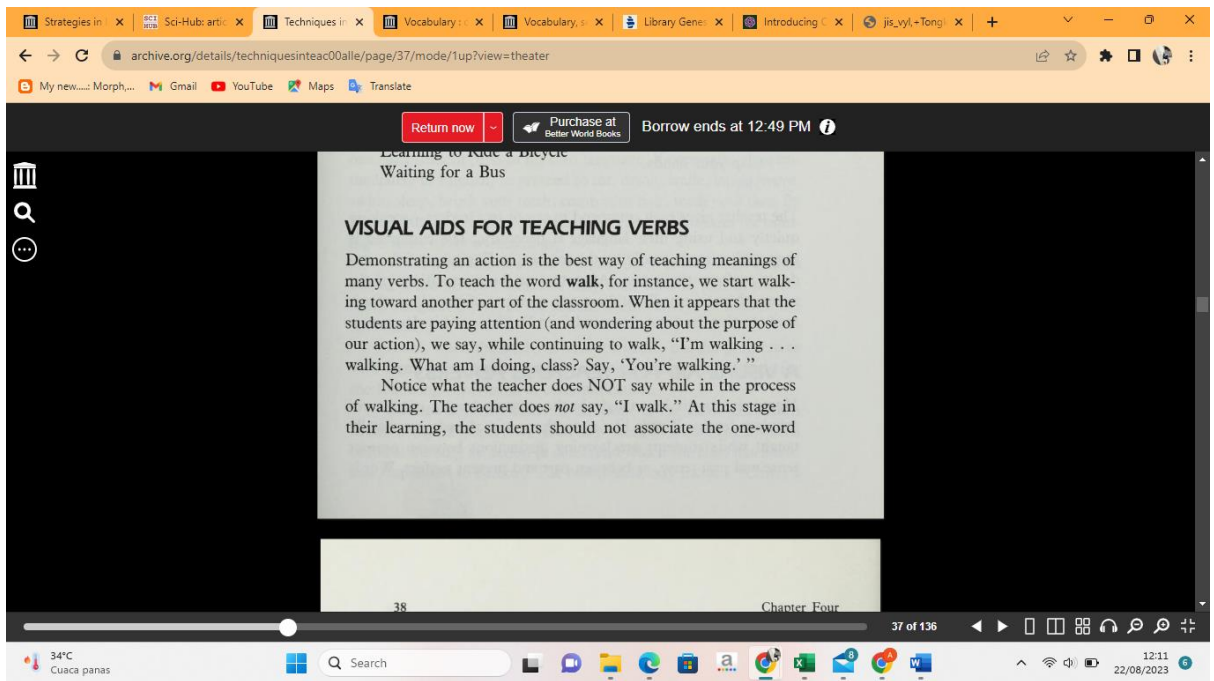
19. Richards (2000, pp 146-147)





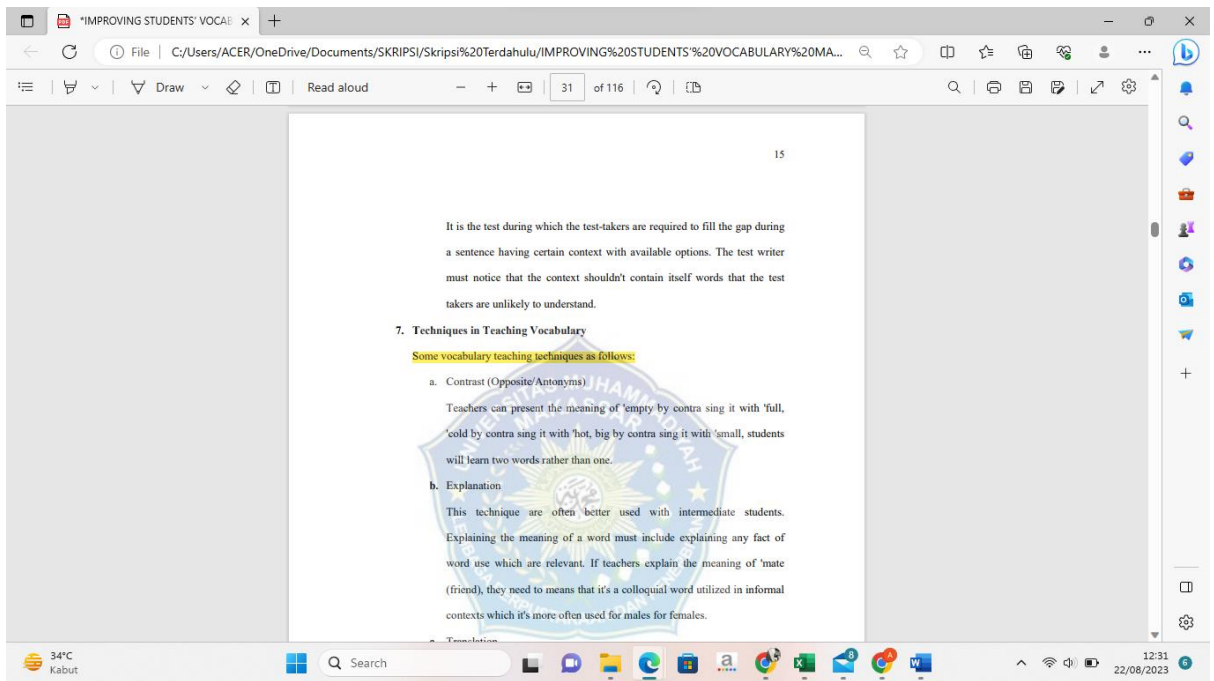
20. Allen, F. N. (1983)



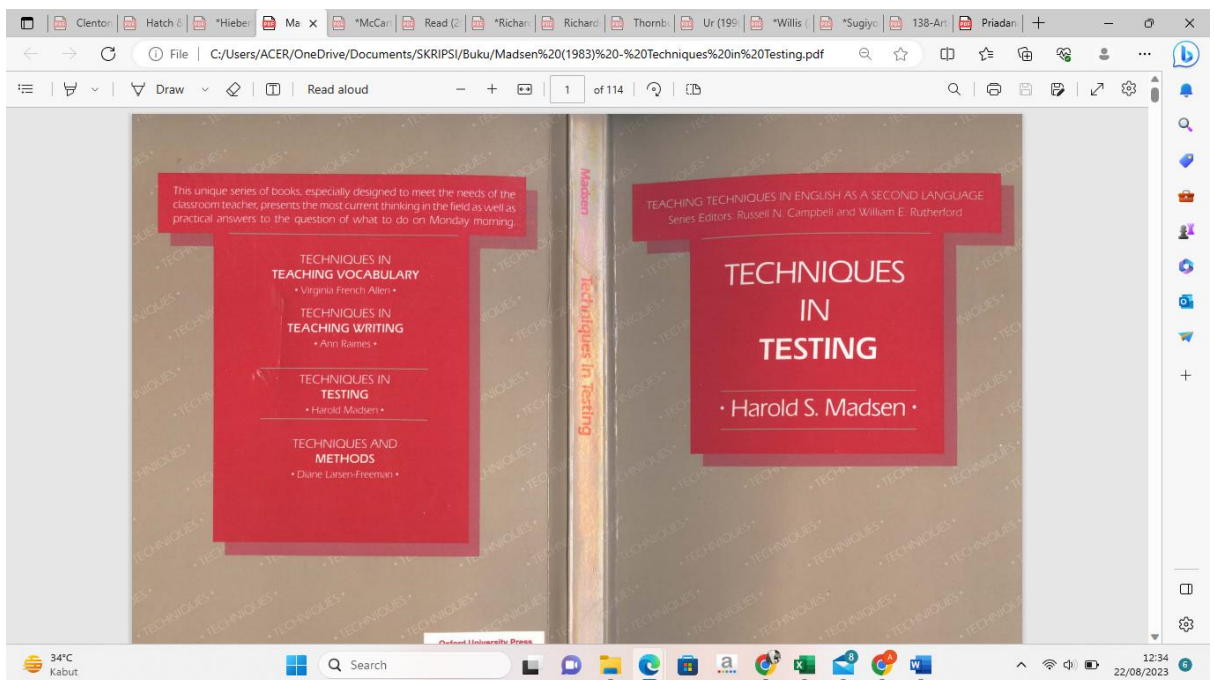


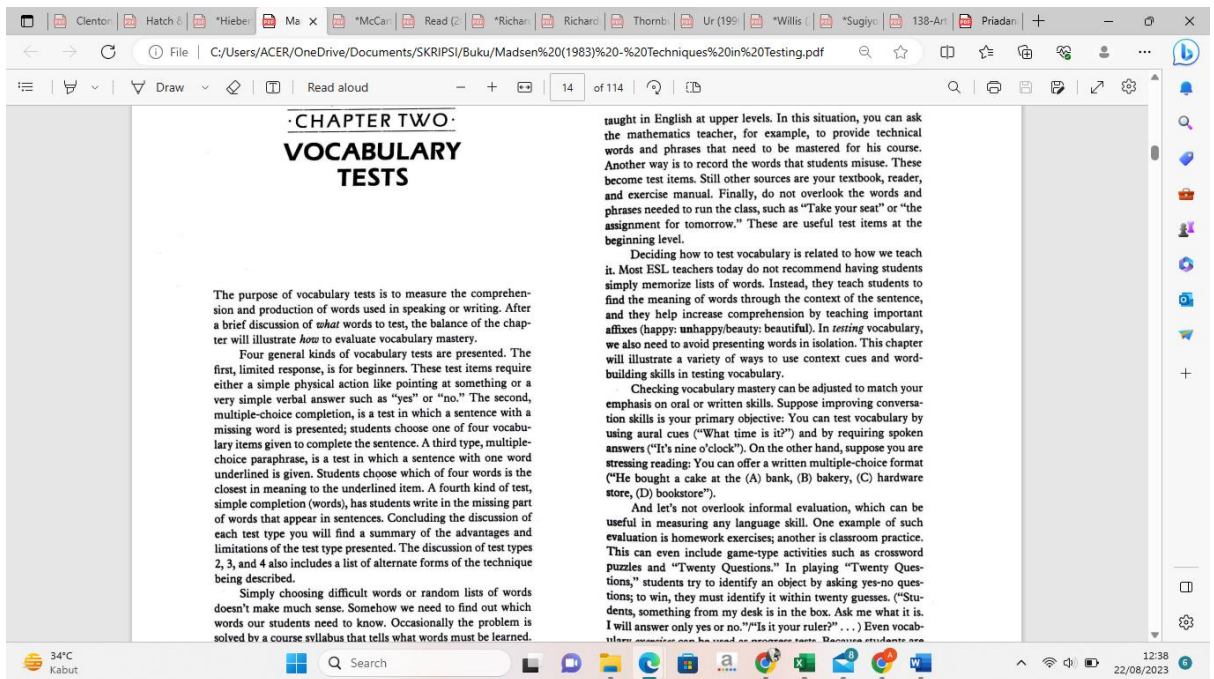
21. Rahmasiah (2021, pp 15-16)



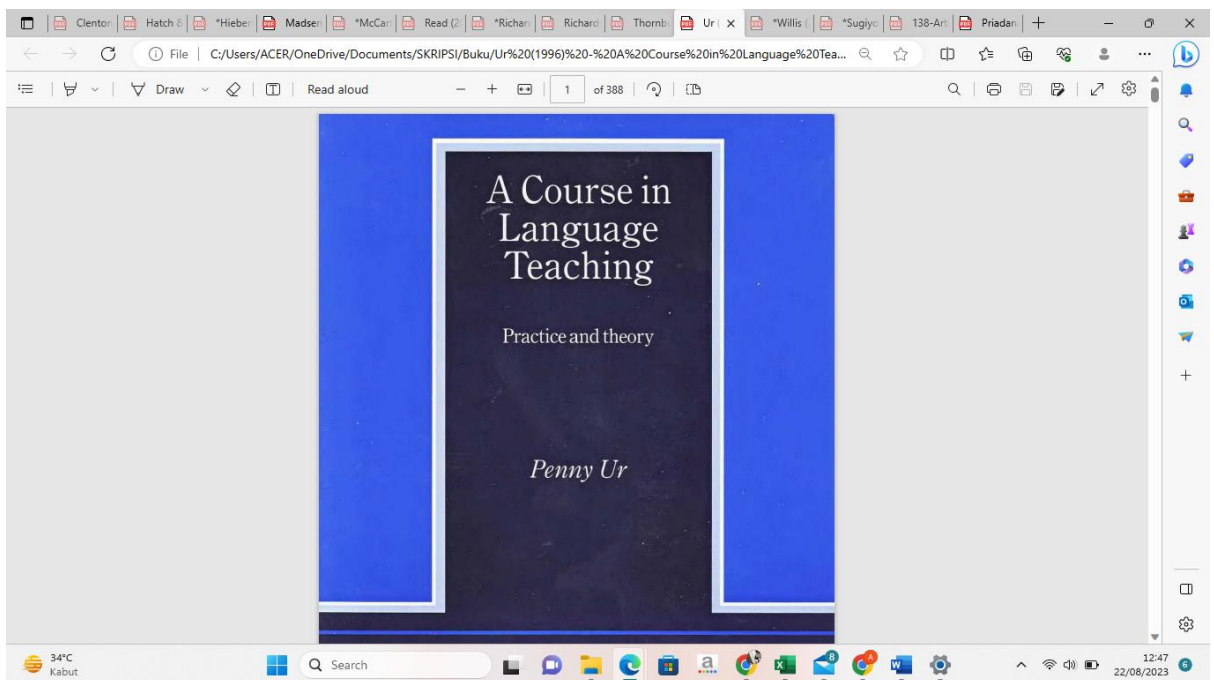


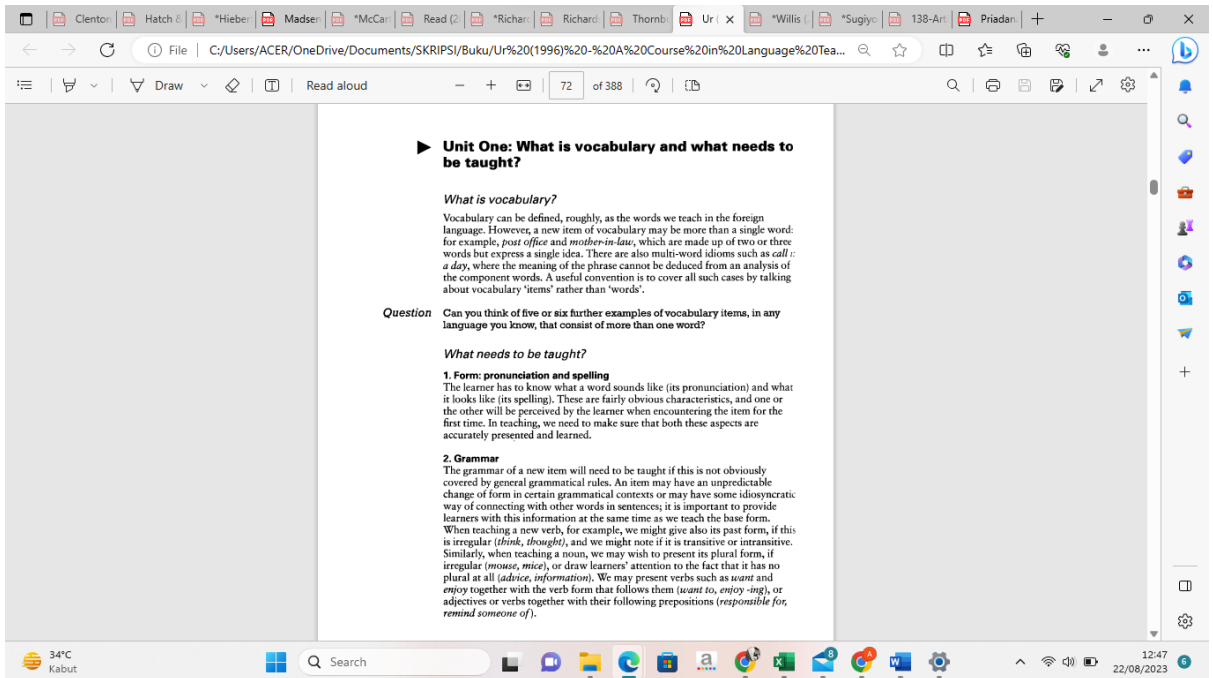
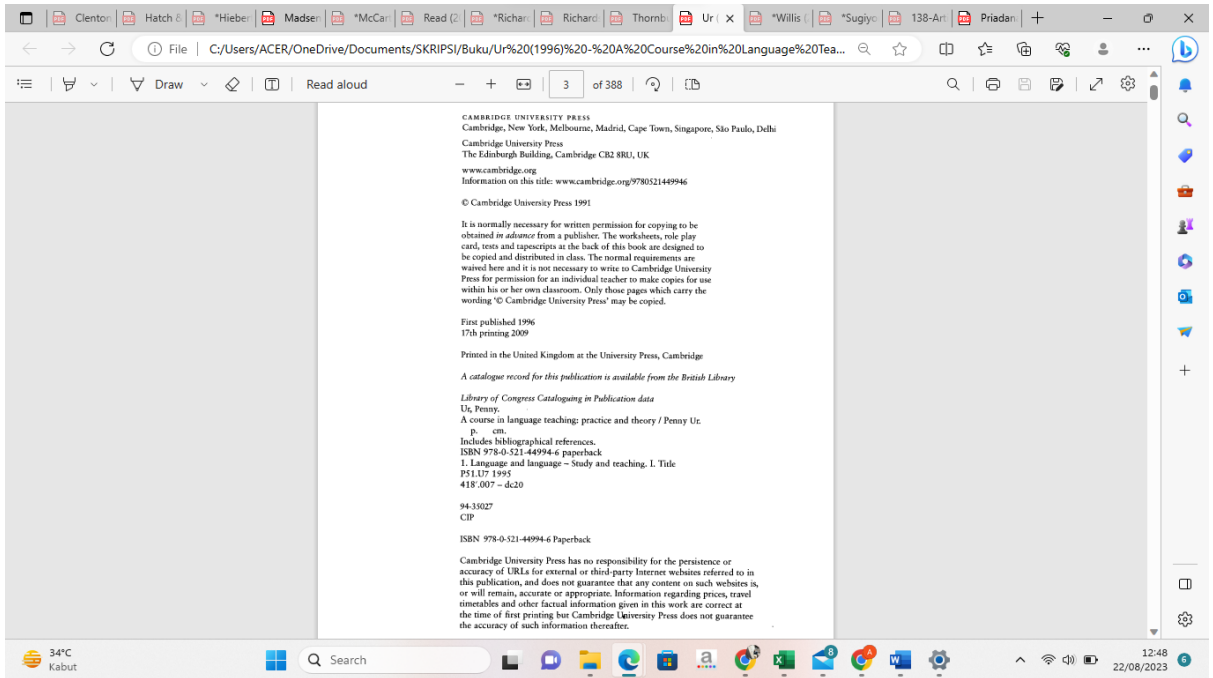
22. Madsen(1993, p. 12)

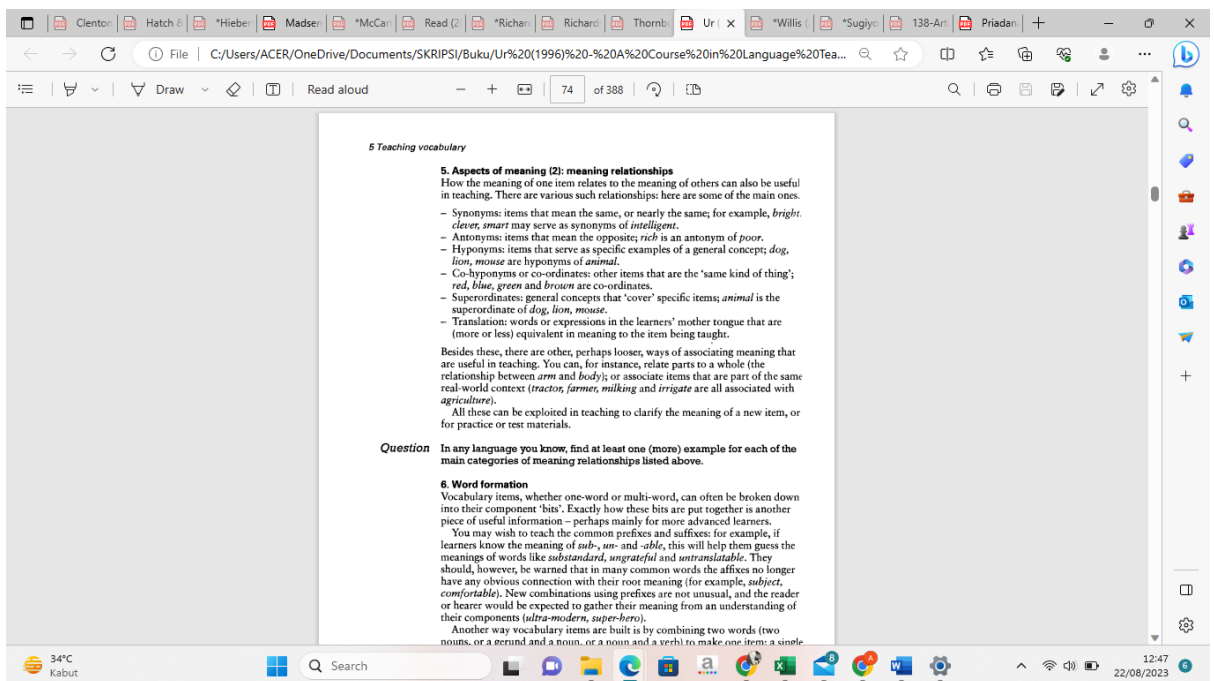
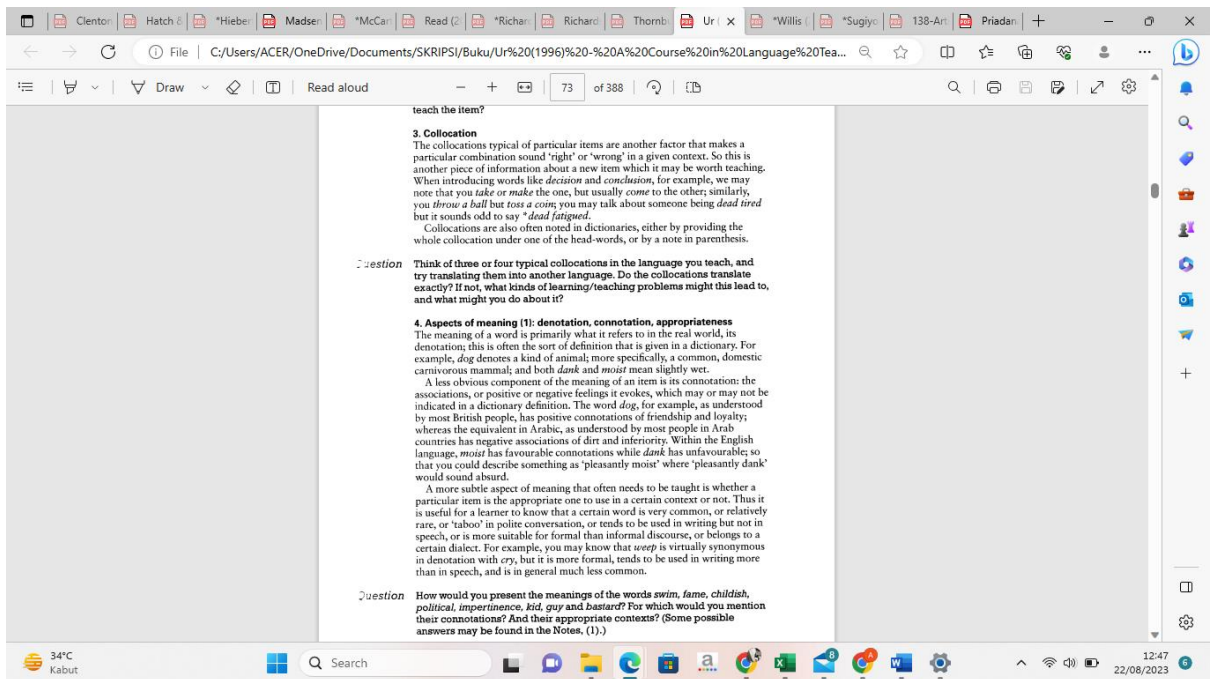




23. Ur (1996, p. 60-62)

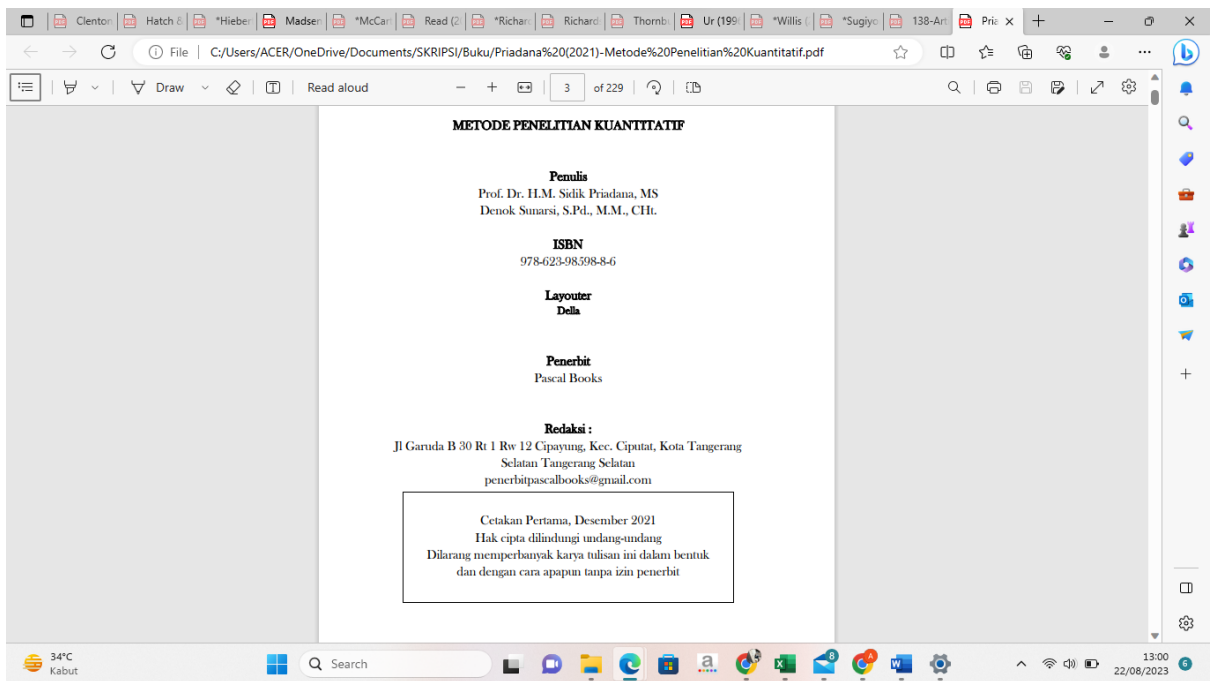
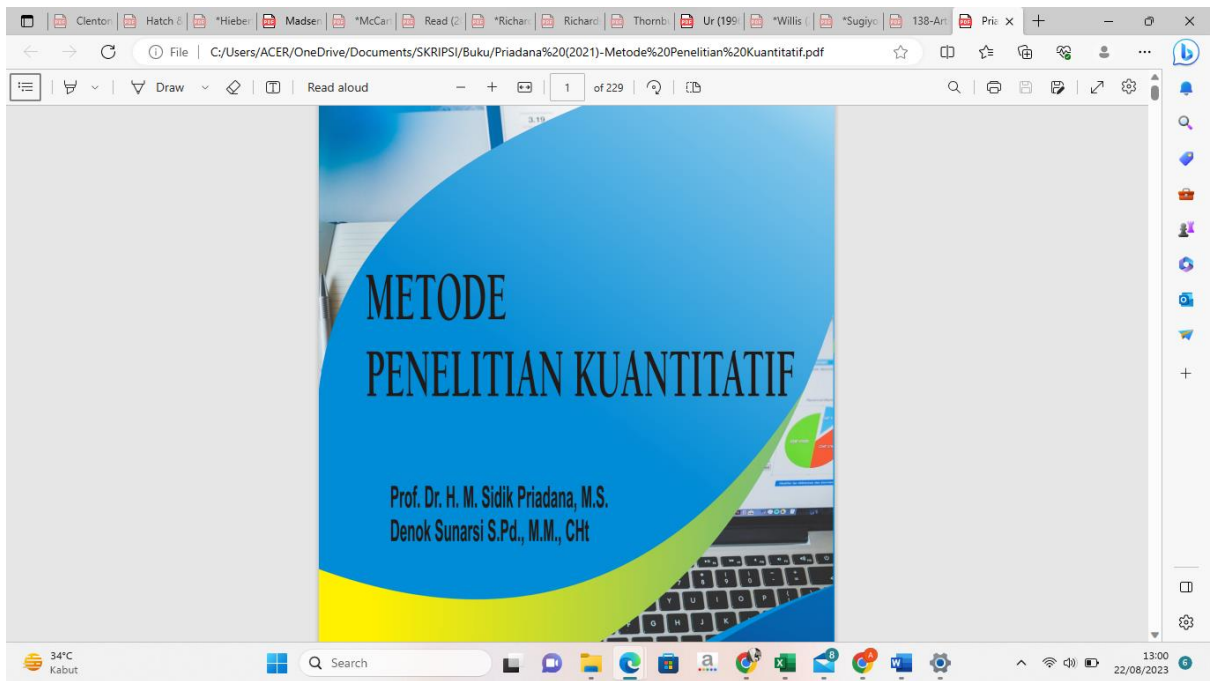


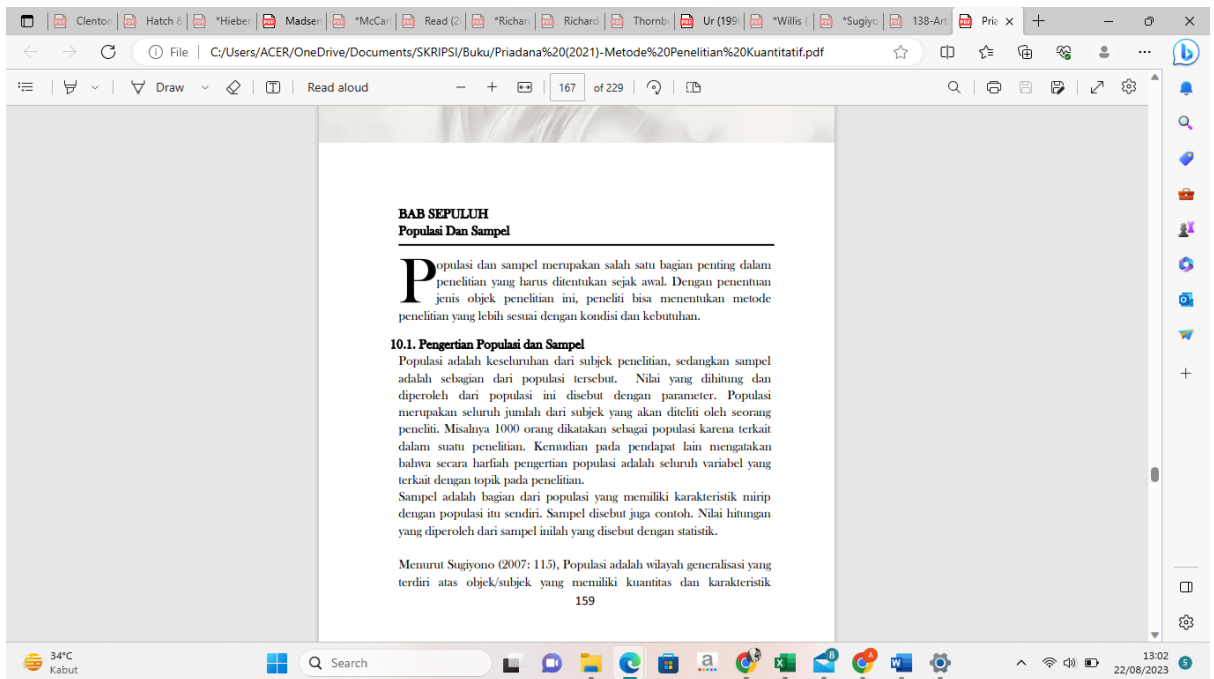




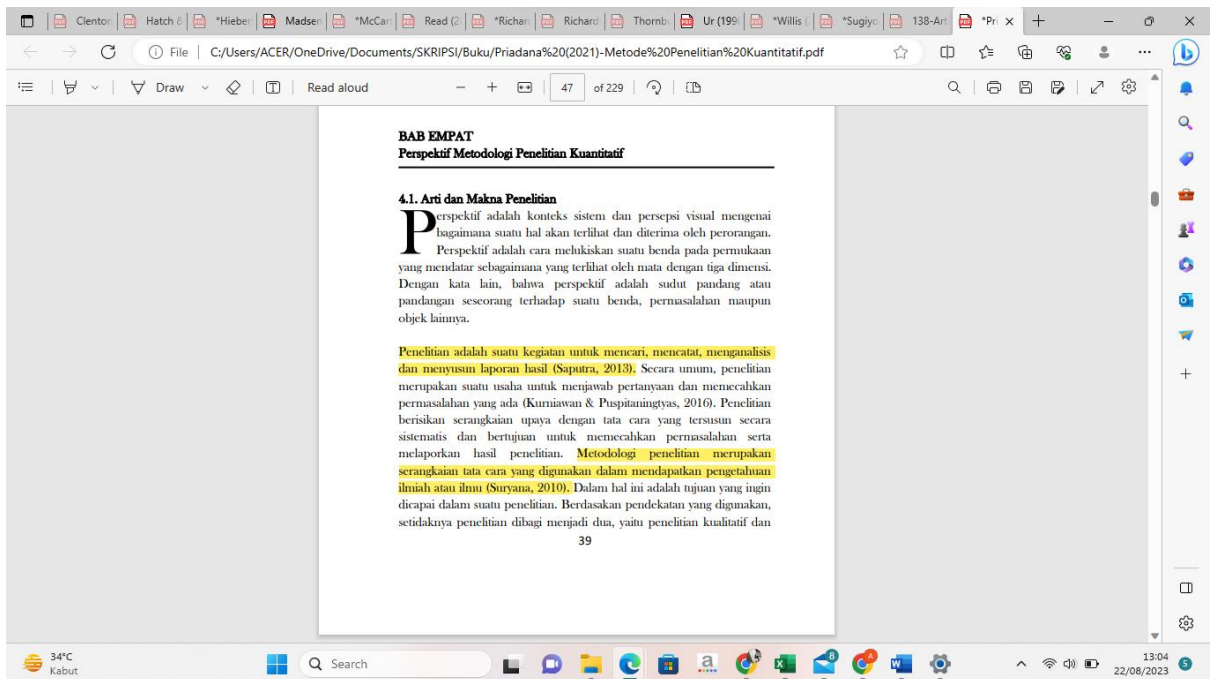
CHAPTER III

1. Pridana (2021)

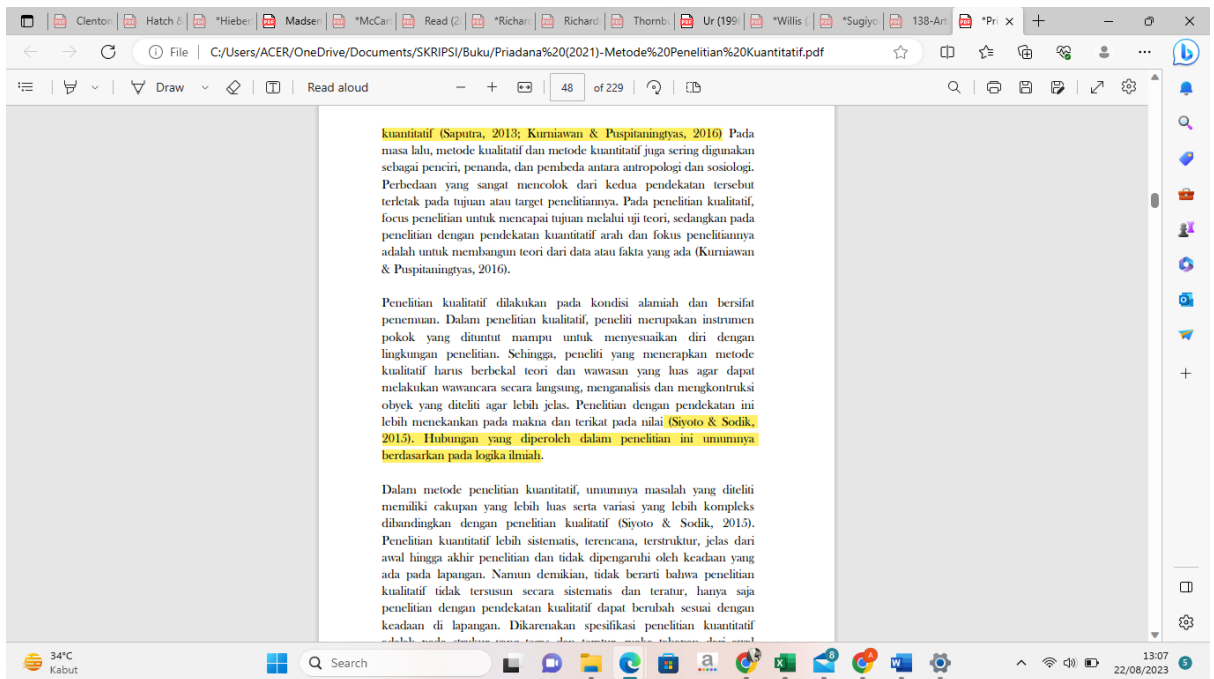




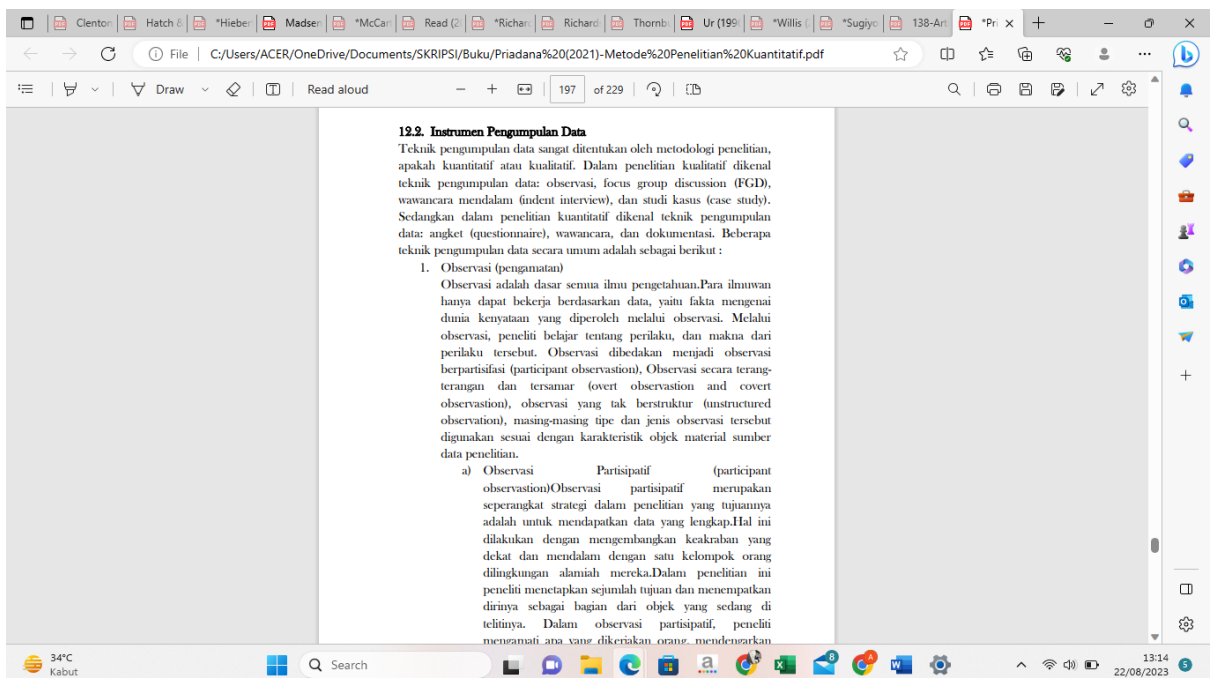
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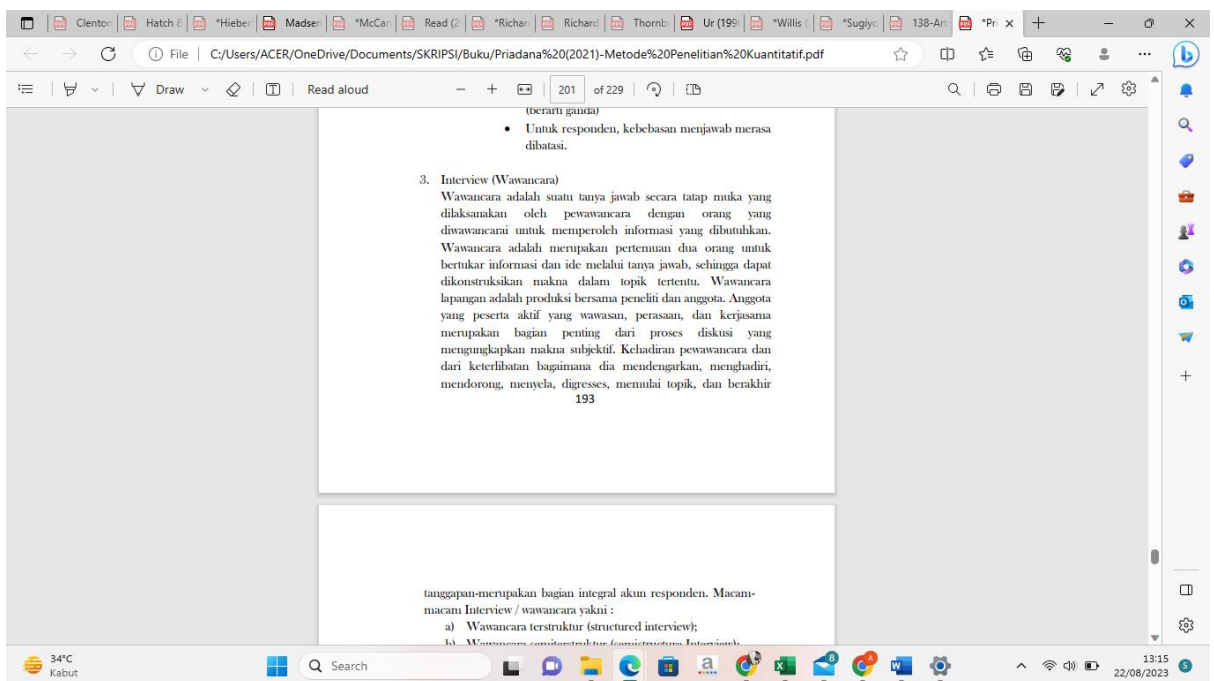
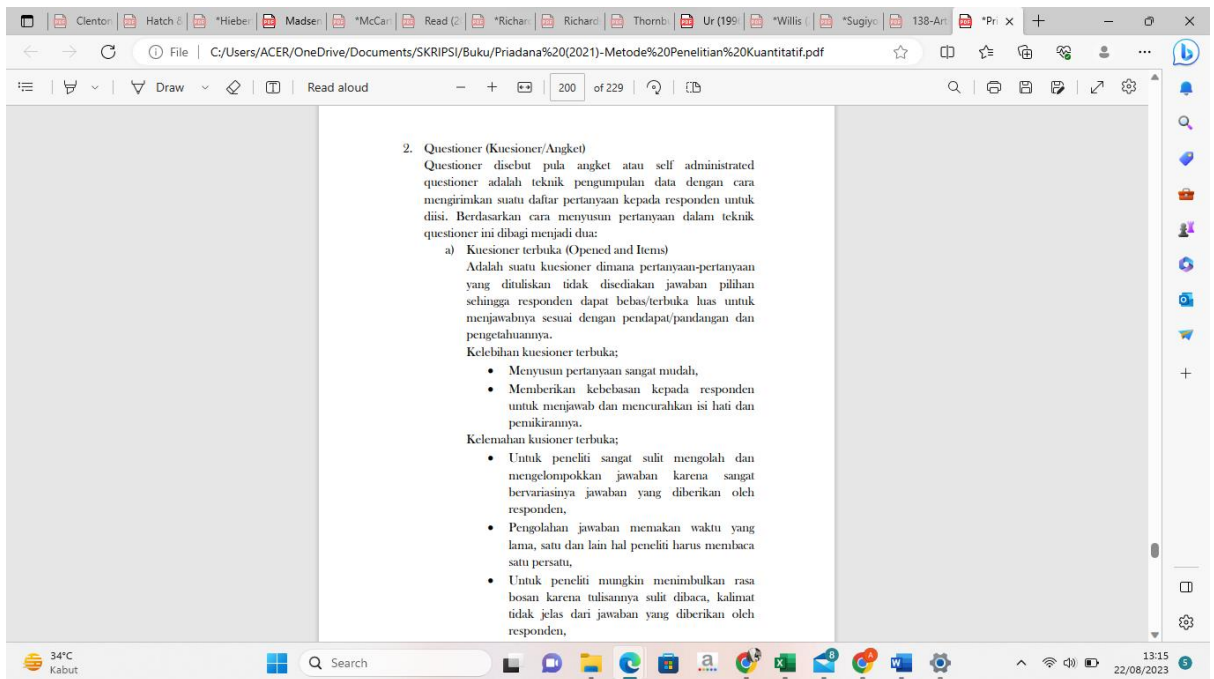


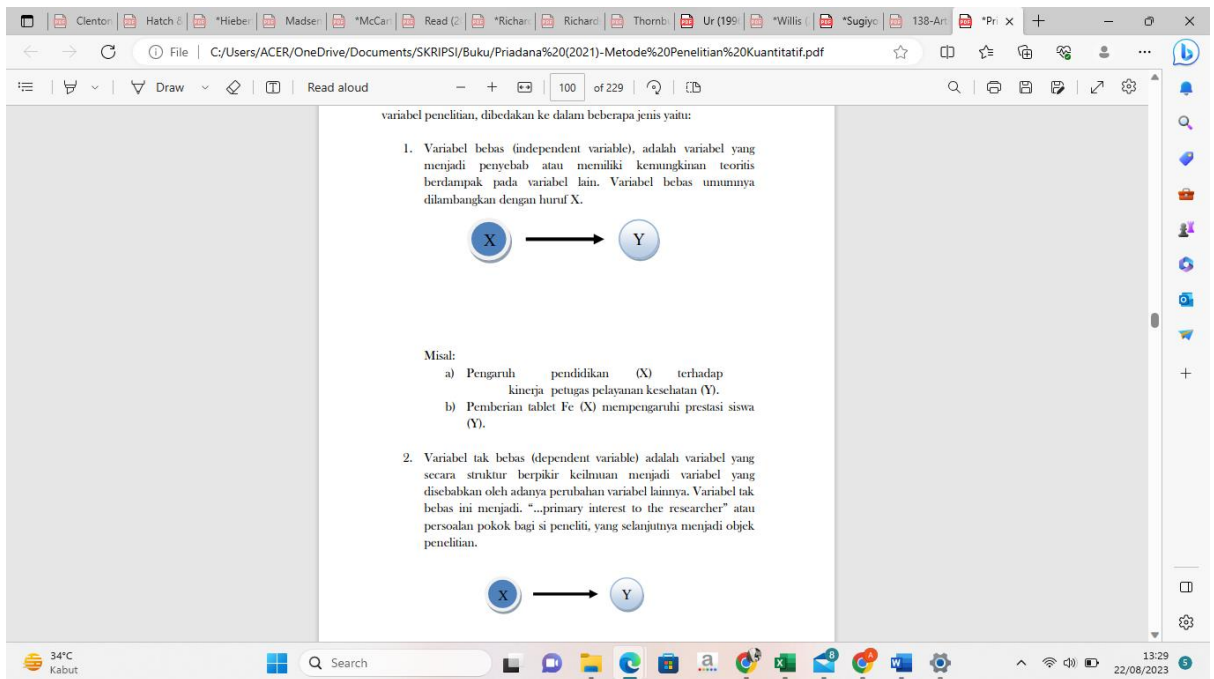
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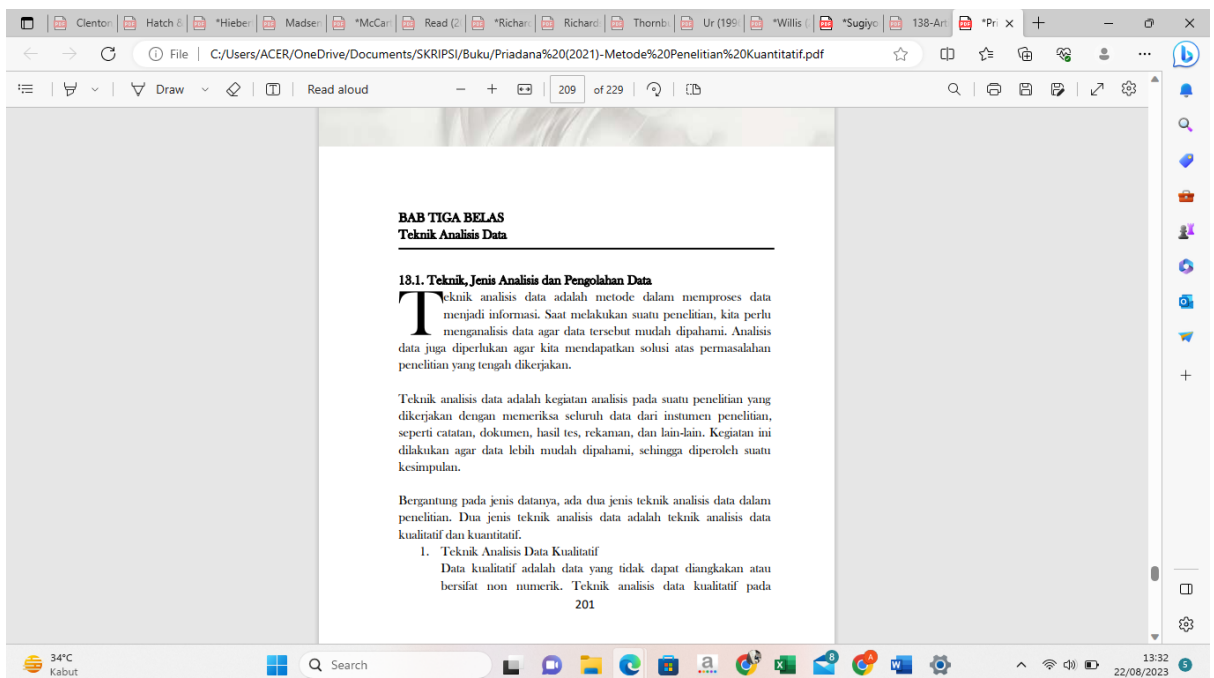
Page (189)



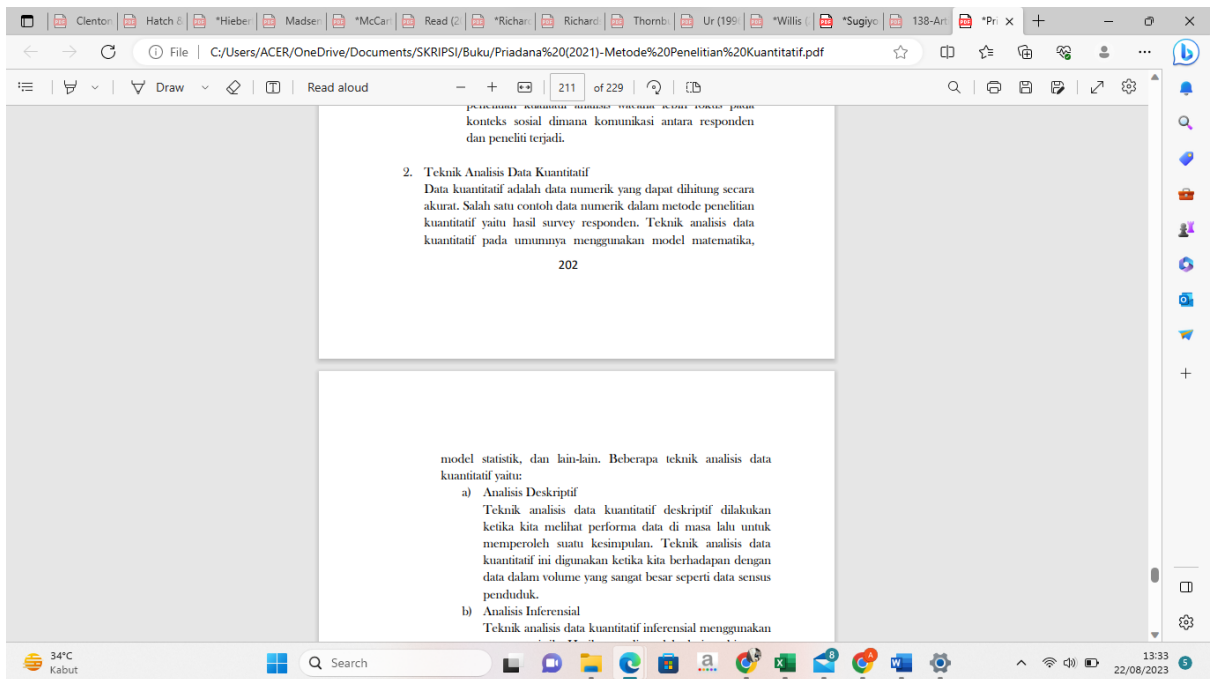




Page (201)



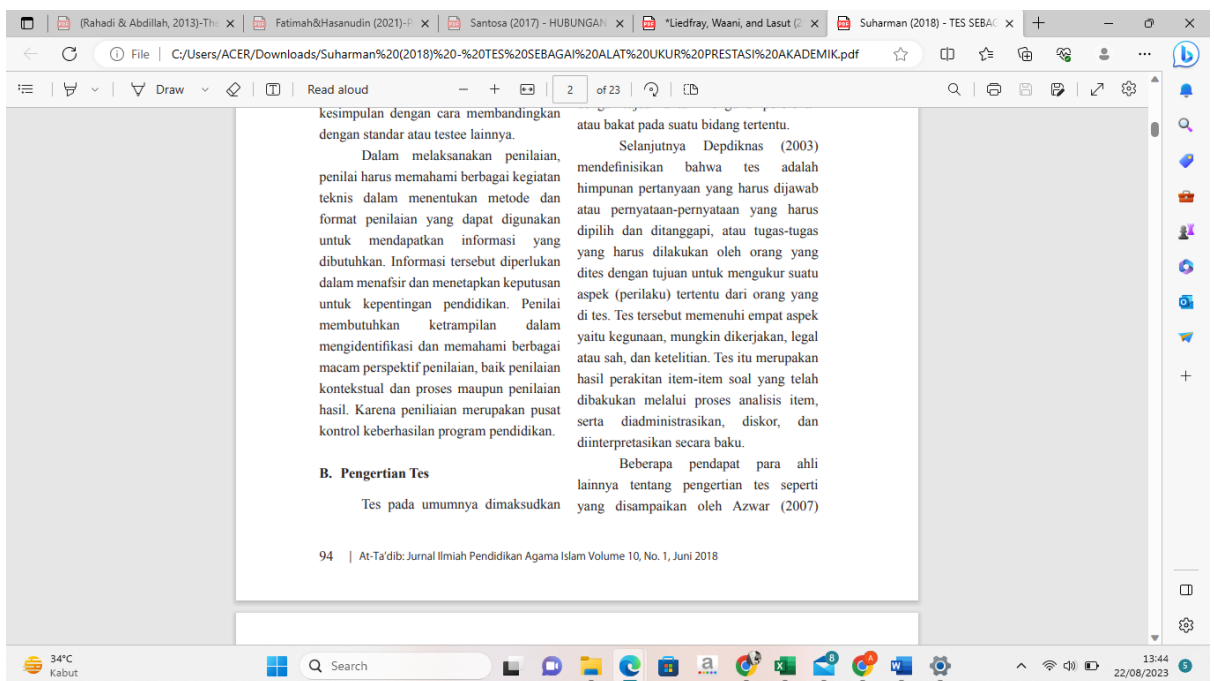
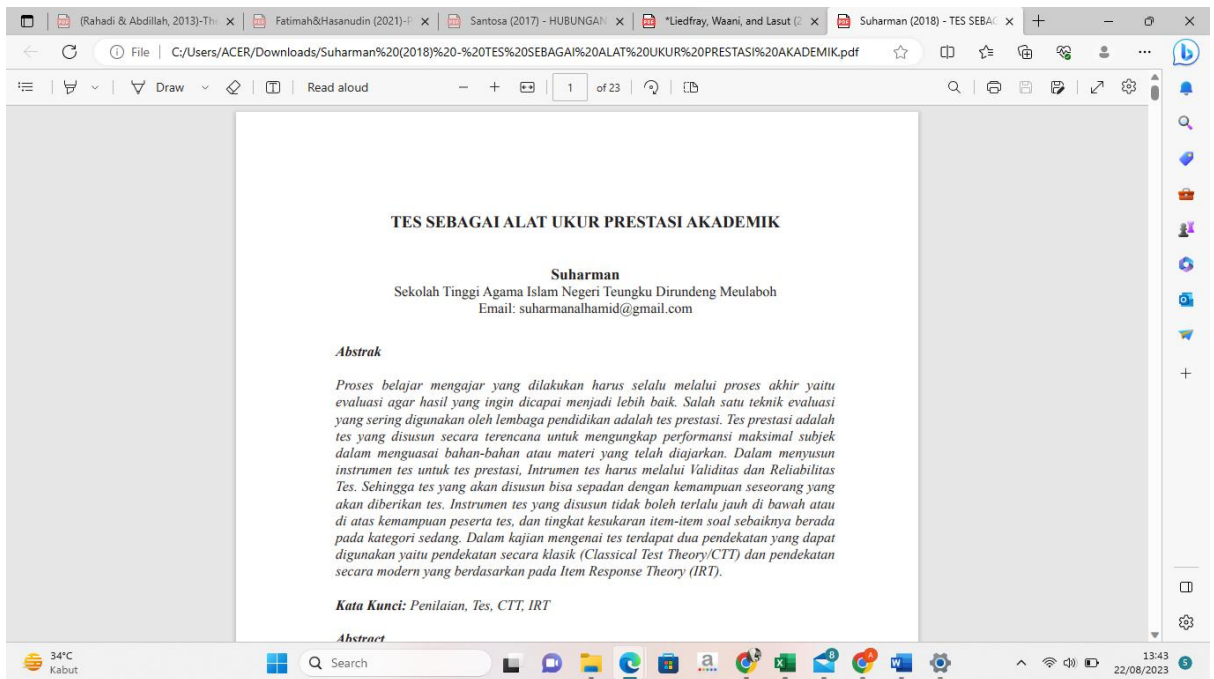
Page (203)

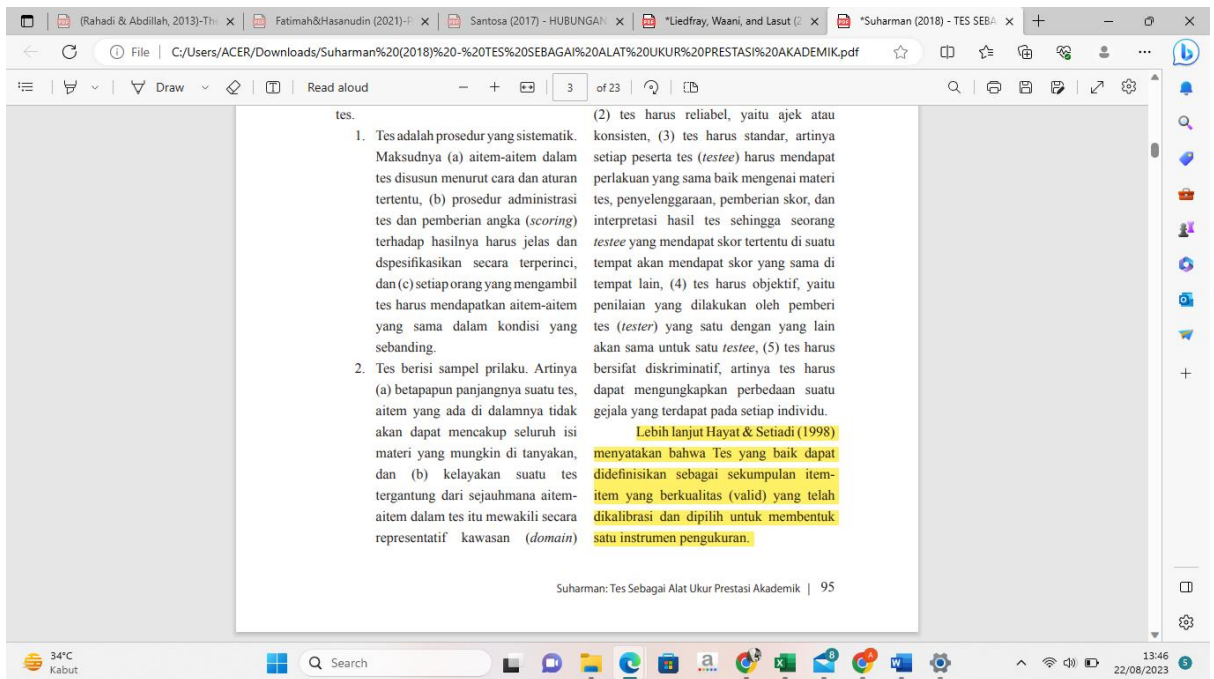


24. Sugiyono (2013, p. 13)

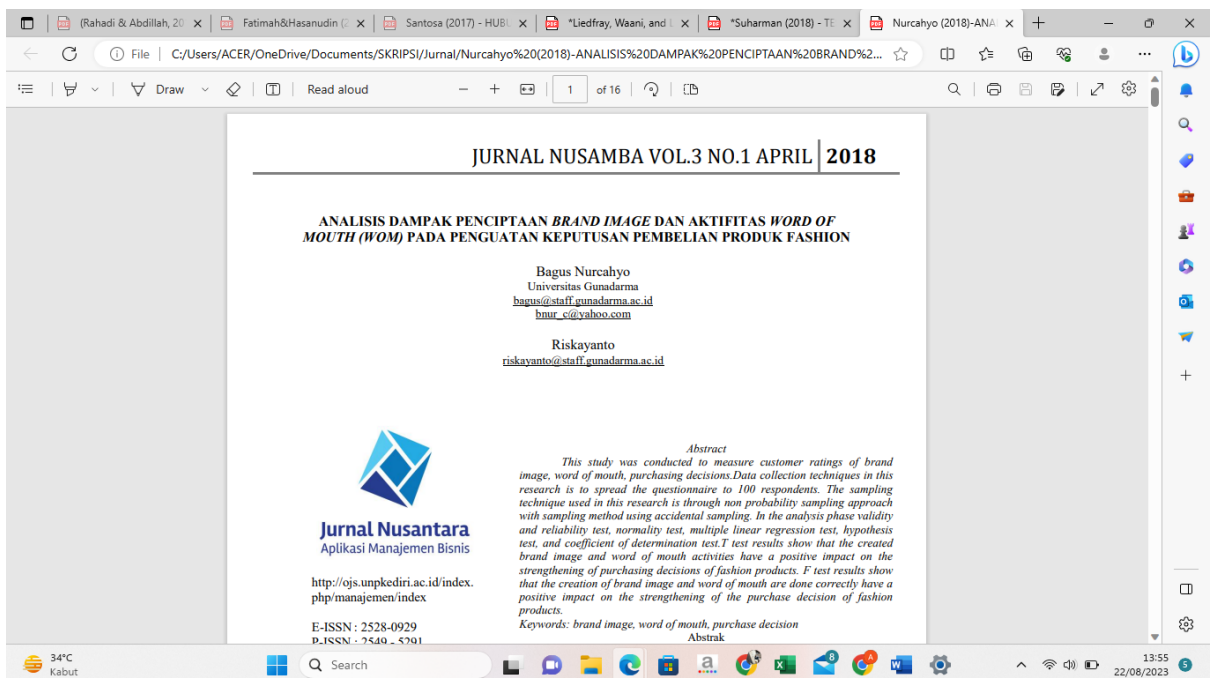


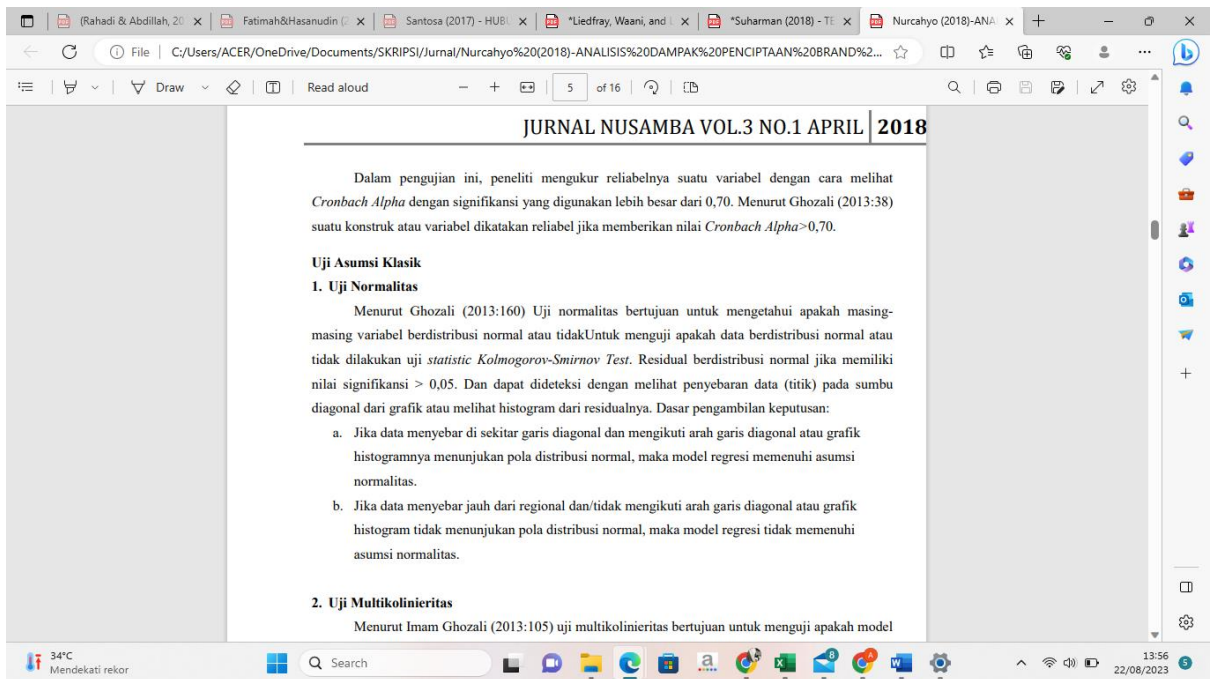
25. Suharman (2018, p. 94)



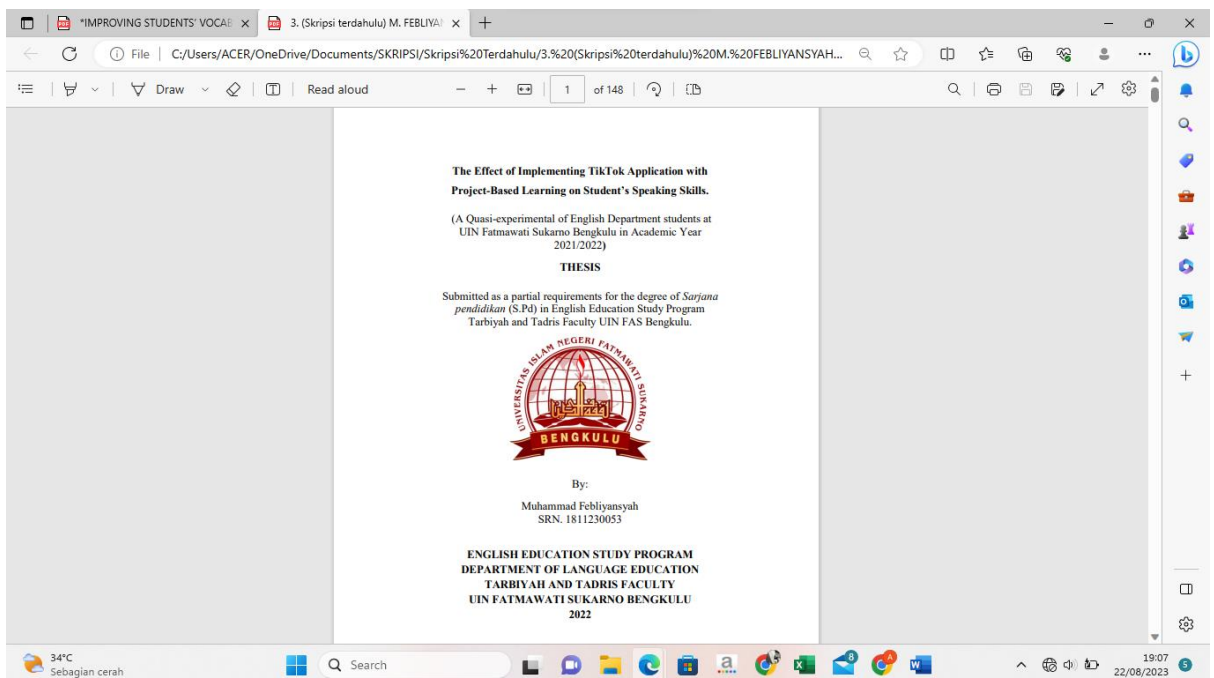


26. Nurcahyo (2018, p. 18)

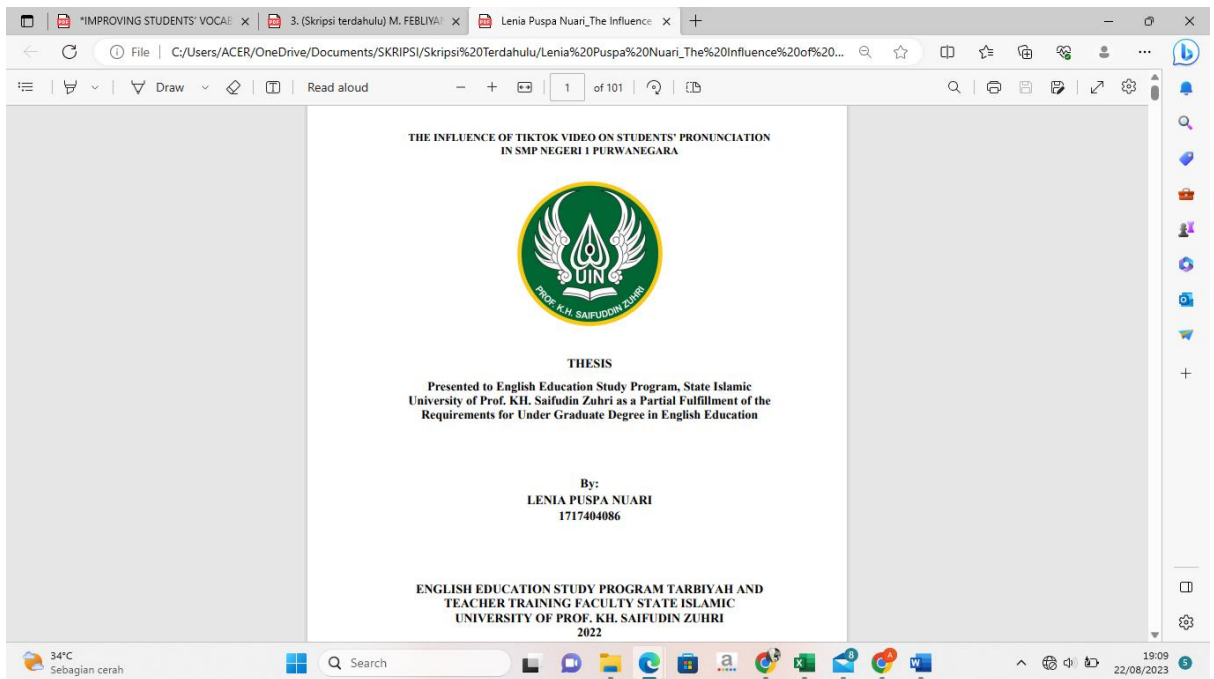




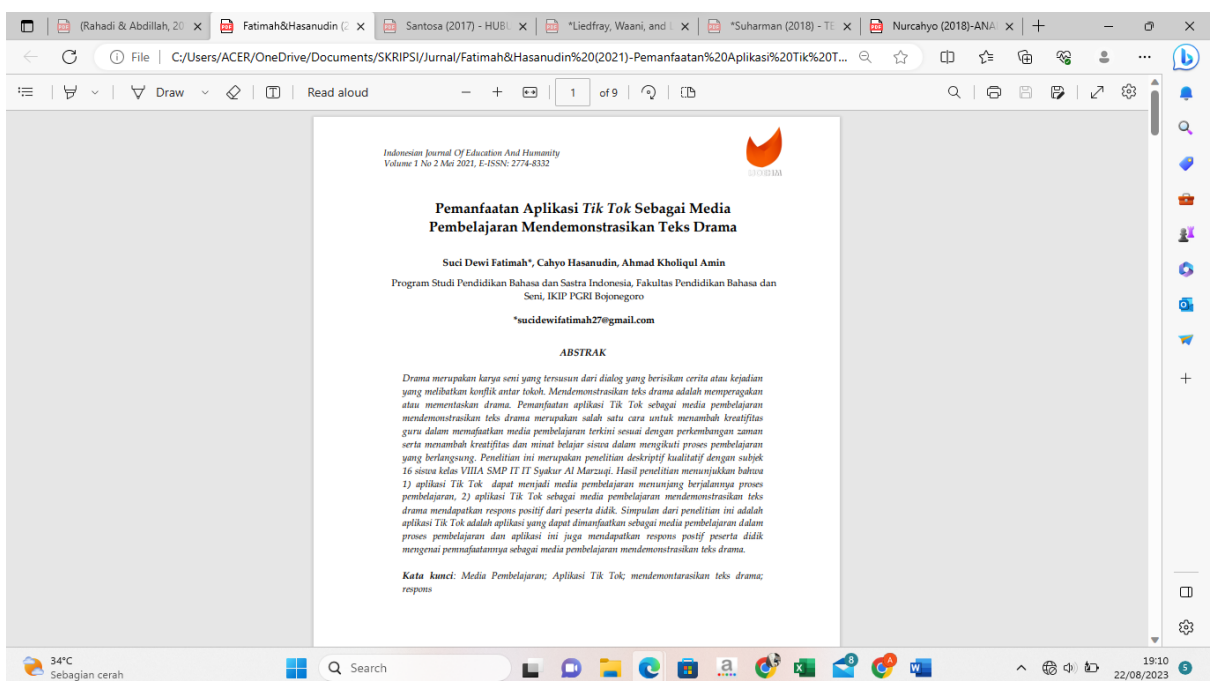
27. Febliyansyah (2022)



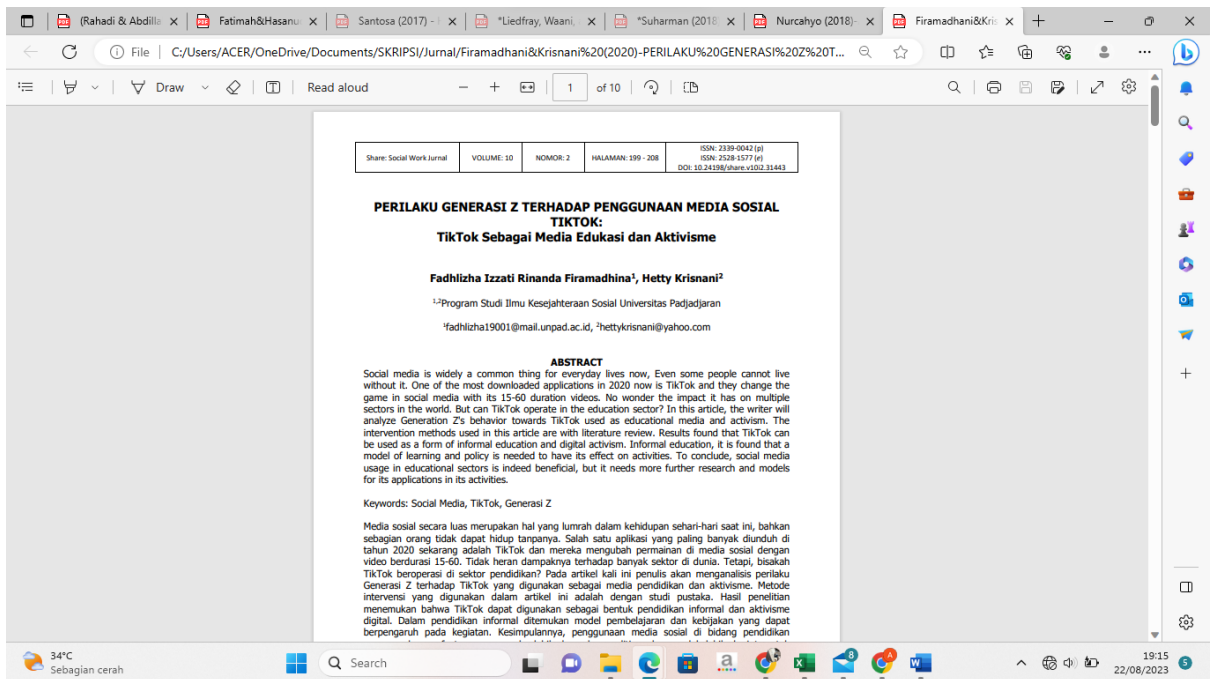
28. Nuari (2022)



29. Fatimah, Hasanudin & Amin. (2021)



30. Firamadhina & Krisnani. (2020)



31. Khalif & Salha. (2021)



32. Richard (2009)

