

**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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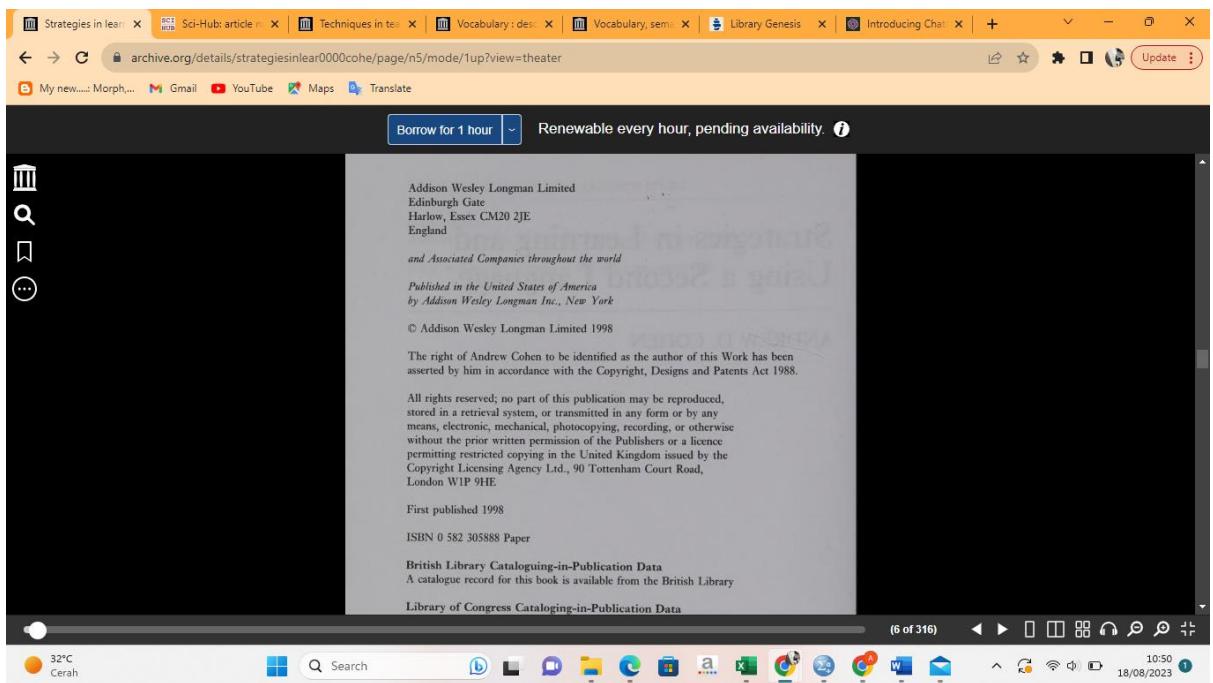
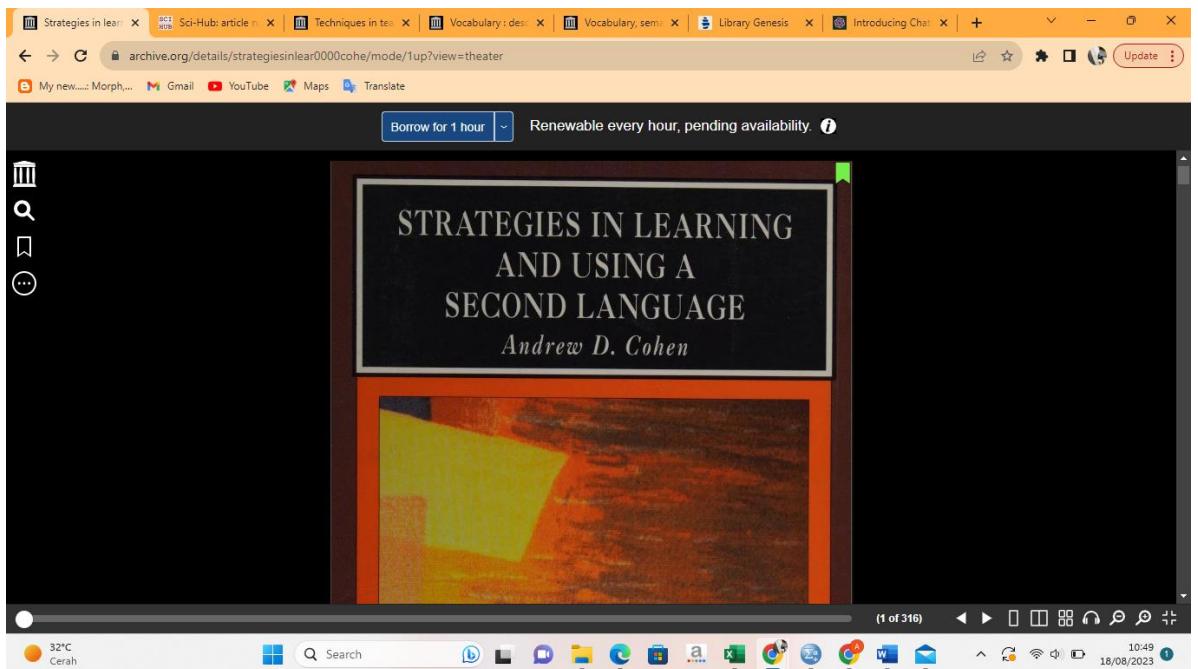
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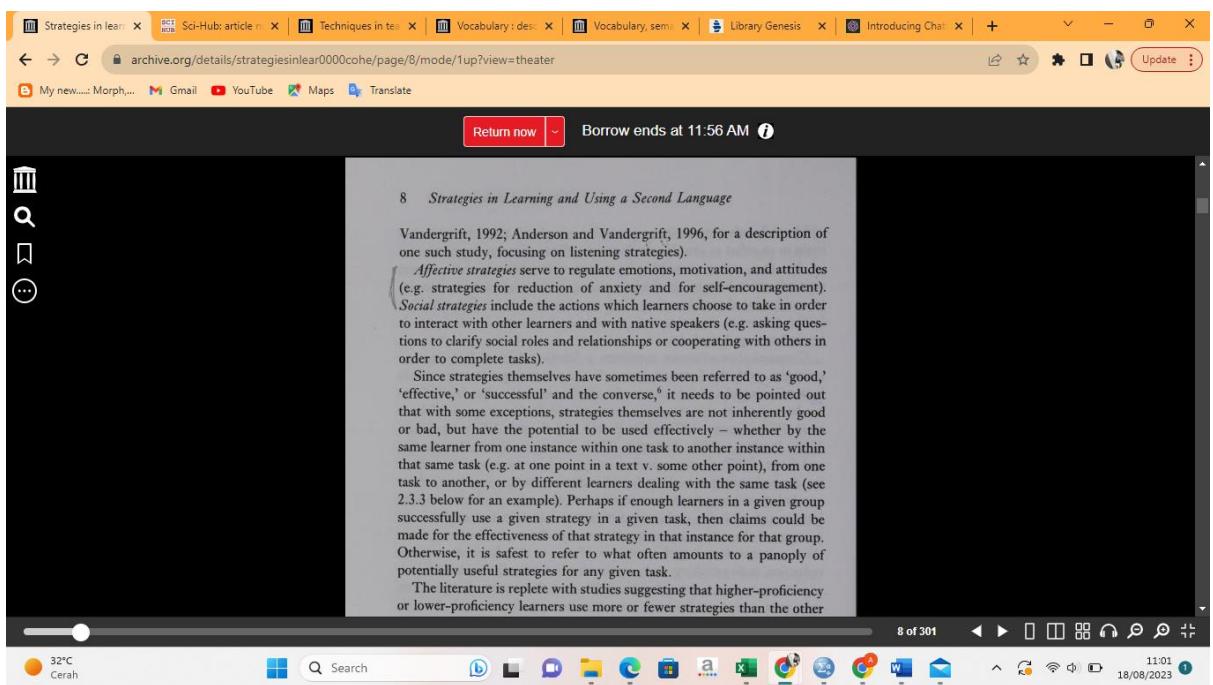
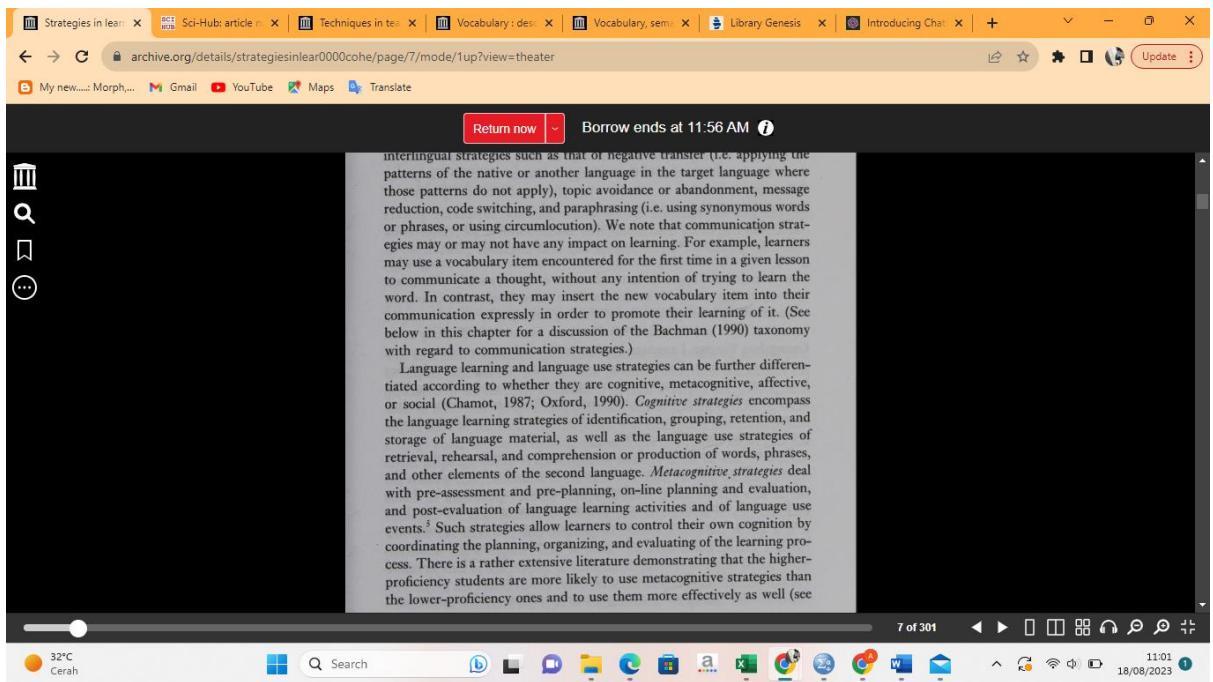
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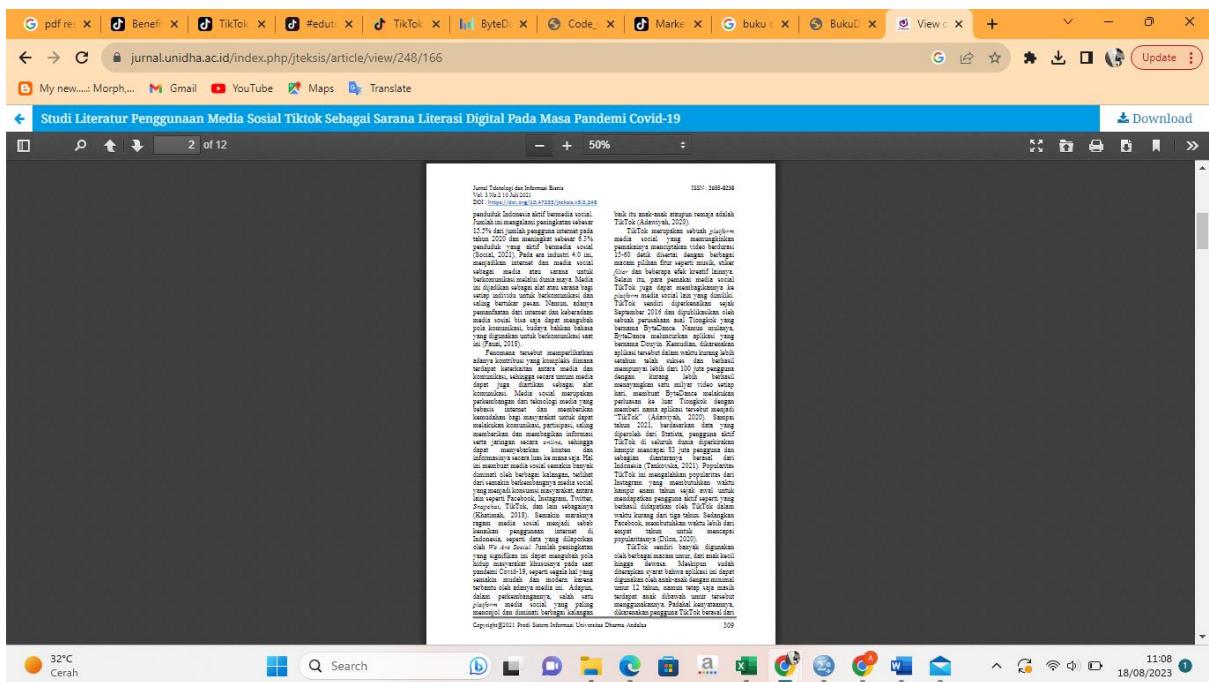
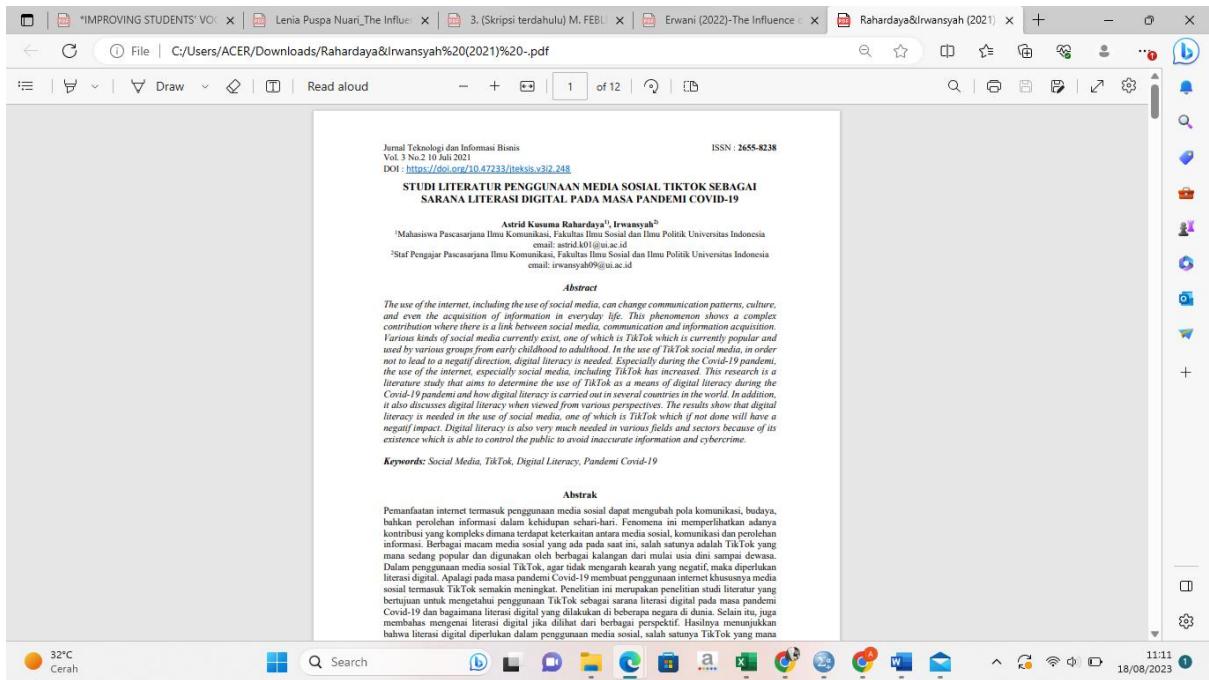
CHAPTER I

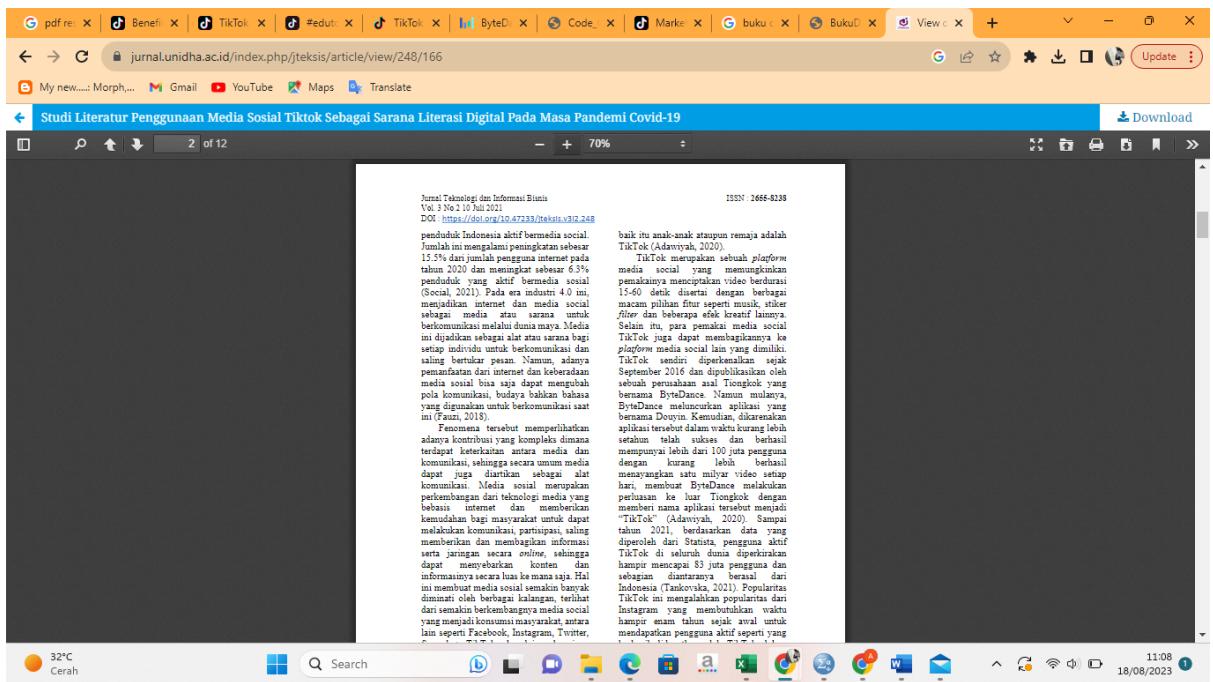
1. Cohen (1998, pp. 7-8)



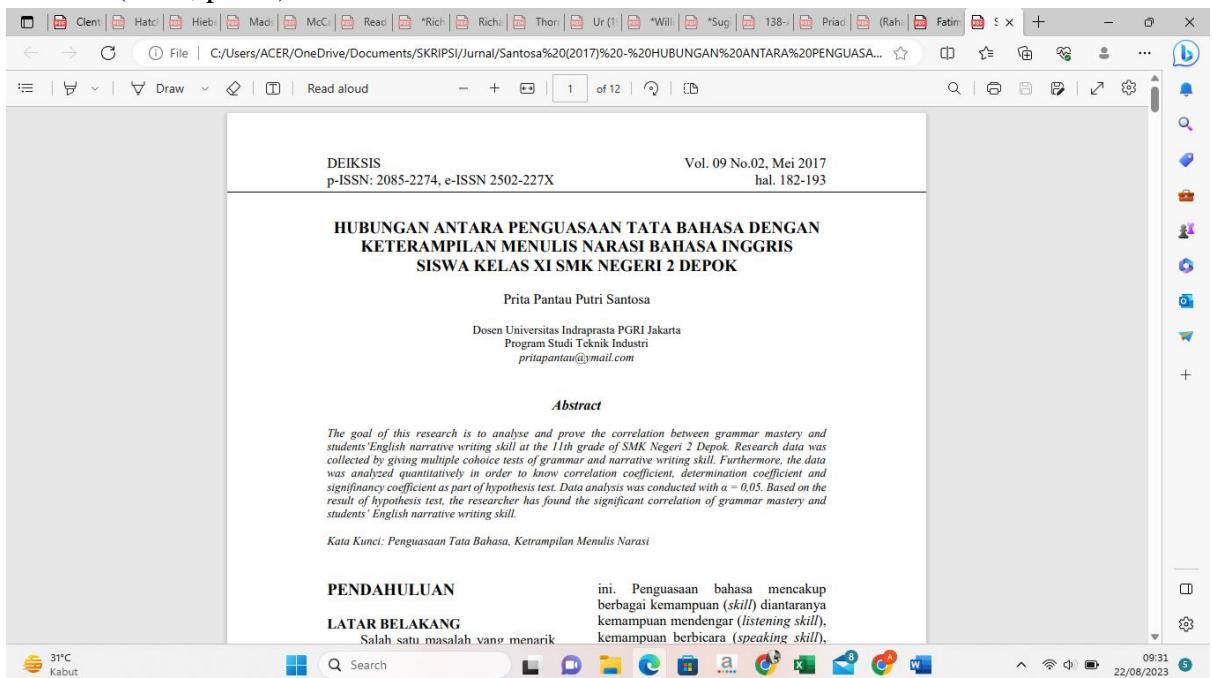


2. Rahardaya & Irwansyah (2021, p. 309)





3. Santoso (2017, p 182)



CHAPTER II

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

The screenshot shows a Microsoft Word document window. The title page of the paper "Users of the world, unite! The challenges and opportunities of Social Media" by Andreas M. Kaplan and Michael Haenlein is displayed. The document includes the journal logo (Business Horizons 2010), the authors' names, their affiliation (ESCP Europe), keywords, an abstract, and copyright information. The Word ribbon and various toolbars are visible at the top, and the Windows taskbar is at the bottom.

Business Horizons (2010) 53, 59–68
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Users of the world, unite! The challenges and opportunities of Social Media

Andreas M. Kaplan * , Michael Haenlein

ESCP Europe, 79 Avenue de la République, F-75011 Paris, France

KEYWORDS
Social Media;
User Generated Content;
Web 2.0;
Social networking sites;
Virtual worlds

Abstract The concept of Social Media is top of the agenda for many business executives today. Decision makers, as well as consultants, try to identify ways in which firms can make profitable use of applications such as Wikipedia, YouTube, Facebook, Second Life, and Twitter. Yet despite this interest, there seems to be very limited understanding of what the term "Social Media" exactly means; this article intends to provide some clarity. We begin by defining the concept of Social Media and then we differentiate it from other concepts such as Web 2.0 and User Generated Content. Based on this definition, we then provide a classification of Social Media which groups applications currently subsumed under the generalized term into more specific categories by characteristic: collaborative projects, blogs, content communities, social networking sites, virtual game worlds, and virtual social worlds. Finally, we present 10 pieces of advice for companies which decide to utilize Social Media.

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The screenshot shows a Microsoft Word document window displaying a page from the research paper. The page number 61 is visible at the top right. The text discusses the evolution of the World Wide Web, the rise of User Generated Content (UGC), and the characteristics of Social Media. It mentions the ideological and technological foundations of Web 2.0, including its ability to facilitate user participation and collaboration. The text also touches on the concept of social presence and its relationship to media richness and social processes. The Windows taskbar is visible at the bottom.

Users of the world, unite! The challenges and opportunities of Social Media 61

utilize the World Wide Web; that is, as a platform whereby content and applications are no longer created and published by individuals, but instead are continuously modified by all users in a participatory and collaborative fashion. While applications such as personal web pages, Encyclopedia Britannica Online, and the idea of content publishing belong to the era of Web 1.0, they are replaced by blogs, wikis, and collaborative projects in Web 2.0. Although Web 2.0 does not refer to any specific technical update of the Web, it does represent a set of new functionalities that are necessary for its functioning. Among them are Adobe Flash (a popular method for adding animation, interactivity, and audio/video streams to web pages), RSS (Really Simple Syndication, a family of web feed formats used to publish frequently updated content, such as blog entries or news headlines, in a standardized format), and AJAX (Asynchronous JavaScript, a technique to retrieve data from web servers asynchronously, allowing the update of web pages without reloading the entire page and behavior of the whole page). For the purpose of our article, we consider Web 2.0 as the platform for the evolution of Social Media.

When Web 2.0 represents the ideological and technological foundation, User Generated Content (UGC) can be seen as the sum of all ways in which people make use of Social Media. The term, which achieved broad popularity in 2005, is usually applied to describe the various forms of media content that are publicly available and created by end-users. According to the Commission for Economic Cooperation and Development (OECD, 2007), UGC needs to fulfill three basic requirements in order to be considered as such: first, it needs to be published either on a publicly accessible website or on a social networking site accessible to a selected group of people; second, it needs to show a certain amount of creative effort; and finally, it willingness to engage online) make UGC nowadays fundamentally different from what was observed in the early 1980s. Based on these clarifications of Web 2.0 and UGC, it is now straightforward to give a more detailed definition of what we mean by Social Media. In our view—and as used herein—Social Media is a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0, and that allow the creation and exchange of User Generated Content.

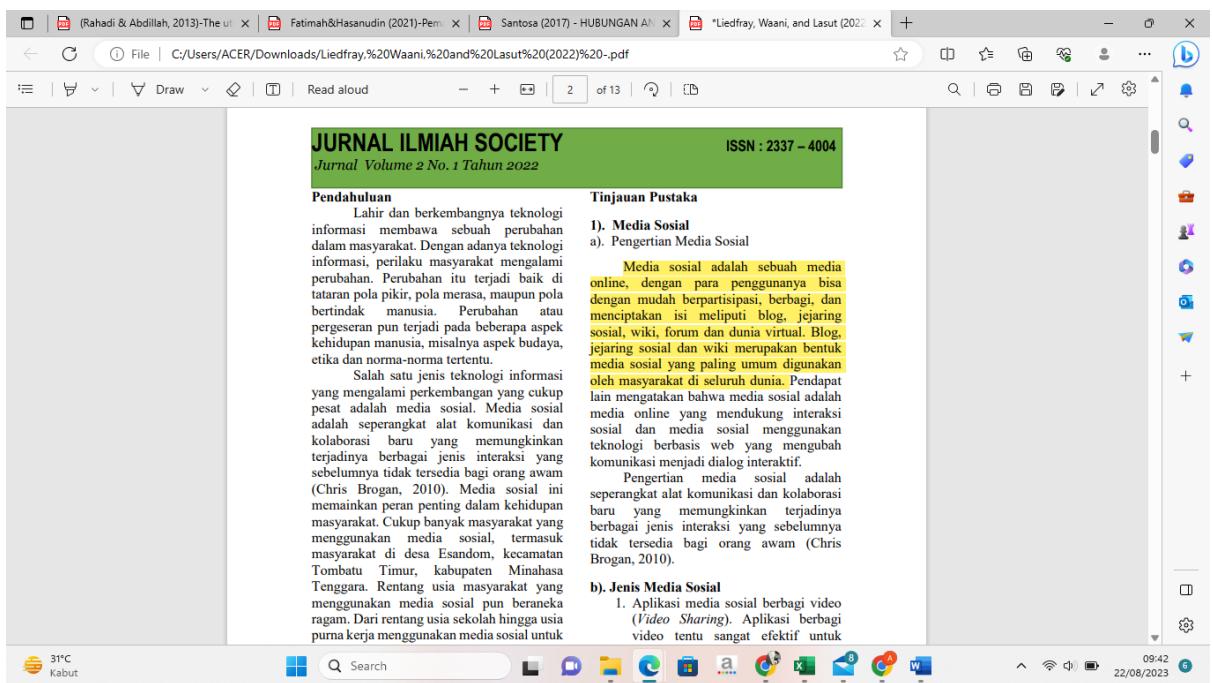
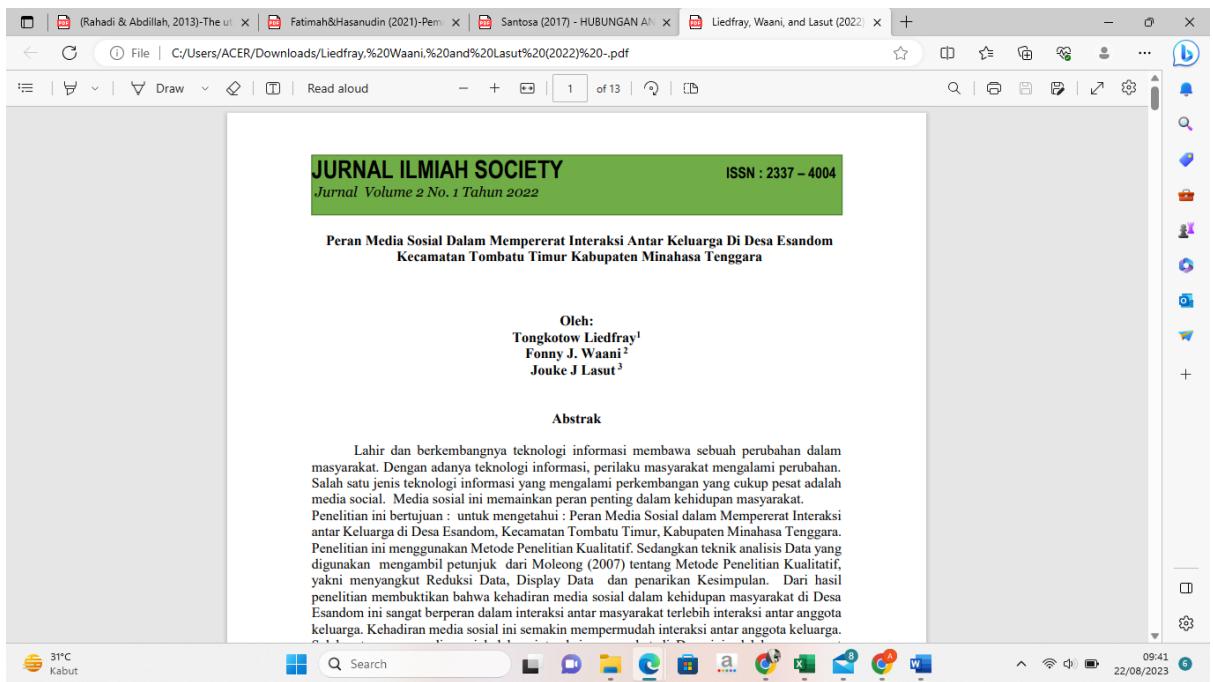
In addition to this general definition, there are various types of Social Media that need to be distinguished further. However, although most people would probably agree that Wikipedia, YouTube, Facebook, and Second Life are all part of this large group, there is no systematic way in which different Social Media applications can be categorized. Also, new sites appear in cyberspace every day, so it is important that any classification scheme takes into account applications which may be forthcoming. To create such a classification scheme, we do so in a systematic manner. We rely on a set of four dimensions: the field of media research (social presence, media richness) and social processes (self-presentation, self-disclosure), the two key elements of Social Media. Regarding the media-related component of Social Media, social presence theory (Short, Williams, & Christie, 1976) states that media differ in the degree of "social presence"—defined as the acoustic, visual, and physical contact that can be achieved—they allow to emerge behavioral, cognitive, and affective responses. Social presence is influenced by the intimacy (interpersonal vs. mediated) and immediacy (asynchronous vs. synchronous) of the medium, and can be expected to be lower for mediated (e.g., telephone conversation) than interpersonal (e.g., face-to-face discussion) and for asynchronous (e.g., e-mail) than synchronous (e.g., live chat) communications. The higher the social presence, the larger the social

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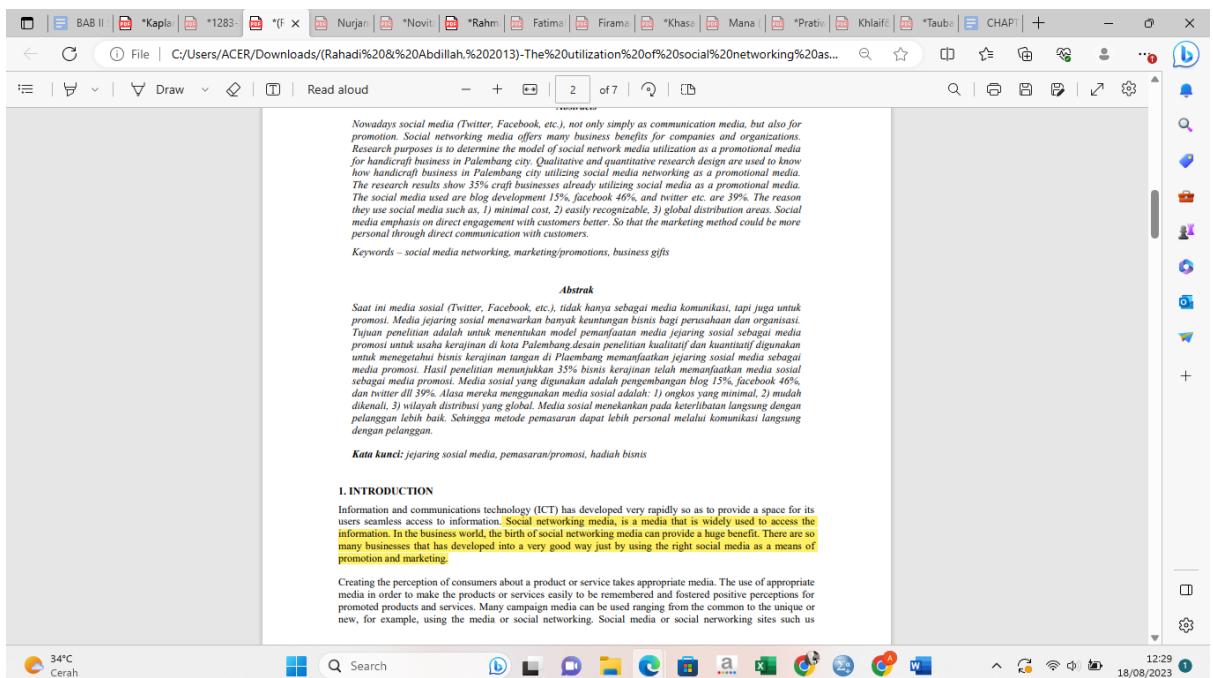
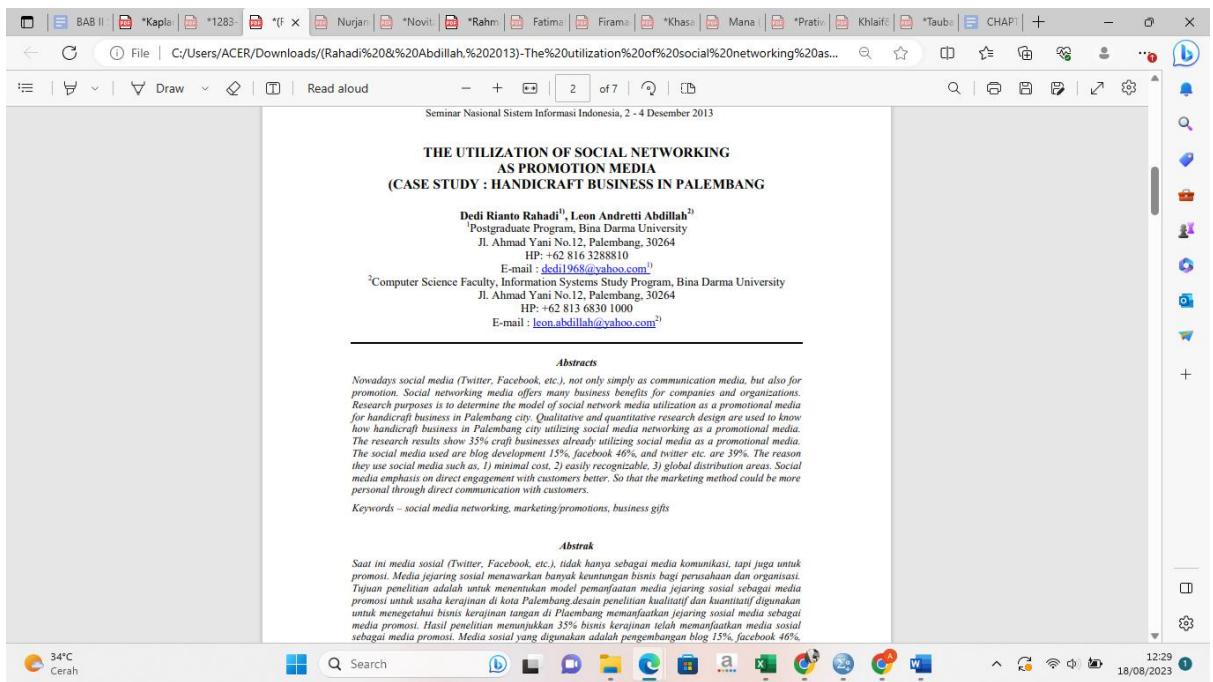
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2. Liedfray, Waani, and Lasut (2022)

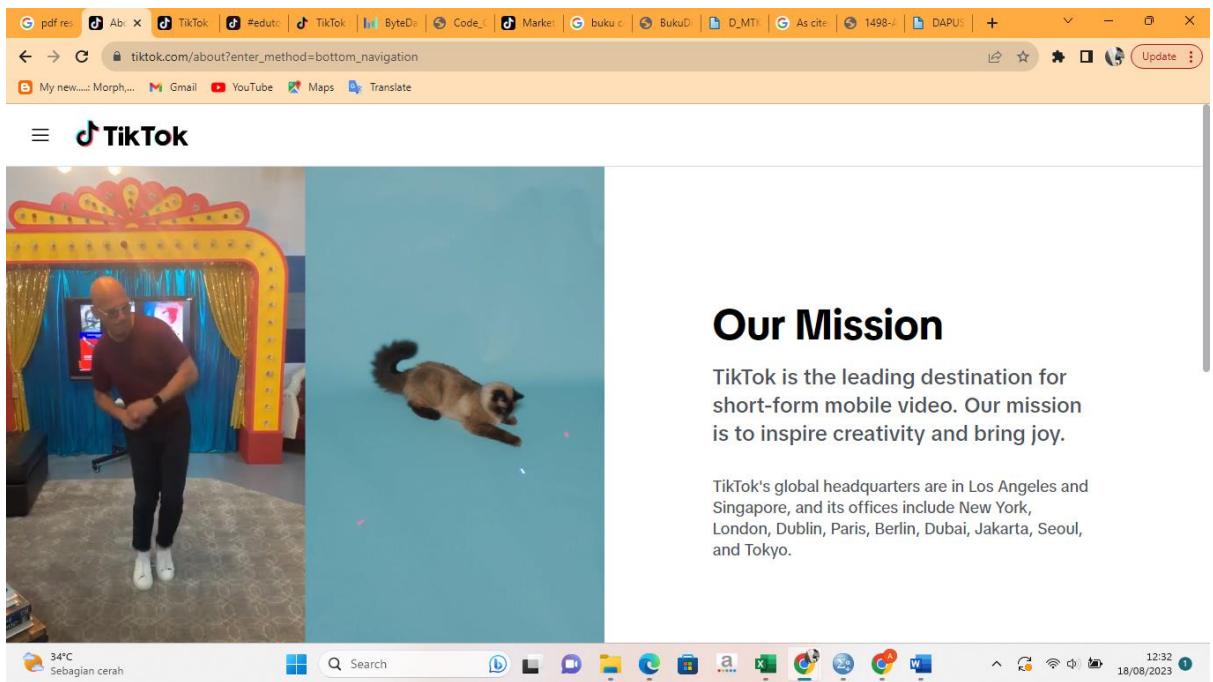


3. Rahadi & Abdillah (2013, p. 1)



4. TikTok Company

TikTok Company (2013)



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.

The screenshot shows the 'TikTok Rewards' section of the website. On the left, there is a sidebar with links to 'Eligibility', 'Benefits & Rewards' (which is highlighted in red), 'Program Overview', 'Safety', 'FAQs', 'Blog', 'Terms & Conditions', and 'Contact Us'. The main content area features a large heading 'What is TikTok Rewards and how can I earn them?'. Below this, a paragraph explains that TikTok Rewards is a token of appreciation from TikTok to users. It also states that rewards can be earned through inviting new users and participating in video watching tasks. Another section, 'What can I get with my TikTok Rewards?', is partially visible. The bottom of the page includes a footer with a weather forecast ('34°C Sebagian cerah'), a standard Windows taskbar with various icons, and a date/time stamp ('18/08/2023 12:34').

The screenshot shows a web browser window with the URL tiktok.com/forgood?enter_method=bottom_navigation. The page title is "TikTok for good". Below it, a large section is titled "Previous Campaigns". A video thumbnail features a woman with dark hair and blue eyes, wearing a pink beaded necklace, looking directly at the camera. To the right of the video, the text "#EduTok" is displayed in bold. A detailed description follows: "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". At the bottom of the page, there is a navigation bar with icons for weather (34°C), search, and various Windows system icons.

The screenshot shows a web browser window with the URL tiktok.com/tag/EduTok?langCountry=en. The page title is "TikTok". On the left, there is a sidebar with options: "For You", "Following", "Explore", "LIVE", and a "Log in" button. The main content area features a challenge titled "#edutok" with the tagline "Inspire by knowledge, grow via education. Start your journey to knowledge and inspiration on TikTok now!". It shows 167.2B views. Below this, there are five thumbnail images: a woman in a red dress, a man running, a man in military uniform saluting, a person on a motorcycle, and a man working on a vehicle. A safety warning overlay on the fourth thumbnail reads: "Participating in this activity could result in you or others getting hurt." At the bottom, there are links for "Get TikTok for desktop" and "Get TikTok App". The browser interface includes standard navigation and search bars, along with a taskbar at the bottom showing various application icons.

History of ByteDance

ByteDance was founded in 2012 by a team led by Yiming Zhang and Rubo Liang, who saw opportunities in the then-nascent mobile internet market, and aspired to build platforms that could enrich people's lives. The company launched Toutiao, one of its flagship products, in August 2012. It followed that success with the launch of Douyin in September 2016. Approximately a year later, ByteDance accelerated globalization with the launch of its global short video product, TikTok. It quickly took off in markets like Southeast Asia, signaling a new opportunity for the company. ByteDance acquired Musical.ly in November 2017 and subsequently merged it with TikTok. Today, the TikTok platform, which is available outside of China, has become the leading destination for short-form mobile videos worldwide.

In support of its mission to Inspire Creativity and Enrich Life, ByteDance has made it easy and fun for people to connect with, create and consume content. People are also able to discover and transact with a suite of more than a dozen products and services such as TikTok, CapCut, TikTok Shop, Lark, Pico and Mobile Legends: Bang Bang, as well as products and services specific to the China market, including Toutiao, Douyin, Fanqie, Xigua, Feishu and Douyin E-commerce.

ByteDance has over 150,000 employees based out of nearly 120 cities globally, including Austin, Barcelona,

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TikTok for developers

Our products

Build awesome experiences and powerful tools that inspire creativity and allow users to create, connect, and share the world

Login Kit

<https://developers.tiktok.com/doc/login-kit-overview/>

Share Kit

Products Docs Support

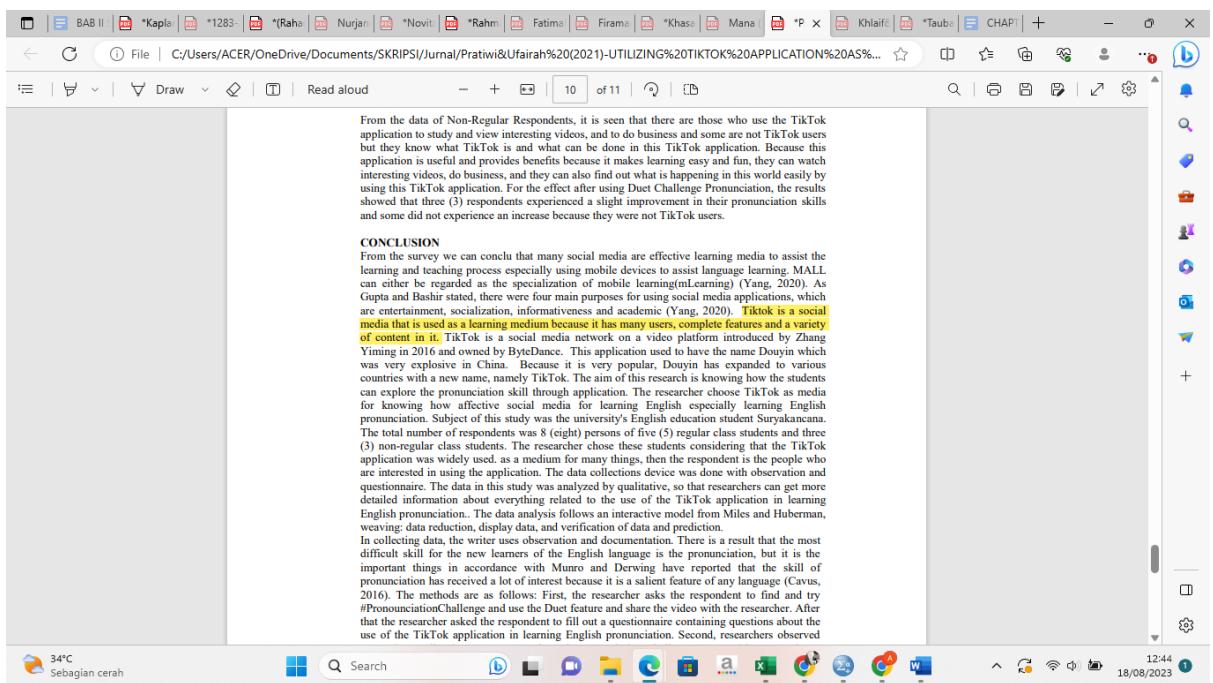
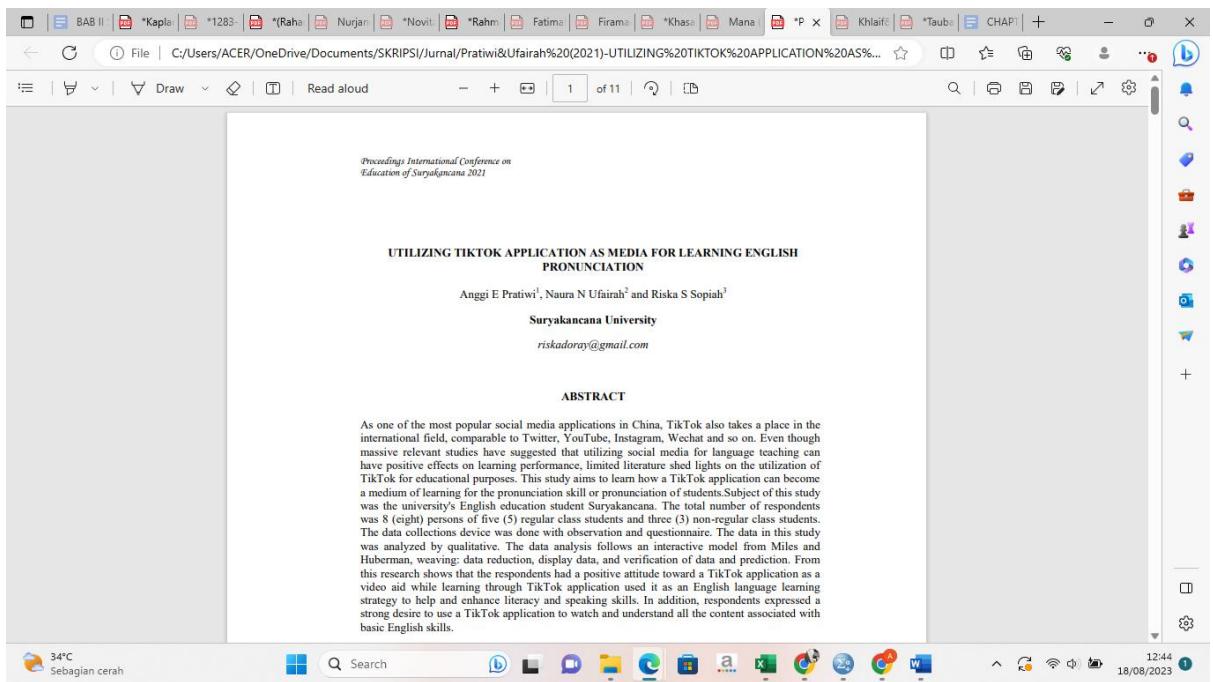
- [Login Kit](#)
- [Share Kit](#)
- [Content Posting API](#)
- [Embed videos](#)
- [Green Screen Kit](#)
- [Display API](#)
- [Research API](#)
- [Commercial Content API](#)

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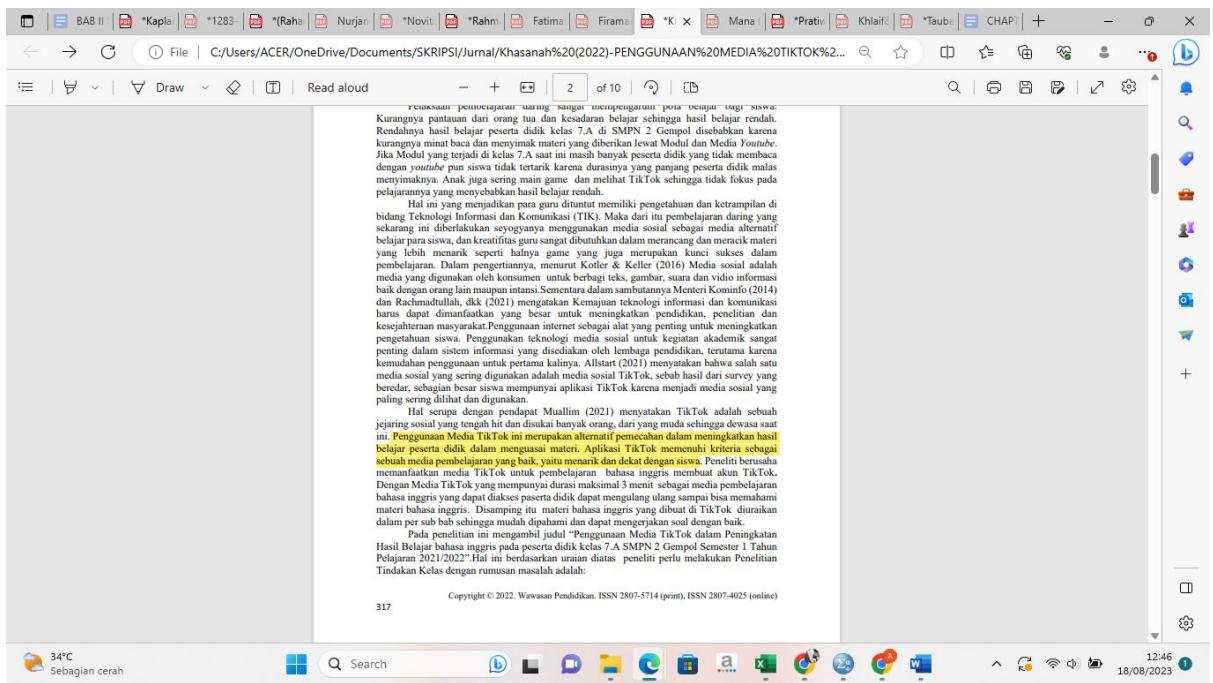
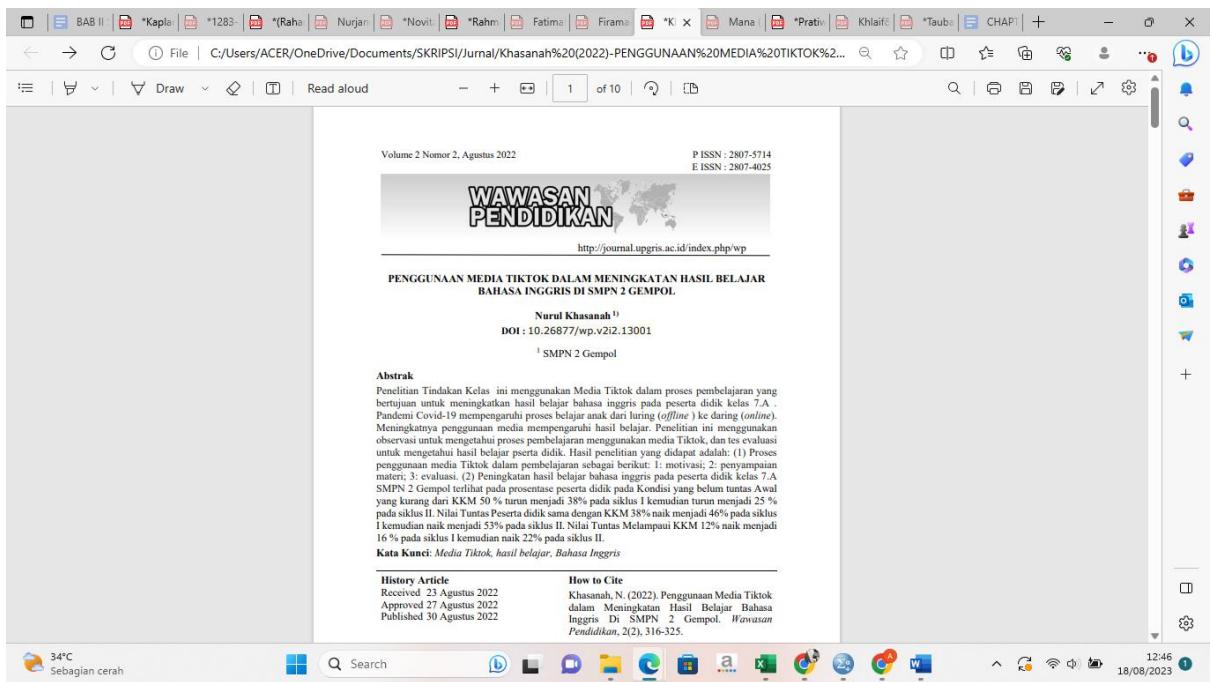
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5. Pratiwi, Ufairah & Sopiah (2021, p. 382)



6. Khasanah (2022, p. 317)



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

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Students' Perception on the Use of TikTok for Learning English

Novitasari¹, Ainul Addinna²
^{1,2}Universitas Negeri Padang
Email: keyvitaormia@gmail.com

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Abstract
Currently, there are many media that can be used to learn English independently, one of them is using TikTok social media. This study aims to know and describe students' perception on the use of TikTok for learning English. The participants of this study were students of the 2021 English Language Education study program who used TikTok to learn English, totaling 21 students filled out questionnaires and 6 students as interviewees. In determining the participants, the researcher used purposive sampling technique. This study used a descriptive method with a qualitative approach. In collecting data, the researcher used observation sheets, questionnaires and interviews. Based on the results of this study, it was found that students have a positive perception of using TikTok to learn English. Learning English by using TikTok can help students to improve their English skills. Learning English on TikTok is fun and stress-free. In addition, TikTok can help students to learn English easily. It has many video content, interesting content and easy to understand, can learn from native speakers, free and many others. However, learning English by using TikTok also has challenges such as internet network problems and costs for internet quota.

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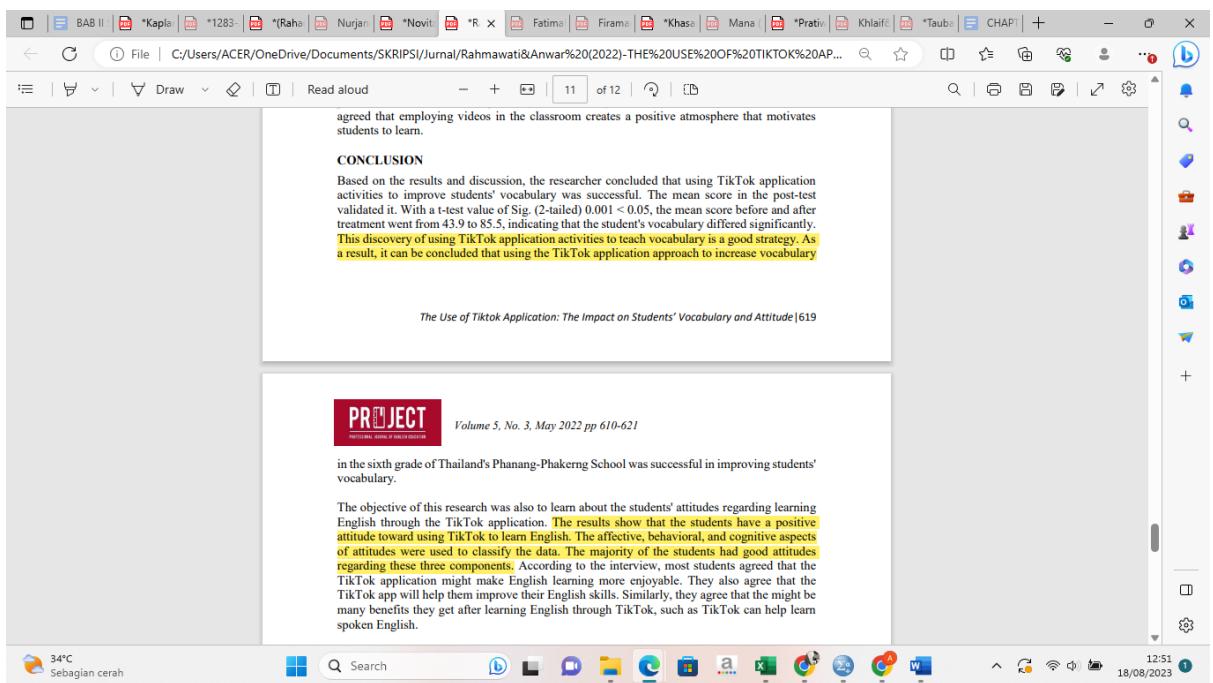
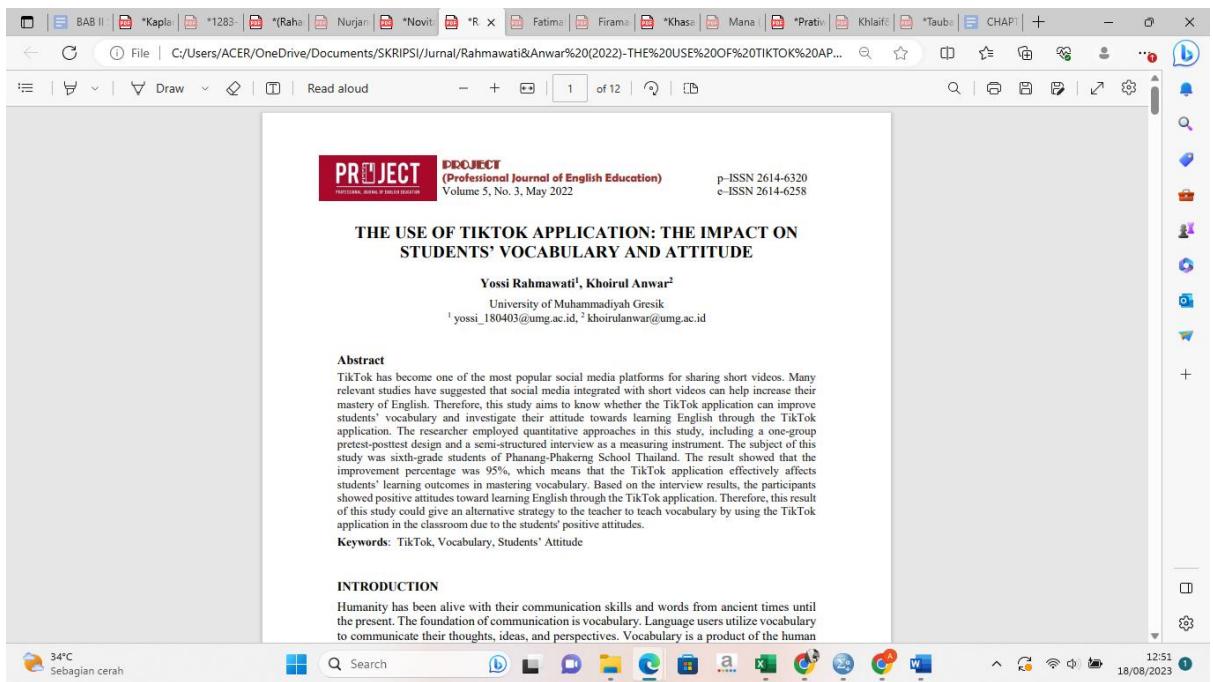
students.

CONCLUSION
Based on the findings, students have positive perception on the use of TikTok for learning English. They stated that TikTok provides opportunities for them to improve their English skills. Learning English on TikTok is fun, stress-free and they can enjoy learning more. So that it can increase their learning motivation. TikTok also allows students to be able to learn independently. In addition, TikTok has many advantages such as easy to access, there are many videos with various English topics, interesting contents and easy to understand, students can learn directly from native speakers, can be accessed anywhere and anytime for free and provide opportunities for students to get English communities, new friends, new knowledge, English modules, and information about new ways to learn English. Learning on TikTok, students can save videos, re-watch and practice them or by writing some notes. They can also follow the accounts they like. Students also mentioned the challenges they faced while learning English on TikTok, namely internet network problems, fees for internet quotas, random videos that can interfere with learning concentration, small opportunities to get responses from creators. Although it has weaknesses, TikTok is very worthy to be considered as a media for learning English.

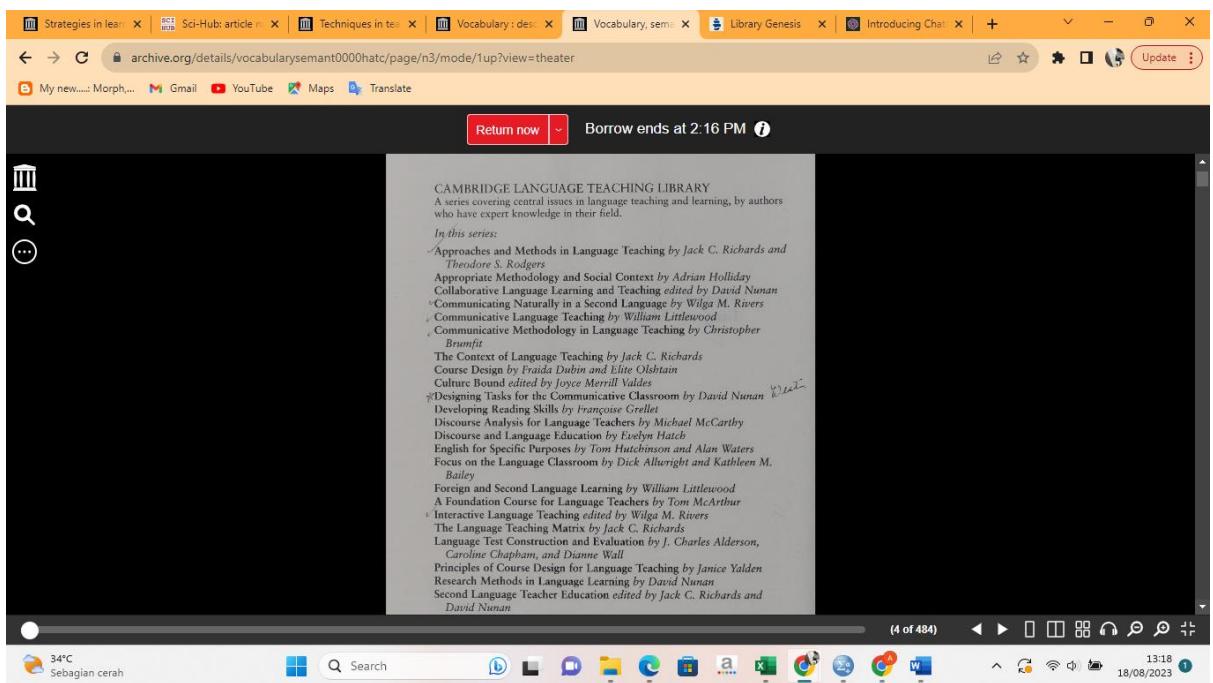
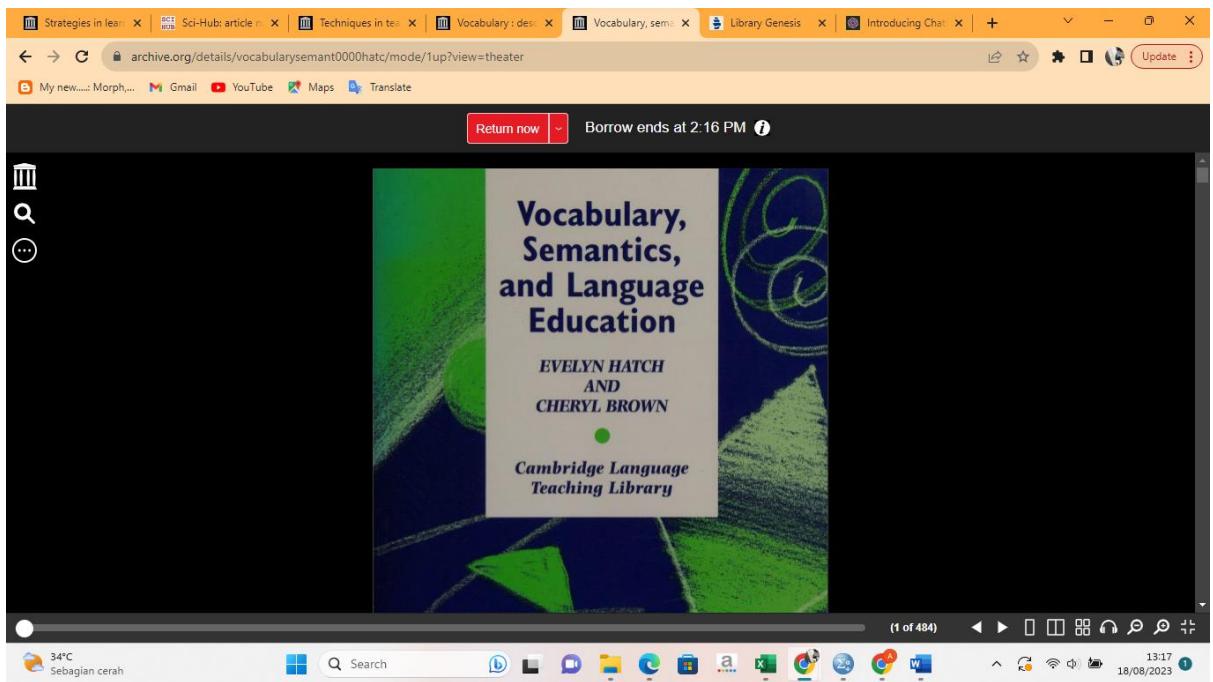
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Al Nakhalah, A. M. M. (2016). Problems and Difficulties of Speaking That Encounter English Language Students at Al Quds Open University. *International Journal of Humanities and Social Science Invention*, 5(12), 96–101.
Deksi, P., Languages, F. O., Education, A., Deksi, P., Languages, F. O., Education, A., Languages, F. O., & Education, A. (2021). *AN ANALYSIS OF STUDENTS BEHAVIOR IN LEARNING ENGLISH Prabaningtyas , An Analysis Of Students 2. 1–6*.
Ferstephanie, J., & Pratiwi, T. L. (2021). TikTok Effect to Develop Students' 578 EISSN: 2302-3198

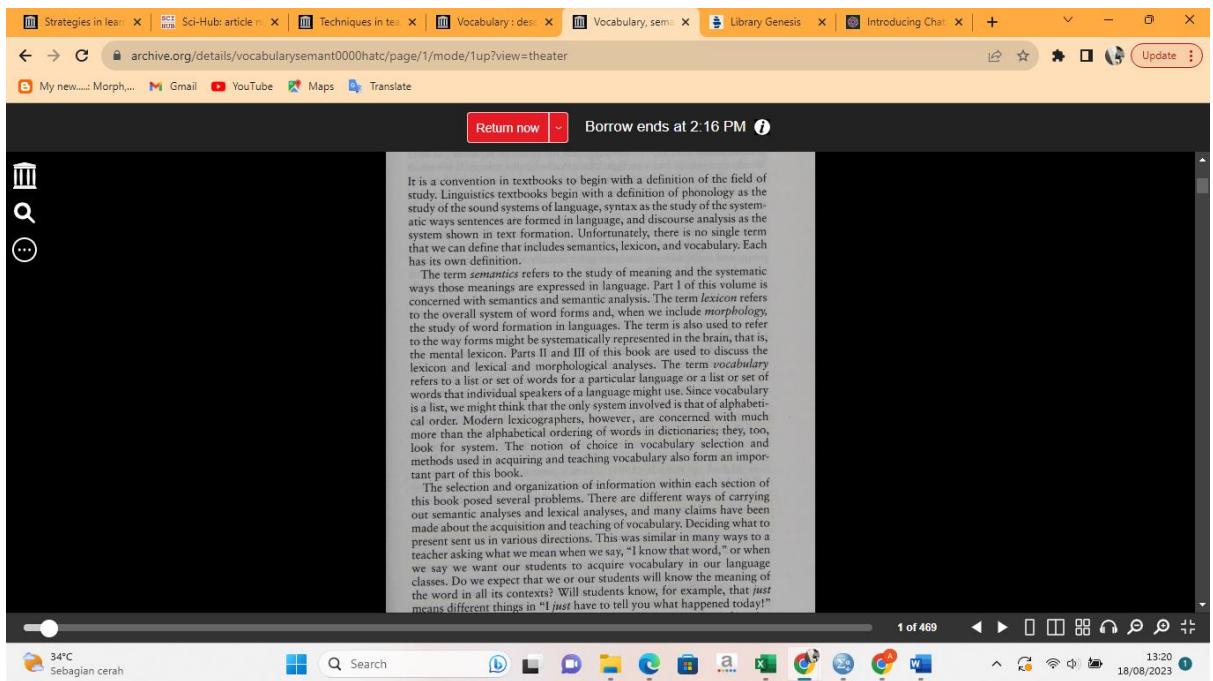
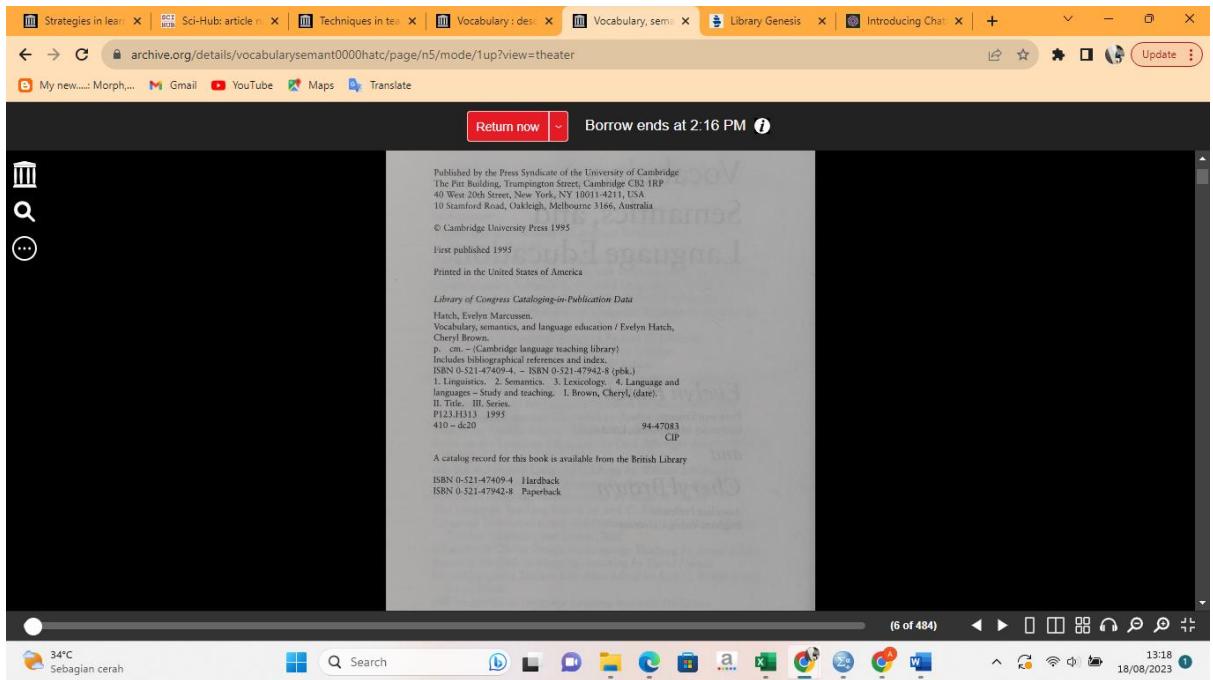
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8. Rahmawati & Anwar (2022, pp. 619-620)

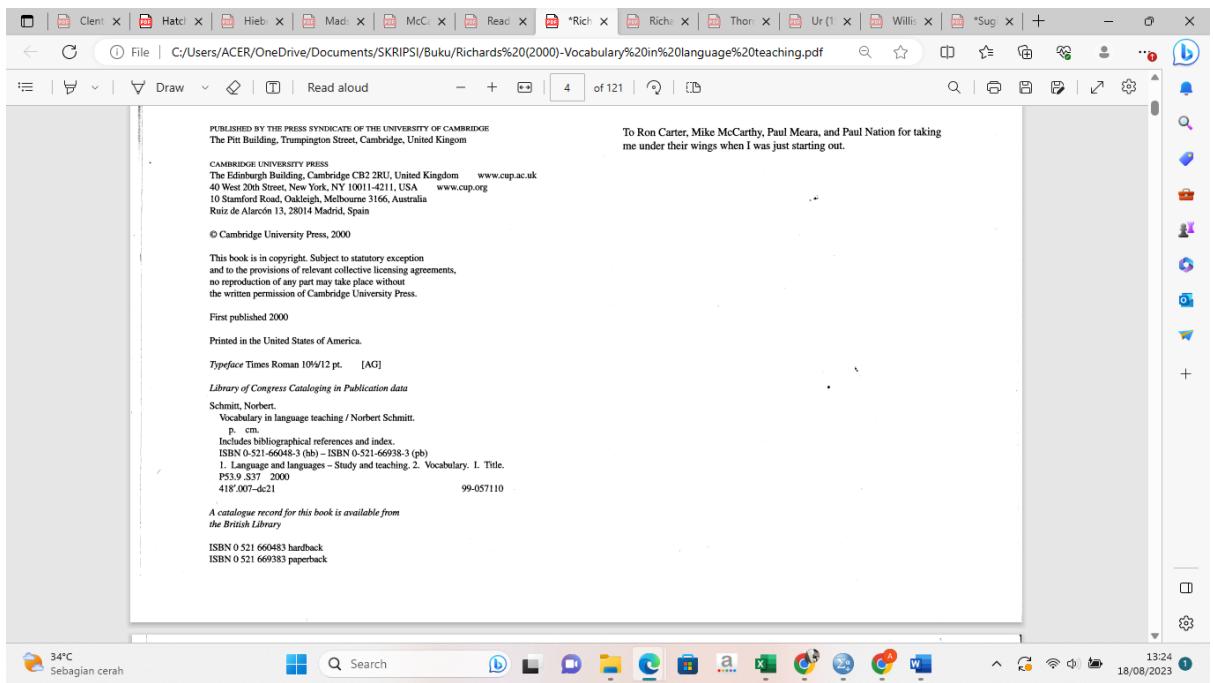
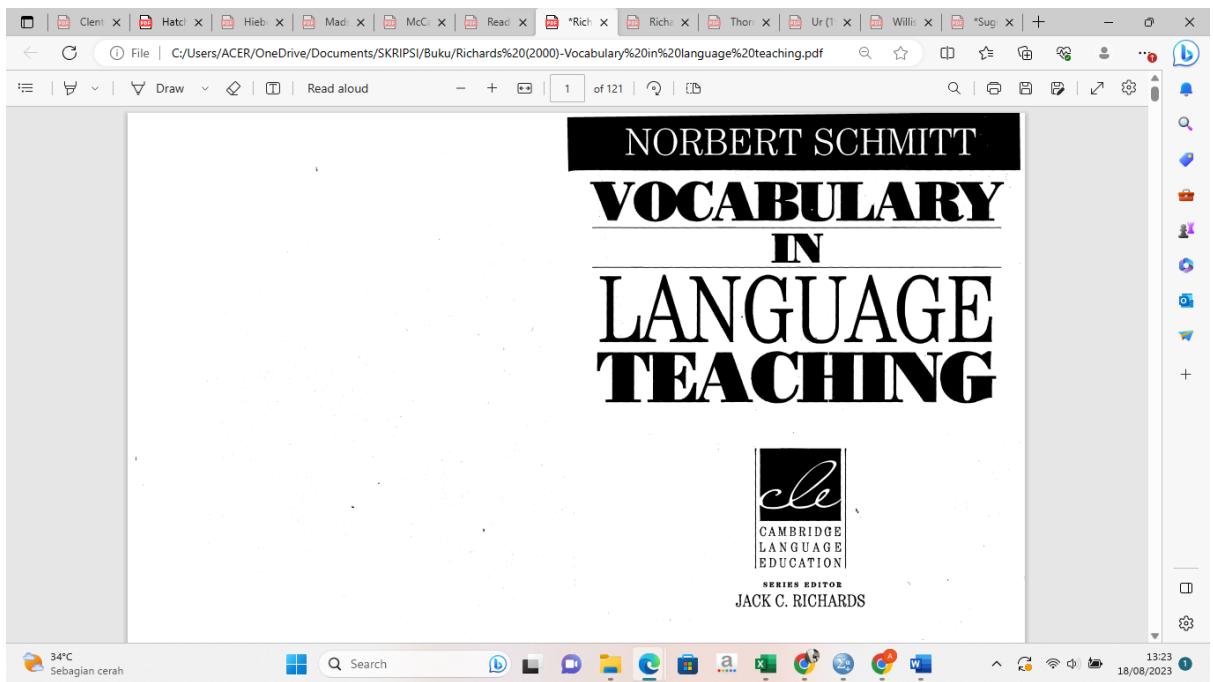


9. Hatch and Brown (1995, p. 1)





10. Richards (2000, p. 4)



4 Vocabulary in language teaching

in English, these figures indicate that building a native-sized vocabulary might be a feasible, although ambitious, undertaking for a second language learner.

Let us put the scope of this task into perspective. Imagine learning 15,000 to 20,000 telephone numbers. For each of these numbers you must remember the person and address connected with those numbers. This might be somewhat analogous to learning all of the various kinds of lexical knowledge attached to each word. Then, because these are word families and not single words, you would have to learn not only the singular number, but also the homonyms and feminine variants. Of course, vocabulary and phone numbers are not directly comparable, but the example does indicate the magnitude of achievement in learning a such a vocabulary.

Indeed, learning language is probably the most cognitively (mentally) challenging task a person goes through. But whereas the grammar of a language is largely in place by the time a child is 10 years old (Crystal, 1987, p. 243), vocabulary continues to be learned throughout one's lifetime. This is because the grammar of a language is made up of a limited set of rules, but a person is unlikely to ever run out of words to learn.

The complex nature of vocabulary

The mechanics of vocabulary learning are still something of a mystery, but one thing we can be sure of is that words are not instantaneously acquired, at least not for adult second language learners. Rather, they are gradually learned over a period of time from numerous exposures. This incremental nature of vocabulary acquisition manifests itself in a number of ways. We have all had the experience of being able to recognize and understand a word when we see it in a text or hear it in a conversation, but not being able to use it ourselves. This common situation shows that there are different degrees of knowing a word. Being able to understand a word is known as *receptive knowledge* and is normally connected with listening and reading. If we are able to produce a word of our own accord when speaking or writing, then that is considered *productive knowledge* (*passive/active* are alternative terms).

Introduction 5

heard and verbally used a word describing the formal charging of a criminal with a crime or offense. I never had the occasion to write this word, although I assumed from its pronunciation (in 'dayt') that the spelling was 'indict.' At the same time I had occasionally seen the word *indict*. I did not know what it meant, but assumed that it rhymed with *predict*. It was only later that I figured out that *indict* was the spelling for the word I had used for years to talk about law.

This anecdote shows that framing mastery of a word only in terms of receptive versus productive knowledge is far too crude. I had good productive mastery of the word *indict*, for example, but not over its written form. This suggests that we also need to consider the written form of learning a word. Of course, everyone realizes that a word's meaning must be learned before that word can be of any use. In addition, there is the practical matter of mastering either the spoken or the written form of the word before it can be used in communication. A person who has not thought about the matter may believe that vocabulary knowledge consists of just these two facets—meaning and word form. But the potential knowledge that can be known about a word is rich and complex. Nation (1990, p. 31) proposes the following list of the different kinds of knowledge that a person must master in order to know a word.

- the meaning(s) of the word
- the written form of the word
- the spoken form of the word
- the grammatical behavior of the word
- the collocations of the word
- the register of the word
- the associations of the word
- the frequency of the word

These are known as types of *word knowledge*, and most or all of them are necessary to be able to use a word in the wide variety of language situations one encounters. The different types of word knowledge are not necessarily learned at the same time, however. As we have seen, being able to use a word in oral discourse does not necessarily entail being able to spell it. Similarly, a person will probably know at least one meaning for a word before

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

12 Vocabulary in language teaching

based on logic, analogy, or personal taste. The result was a dictionary that would remain unchallenged in influence until Noah Webster published an American version in the following year.

The main language teaching methodology from the beginning of the nineteenth century was *Grammar-Translation*. A lesson would typically have one or two new grammar rules, a list of vocabulary items, and some practice examples to translate from L1 (first language) into L2 (second language) or vice versa. The approach was originally reformist in nature, an attempt to make language learning easier through the use of example sentences and lists of words. However, the method developed and grew into a very controlled system, with a heavy emphasis on accuracy and explicit grammar rules, many of which were quite obscure. The content focused on reading and writing literary materials, which highlighted the obsolete vocabulary of the classics. In fact, the main criterion for vocabulary selection was often its ability to illustrate a grammar rule (Zimmerman, 1997). Students were largely expected to learn the necessary vocabulary through the use of word lists, which the bilingual dictionary an important reference tool.

As the method became increasingly pedantic, a new pedagogical direction was needed. One of the main problems with Grammar-Translation was that it focused on the ability to *analyze* language, and not the ability to *use* it. In addition, the emphasis on reading and writing did little to promote an ability to communicate orally in the target language. By the end of the nineteenth century, a new method had emerged, known as the *Direct Method*, or simply as the *Direct Method*. It emphasized exposure to oral language, with listening as the primary skill. Meaning was related directly to the target language without the step of translation, and explicit grammar teaching was downplayed. It imitated how a native language is naturally learned, with listening first, then speaking, and only later reading and writing. The focus was squarely on oral communication, with a heavy emphasis on the four processes involving the employment of the L1 in the classroom. It was thought that vocabulary would be acquired naturally through the interactions during lessons. Concrete vocabulary was explained with pictures or through physical demonstration, with initial vocabulary being kept simple and familiar, for example, objects in the classroom or clothing. Thus, vocabulary was connected with reality as much as possible. Only abstract words were presented in the traditional way of being grouped according to topic or association of ideas (Zimmerman, 1997).

History of vocabulary in language learning 13

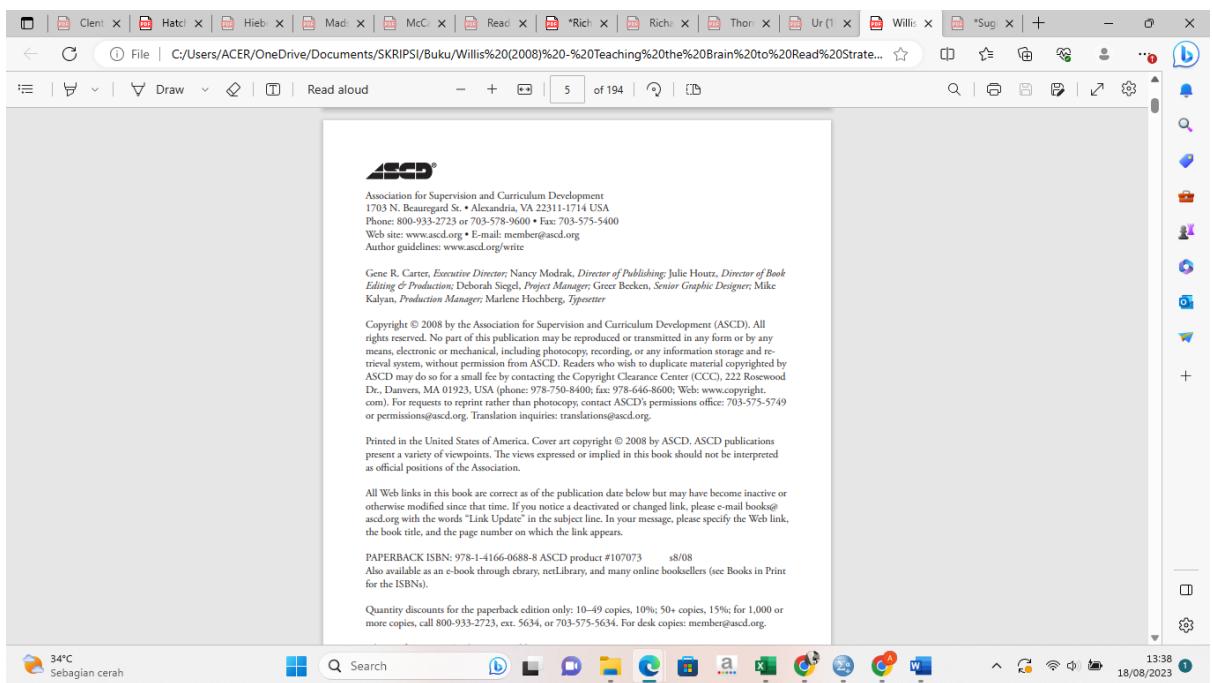
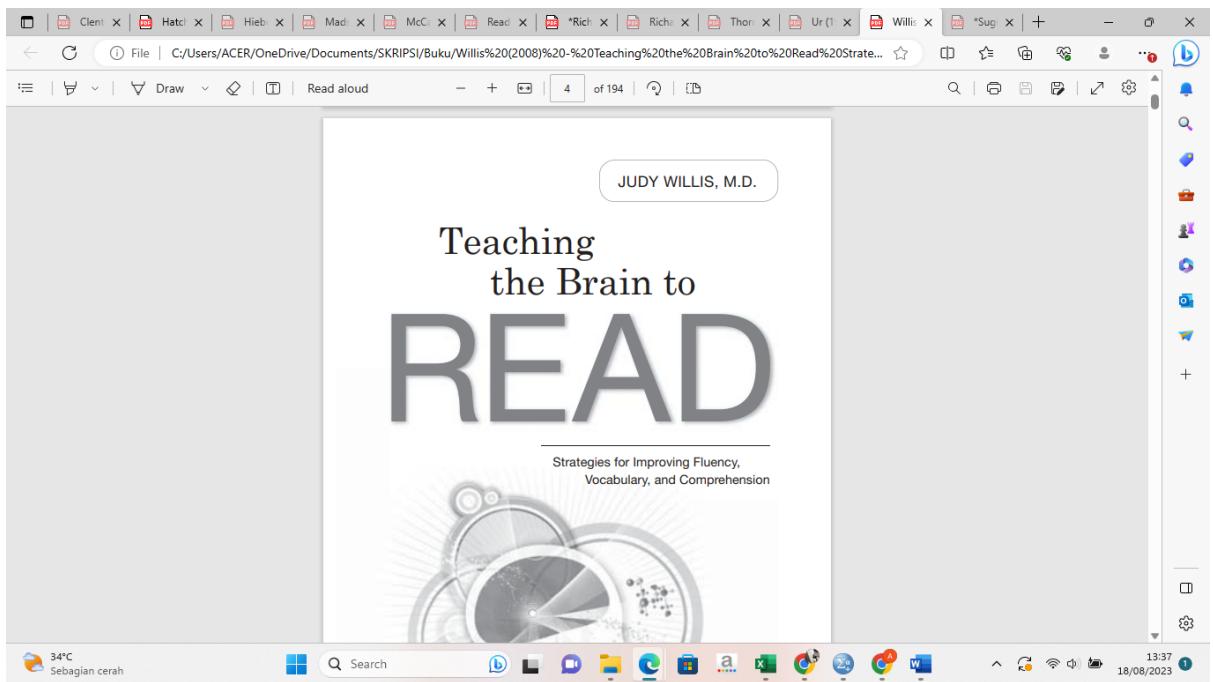
the case. It minimized L1 learning, but did not take into account the differences between L1 and L2 learners. One key difference is that L1 learners have abundant exposure to the language, whereas learners of a second language typically have little, usually only a few hours per week for a year or two. In the United States, the 1920 Coleman Report took this limited instruction time into account, and concluded that it was not sufficient to develop overall language proficiency. It decided to recommend a more limited goal: teaching secondary students how to read in a foreign language. This was based on the assumption that what could be achieved in schools, particularly as relatively few people learned intensively in the early twentieth century. At the same time, in Britain, Michael West was stressing the need to facilitate reading skills by improving vocabulary learning. The result was an approach called the *Reading Method*, and it held sway, along with Grammar-Translation and the Direct Method, until World War II.

During the war, the weaknesses of all of the above approaches became obvious to Americans. They had to learn a language quickly who were not necessarily fluent in foreign language. It needed a method to quickly train its soldiers in oral/natural skills. American structural linguists stepped into the gap and developed a program that borrowed from the Direct Method, especially its emphasis on listening and speaking. It drew its rationale from behaviorism, which essentially said that language learning was a result of habit formation. Thus the method included activities that were believed to reinforce "good" language habits, such as close attention to pronunciation, intensive oral drilling, a focus on intonation, and other pronunciation features. Students were expected to learn through drills rather than through an analysis of the target language. The students who went through the "Army Method" were mostly mature and highly motivated, and their success was dramatic.

This success meant that the method naturally continued after the war, and it came to be known as *Audiolingualism*. Because the focus in Audiolingualism was on rote learning, learning the vocabulary was expected to be relatively easy, and so was selected according to its simplicity and familiarity (Zimmerman, 1997). New vocabulary was rationed, and only added when necessary to keep the drills viable. "It was assumed that good language habits, and exposure to the language itself, would eventually lead to an increased vocabulary" (Coady, 1993, p. 4), so no clear method of extending vocabulary later on was spelled out. A similar approach was current in Britain from the 1940s to the 1960s. It was called the *Situational Approach*, from its grouping of lexical and grammatical items according to

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



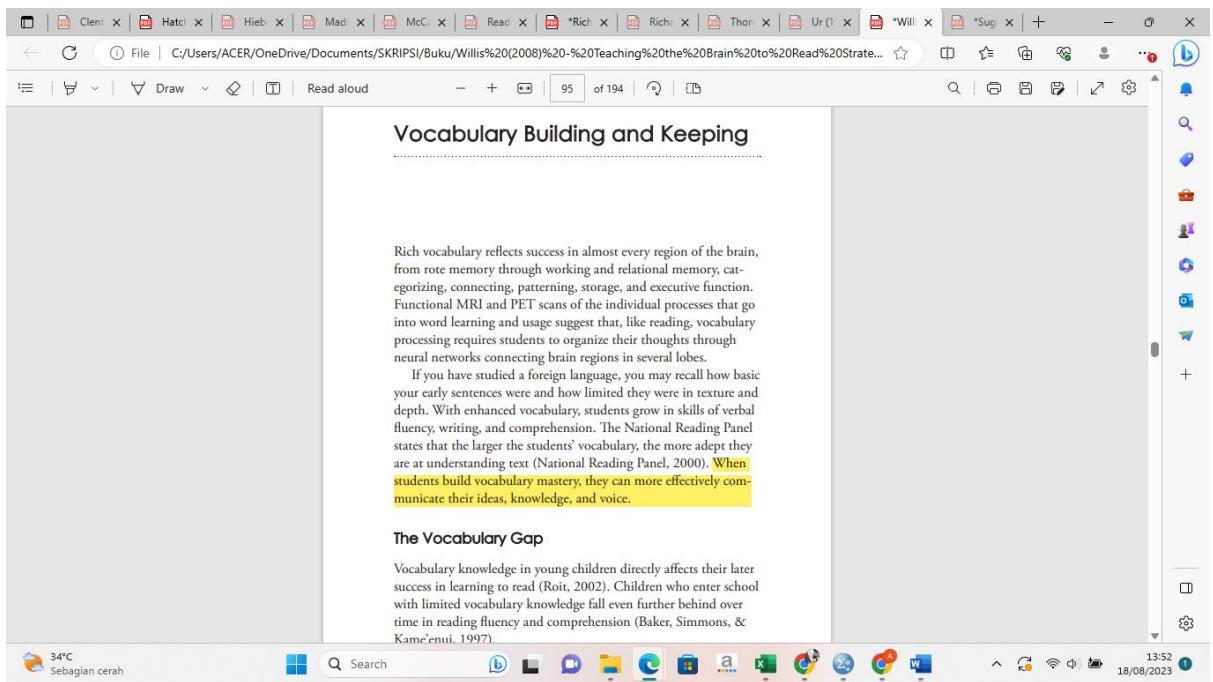
Vocabulary Building and Keeping

Rich vocabulary reflects success in almost every region of the brain, from rote memory through working and relational memory, categorizing, connecting, patterning, storage, and executive function. Functional MRI and PET scans of the individual processes that go into word learning and usage suggest that, like reading, vocabulary processing requires students to organize their thoughts through neural networks connecting brain regions in several lobes.

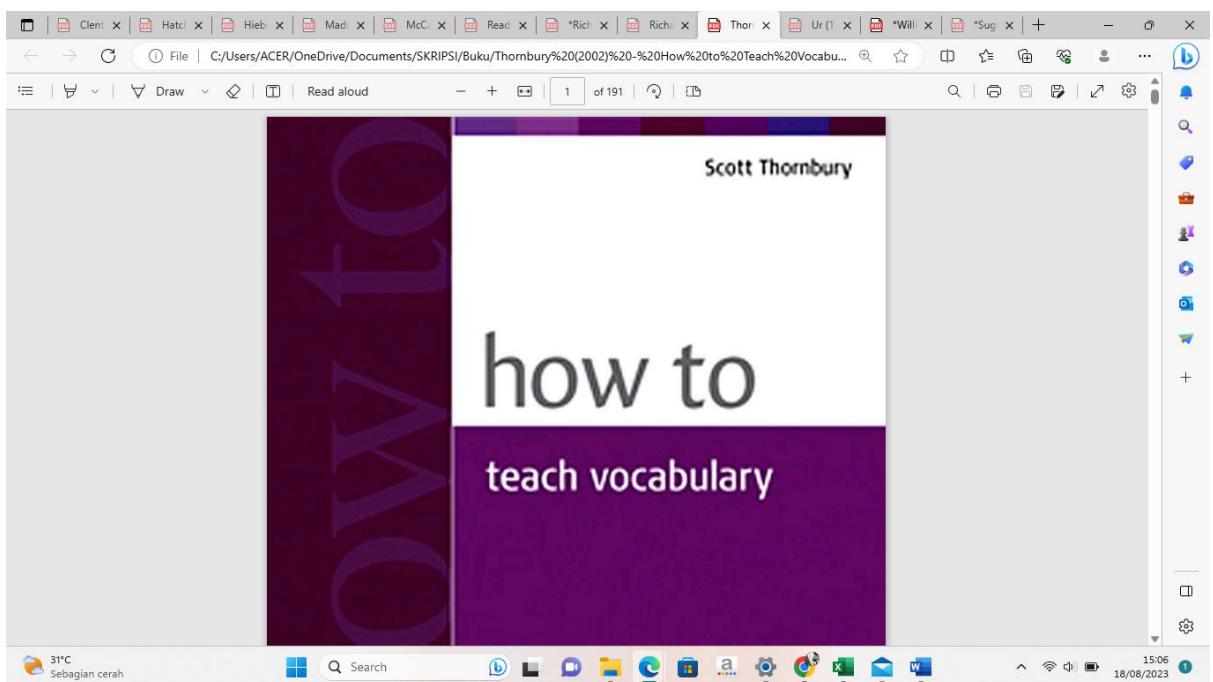
If you have studied a foreign language, you may recall how basic your early sentences were and how limited they were in texture and depth. With enhanced vocabulary, students grow in skills of verbal fluency, writing, and comprehension. The National Reading Panel states that the larger the students' vocabulary, the more adept they are at understanding text (National Reading Panel, 2000). When students build vocabulary mastery, they can more effectively communicate their ideas, knowledge, and voice.

The Vocabulary Gap

Vocabulary knowledge in young children directly affects their later success in learning to read (Roit, 2002). Children who enter school with limited vocabulary knowledge fall even further behind over time in reading fluency and comprehension (Baker, Simmons, & Kame'enui, 1997).



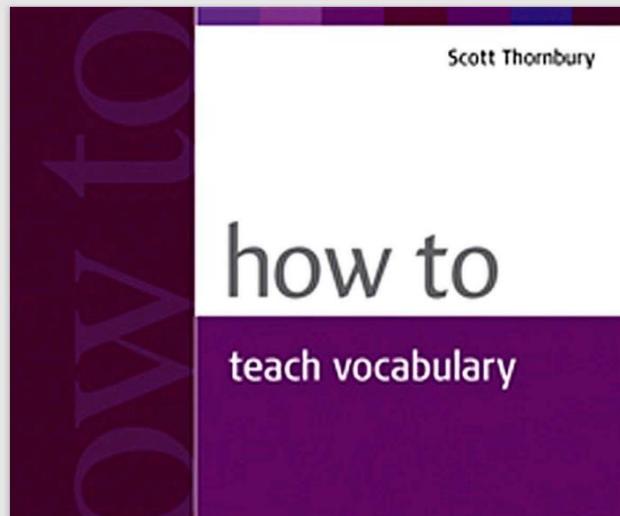
13. Thornburry (2002, p. 13)



Scott Thornbury

how to
teach vocabulary

OW TO



The screenshot shows a Microsoft Edge browser window displaying a PDF document from C:/Users/ACER/OneDrive/Documents/SKRIPSI/Buku/Thornbury%20(2002)%20-%20How%20to%20Teach%20Vocabu... The page number 19 is visible at the top right. The content includes a list of questions under the heading 'How many words does a learner need to know?' followed by a section titled 'How important is vocabulary?' containing a quote from David Wilkins and several student statements. A small note at the bottom right indicates '13'.

● How many words does a learner need to know?
● How are words remembered?
● Why do we forget words?
● What makes a word difficult?
● What kind of mistakes do learners make?
● What are the implications for teaching?

How important is vocabulary?

'Without grammar very little can be conveyed, without vocabulary *nothing* can be conveyed.' This is how the linguist David Wilkins summed up the importance of vocabulary learning. His view is echoed in this advice to students from a recent coursebook (Dellar H and Hocking D, *Innovations*, LTP): 'If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words!'

Most learners, too, acknowledge the importance of vocabulary acquisition. Here are some statements made by learners, in answer to the question *How would you like to improve your English?*

- Oral is my weakness and I can't speak a fluent sentence in English. Sometimes, I am lack of useful vocabularies to express my opinions.
- My problem is that I forget the words soon after I have looked in the dictionary. For example when I read a English book.
- I would like to improve my vocabulary. I have the feeling that I always use the same idiomatic expressions to express different sort of things.
- I'd like to enlarge my vocabulary (this word I also had to find in dictionary). Too often my speaking is hard caused by missing words.

However, vocabulary teaching has not always been very responsive to such problems, and teachers have not fully recognised the tremendous communicative advantage in developing an extensive vocabulary. For a long

13

14. McCharty (1990, p. viii)

The screenshot shows a Microsoft Edge browser window displaying the title page of a book. The title is 'Language Teaching: A Scheme for Teacher Education' and the editors are C N Candlin and H G Widdowson. Below this, the main title of the book is 'Vocabulary' and the author is Michael McCarthy. The page number 1 is visible at the top right. The status bar at the bottom shows '10:02 22/08/2023'.

Language Teaching:
A Scheme for Teacher Education

Editors: C N Candlin and H G Widdowson

Vocabulary

Michael McCarthy

Vocabulary

It is the experience of most language teachers that the single, biggest component of any language course is vocabulary. No matter how well the student learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meanings, communication in an L2 just cannot happen in any meaningful way. And yet vocabulary often seems to be the least systematized and the least well catered for of all the aspects of learning a foreign language. The purpose of this book is to look at what we do know about the vocabulary of a language like English and to reflect on how this has been applied in language teaching.

In Section One we look at theoretical, descriptive, and psycholinguistic models of the vocabulary of English. We consider to what extent the vast word-store of English can be said to be organized, whether in terms of the systematic semantic relations among words, or how words are organized in the mind, or how words are patterned in their actual use by speakers and writers of the language.

Section Two considers how the insights of Section One have been translated into vocabulary teaching materials and lexical reference works. It attempts to get below the surface of published materials to trace the links between them and the theoretical and descriptive models that have informed them (whether consciously or only subconsciously as general trends in language teaching have changed) from an emphasis on simply teaching facts about language systems to language as communication, to language learning as an interactive process, and towards individualization.

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

**TEACHING
AND LEARNING
VOCABULARY**

Bringing Research to Practice

Edited by

Elfrida H. Hiebert
Michael L. Kamil

Vocabulary

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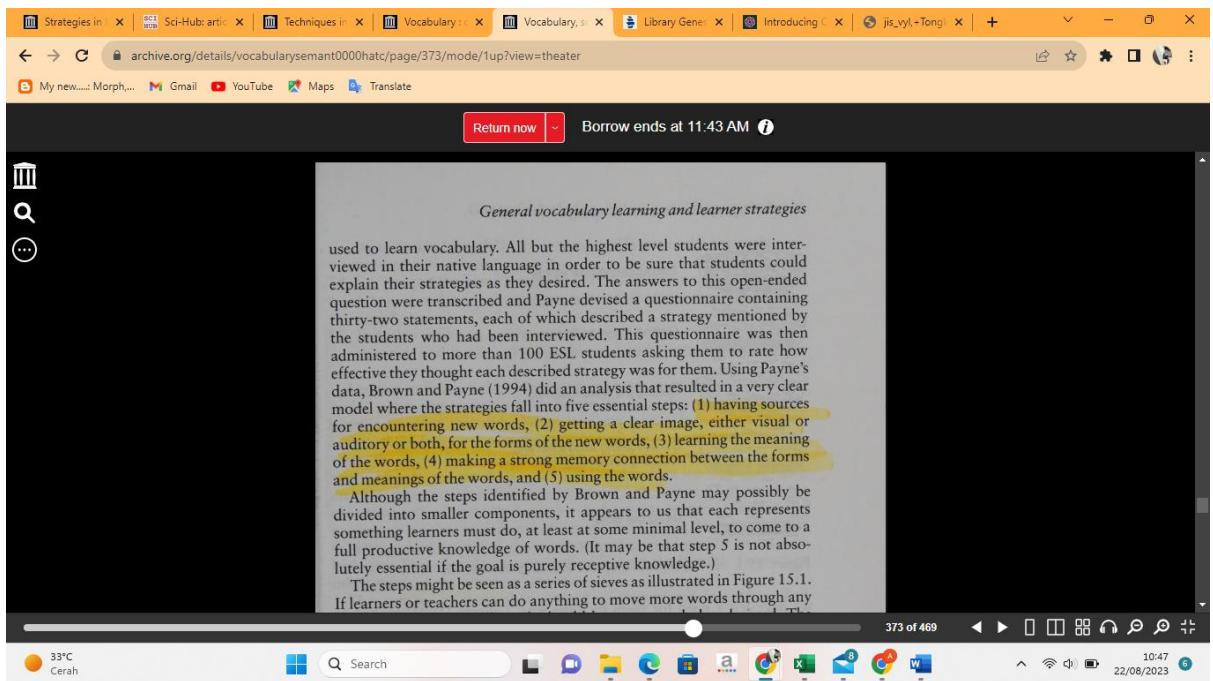
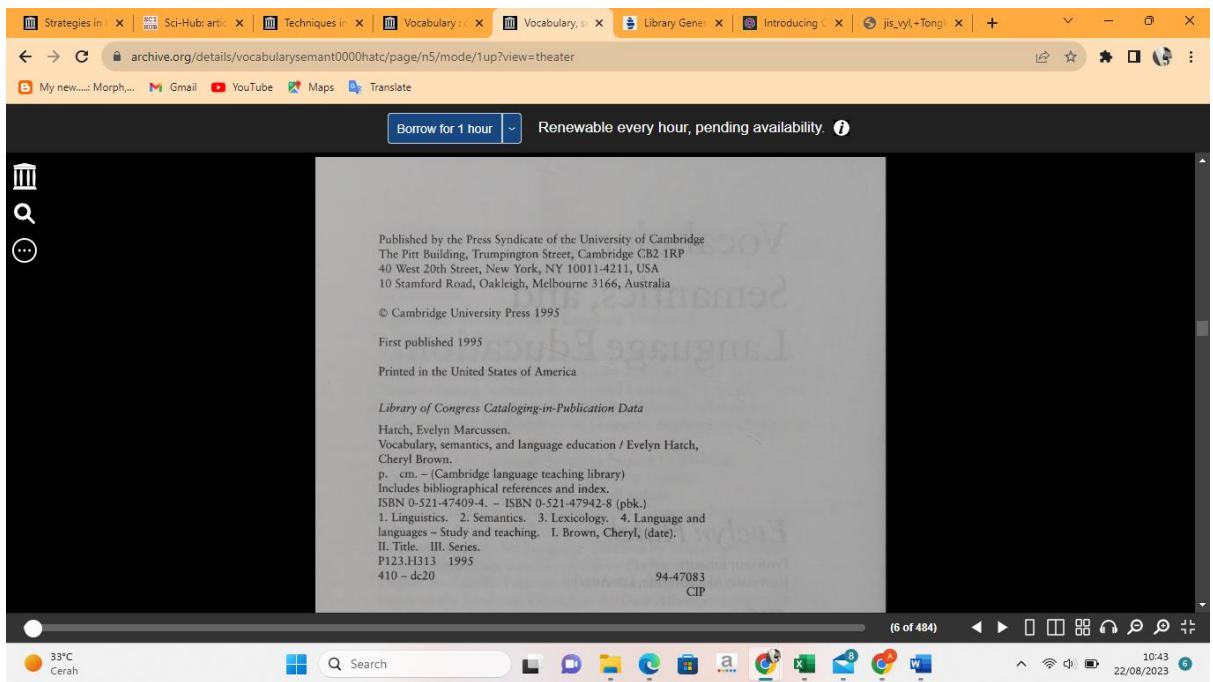
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16. Hatch & Brown (1995, p. 373)

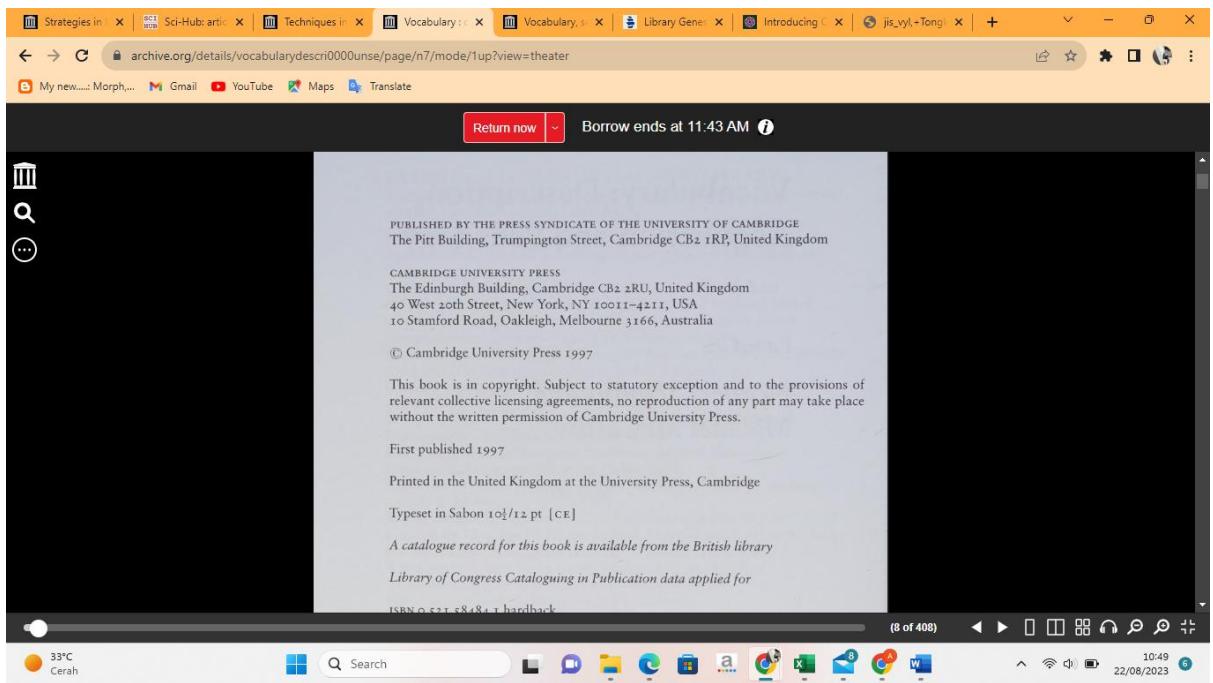
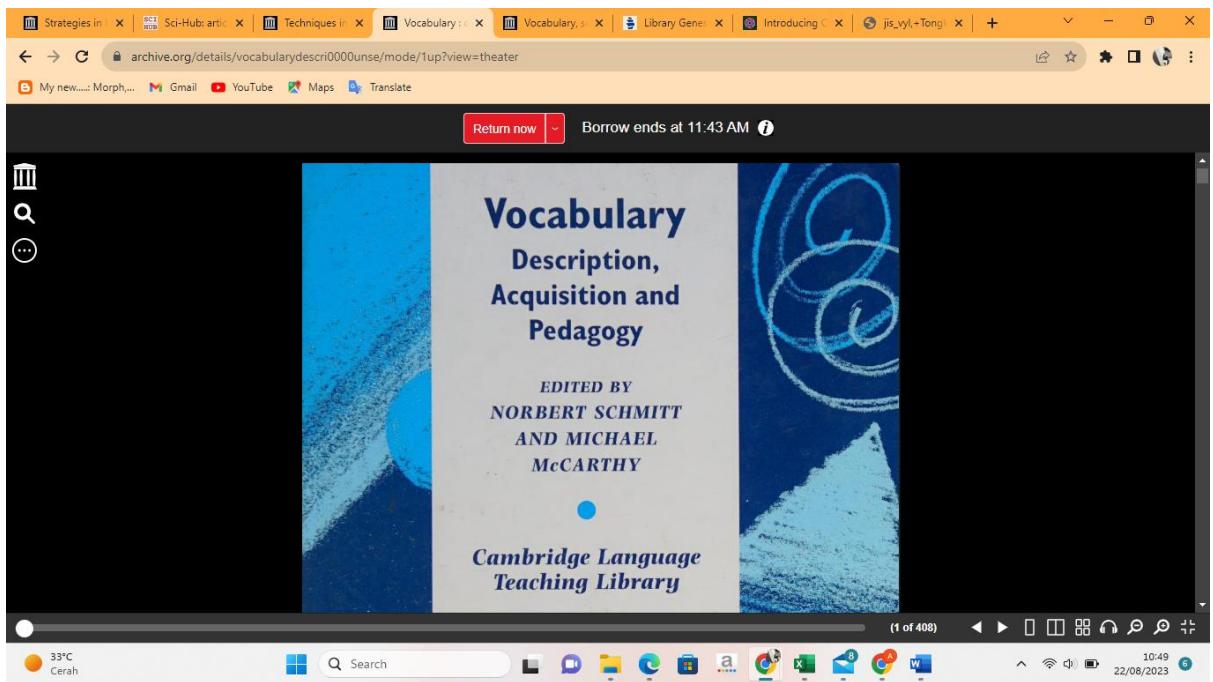
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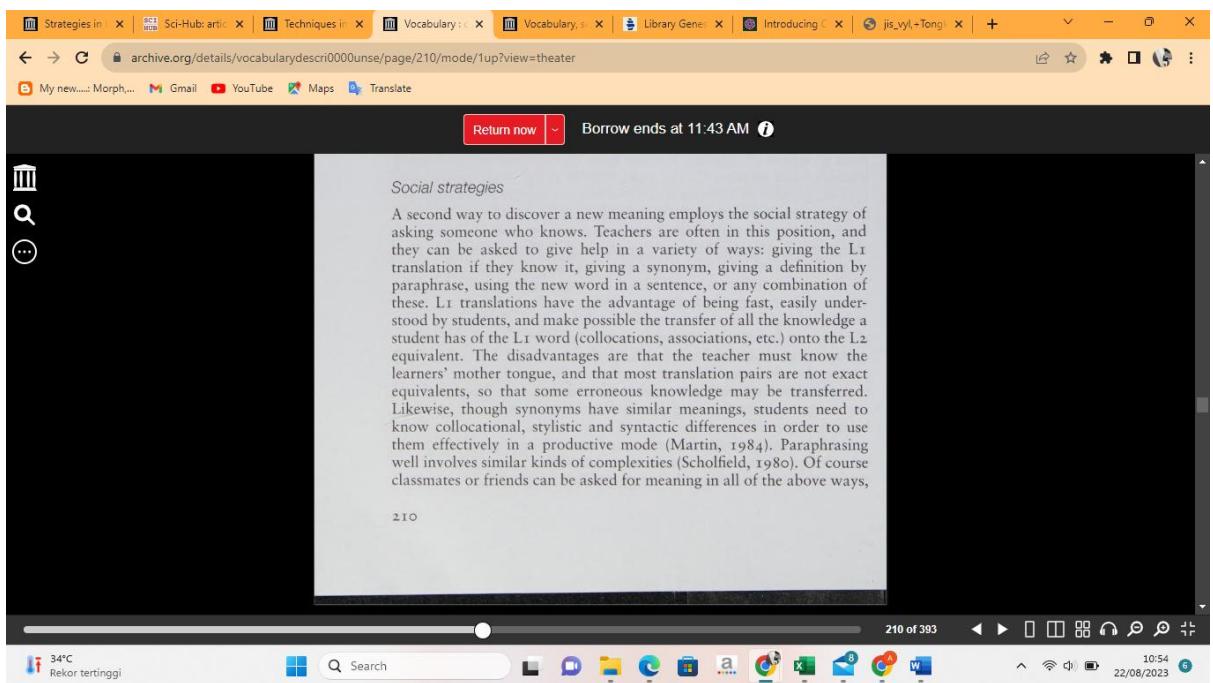
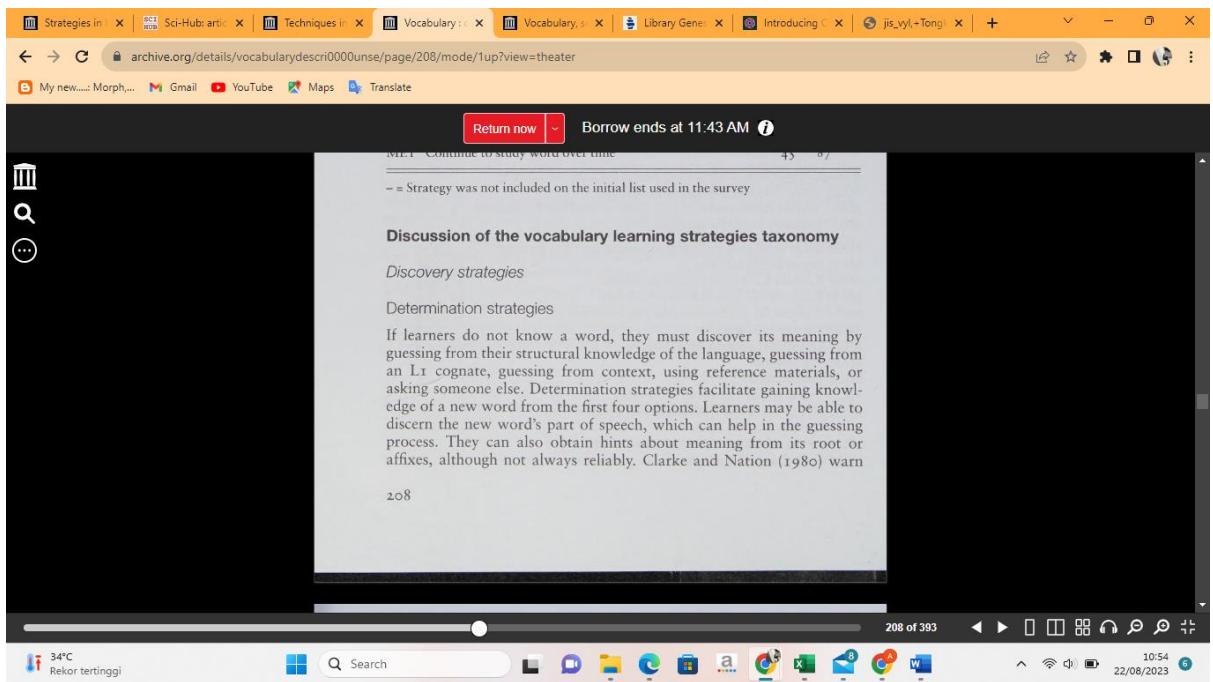
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*Cambridge Language
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17. Schmitt & McCharthy (1997, pp. 208-216)





The screenshot shows a Microsoft Edge browser window displaying a document from archive.org. The title of the page is "Consolidation strategies". A red box highlights the section "Social strategies". The text discusses how group work can be used to learn or practise vocabulary. Another red box highlights a paragraph about native speakers enrolled in a British university averaging vocabulary gains of 1,325 words per six months compared to 275 word gain previously in their home countries.

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 modelling/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 (Krumsch, 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.

The screenshot shows a Microsoft Edge browser window displaying a document from archive.org. The title of the page is "Consolidation strategies". A red box highlights the section "Memory strategies". The text discusses how memory strategies (mnemonics) involve relating the word to be retained with some previously learned knowledge. Another red box highlights a paragraph explaining that mnemonics work by utilizing principles of psychology, specifically encoding and retrieval cues.

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.

Vocabulary and acquisition

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tional differences between sets of similar words (Channell, 1981; Gairns and Redman, 1986; McCarthy, 1990).

Cognitive strategies

Cognitive strategies in this taxonomy are similar to memory strategies, but are not focused so specifically on manipulative mental processing; they include repetition and using mechanical means to study vocabulary. Written and verbal repetition, repeatedly writing or saying a word over and over again, are common strategies in many parts of the world. They are so entrenched that students often resist giving them up to try other ones (O'Malley and Chamot, 1990). Although the Depth of Processing Hypothesis (Craik and Lockhart, *op. cit.*; Craik and Tulving, *op. cit.*) calls their utility into question, it must be admitted that there are many learners who have used these strategies to reach high levels of proficiency.

Word lists and flash cards can be used for the initial exposure to a word, but most students continue to use them to review it afterwards. One main advantage of flash cards is that they can be taken almost anywhere and studied when one has a free moment (Brown, 1980). Another is that they can be arranged to create logical groupings of the target words (Gairns and Redman, *op. cit.*; Cohen, 1990).

Another kind of cognitive strategy is using study aids. Taking notes in class invites learners to create their own personal structure for newly learned words, and also affords the chance for additional exposure during review. Students can also make use of any special vocabulary sections in their textbooks to help them study target words. One

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expanding rehearsal.

Metacognitive strategies

Metacognitive strategies are used by students to control and evaluate their own learning, by having an overview of the learning process in general. As such, they are generally broad strategies, concerned with more efficient learning. To efficiently acquire an L₂, it is important to maximize exposure to it. If the L₂ is English, the pervasiveness of English-medium books, magazines, newspapers and movies in most parts of the world offers an almost endless resource (if cost is not a problem). The strategy of interacting with native speakers whenever possible also increases input, and could be considered a metacognitive strategy if it is used as a controlling principle of language learning. Testing oneself gives input into the effectiveness of one's choice of learning strategies, providing positive reinforcement if progress is being made or a signal to switch strategies if it is not.

One can maximize the effectiveness of one's practice time if it is scheduled and organized rather than random. It has been shown that most forgetting occurs soon after the end of a learning session. After that major loss, the rate of forgetting slows. Taking this into account, the 'principle of expanding rehearsal' suggests that learners should review new material soon after the initial meeting, and then at gradually increasing intervals (Pimsleur, 1967; Baddeley 1990: 156-8). One explicit memory schedule proposes reviews five to ten minutes after the end of the study period; then 24 hours later; then one week later, one

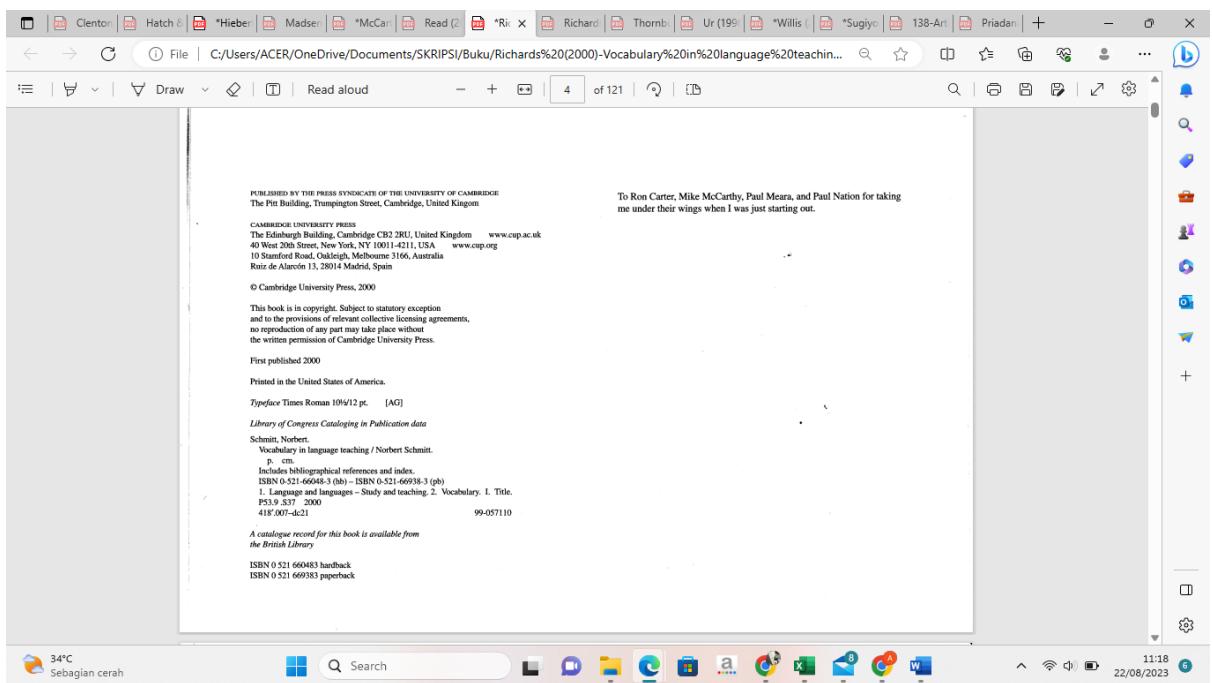
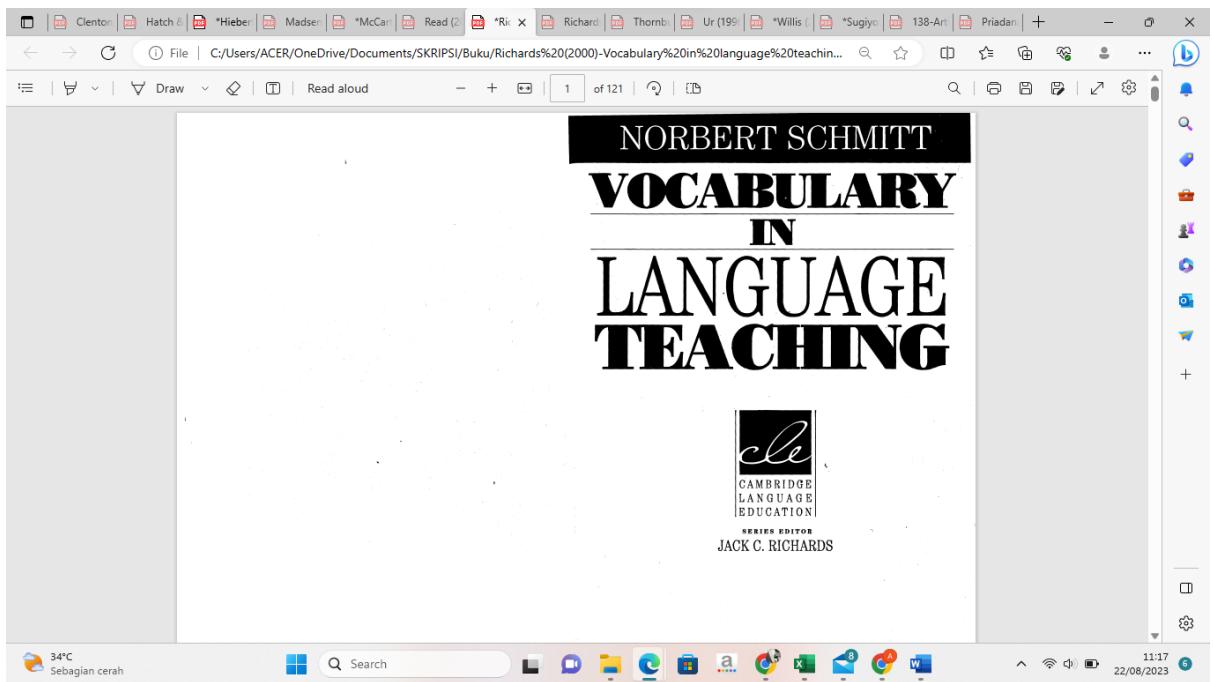
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18. Richards (2002, p. 135)



134 Vocabulary in language teaching

Strategy group

Strategy

Strategies for the discovery of a new word's meaning

- DET Analyze part of speech
- DET Analyze affixes and roots
- DET Cognize L1 cognates
- DET Analyze available pictures or gestures
- DET Guess meaning from textual context
- DET Use a dictionary (bilingual or monolingual)

SOC

- Ask teacher for a synonym, paraphrase, or L1 translation of new word
- SOC Ask classmates for meaning

Strategies for consolidating a word once it has been encountered

- SOC Study and practice meaning in a group
- SOC Interact with native speakers

MEM

- Connect word to a previous personal experience
- MEM Associate the word with its coordinates
- MEM Connect the word to its synonyms and antonyms
- MEM Use semantic maps
- MEM Image word form
- MEM Image word's meaning
- MEM Use Keyword Method
- MEM Group words together to study them
- MEM Study the spelling of a word
- MEM Say new word aloud when studying
- MEM Use physical action when learning a word

COG

- Verbal repetition
- COG Written repetition
- COG Word lists
- COG Put word labels on physical objects
- COG Keep a vocabulary notebook

MET

- Use English-language media (songs, movies, newscasts, etc.)
- MET Use spaced-word practice (expanding rehearsal)
- MET Test oneself with word tests
- MET Skip or pass new word
- MET Continue to study word over time

Source: Schmitt, 1997.

Vocabulary acquisition 135

Such a long list becomes unwieldy unless it is organized in some way, so it is categorized in two ways. First, the list is divided into two major classes: (1) strategies that are useful for the initial discovery of a word's meaning, and (2) those useful for remembering that word once it has been introduced. This reflects the different processes necessary for working out a new word's meaning (discovery) and for consolidating it in memory for future use. Second, the strategies are further clustered into groups. These contain strategies used by an individual when faced with discovering a new word's meaning without recourse to another person's expertise (*Determination strategies* [DET]). This can be done through guessing from one's structural knowledge of a language, guessing from an L1 cognate, guessing from context, or using reference materials.

Second, the strategies are grouped together with other people to improve language learning. One can ask teacher or classmates for information about a new word and they can answer in a number of ways (synonyms, translations, etc.). One can also study and consolidate vocabulary knowledge with other people, although my research shows that most learners (at least my Japanese subjects) preferred to study vocabulary individually.

Memory strategies (MEM) (traditionally known as *mnemonic*) involve retrieving stored knowledge and using it to learn new words. This often involves using some form of imagery, or grouping. A new word can be integrated into many kinds of existing knowledge (e.g., previous experiences or known words) or images can be custom-made for retrieval (e.g., images of the word's form or meaning attributes). Grouping is an important way to aid recall, and people seem to organize words into groups naturally without prompting. If words are organized into groups, then memory organization, recall, and retrieval are simplified (Coffe, Bruce, & Reicher, 1966; Craik & Tulving, 1975).

Another kind of memory strategy involves focusing on the target word's orthographic or phonological form to facilitate recall. The use of physical action while learning has been shown to facilitate language recall (Salz & Donnenwerth-Nolan, 1981). Asher (1977) has made it the basis for a whole methodology, the Total Physical Response Method (TPR), which seems to be especially suitable for teaching children of primary school age.

It is worth noting that memory strategies generally involve the kind of elaborative mental processing that facilitates long-term retention. This takes time, but the time expended will be well spent if used on important words that really need to be learned, such as high-frequency vocabulary and technical words essential in a particular learner's field of study. A learner may not have time to "deeply process" every word encountered, but it is certainly worth attempting for key lexical items.

19. Richards (2000, pp 146-147)

NORBERT SCHMITT

VOCABULARY

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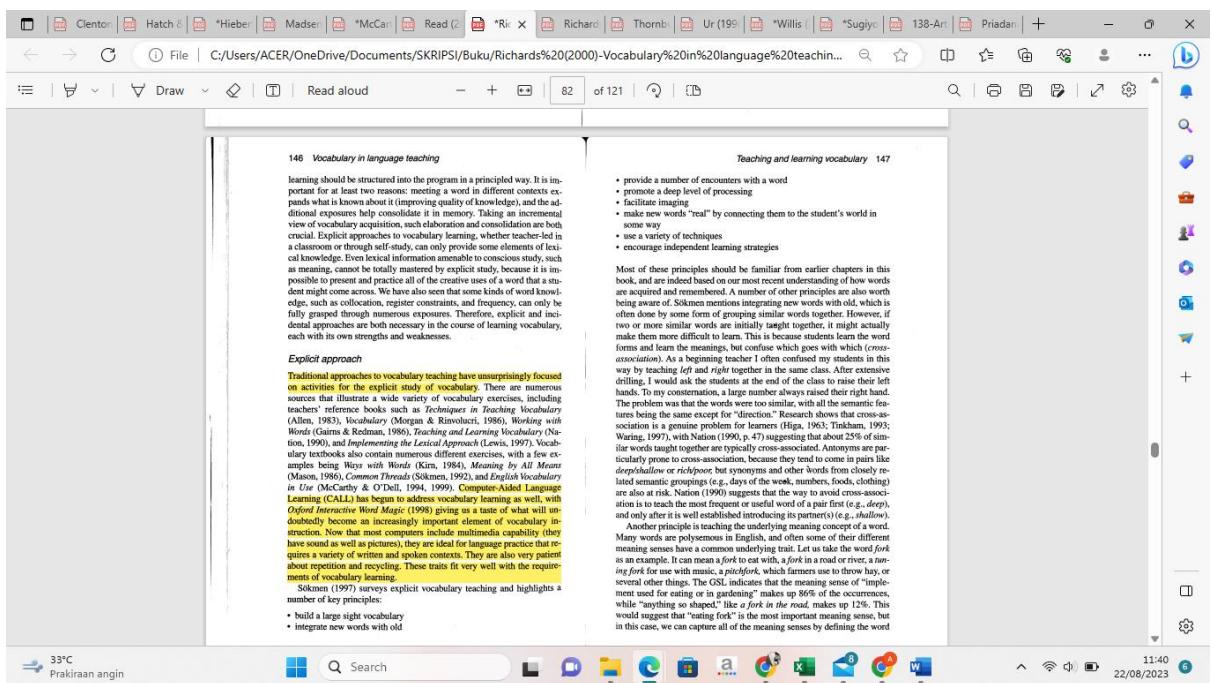
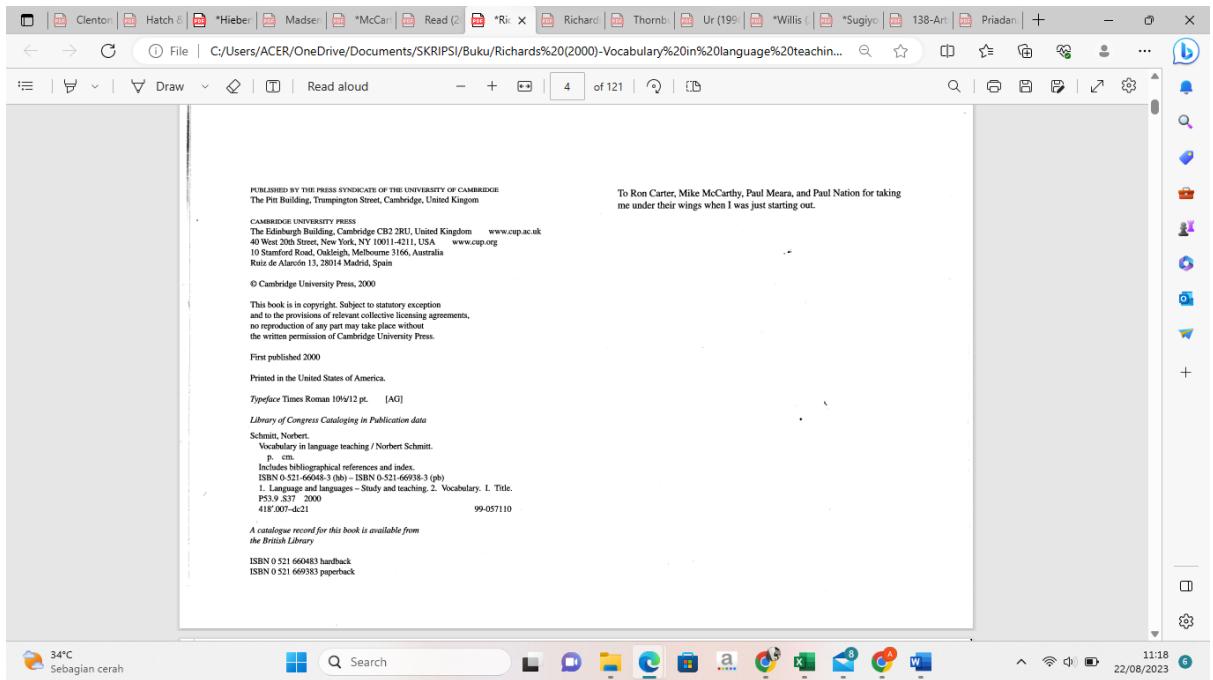
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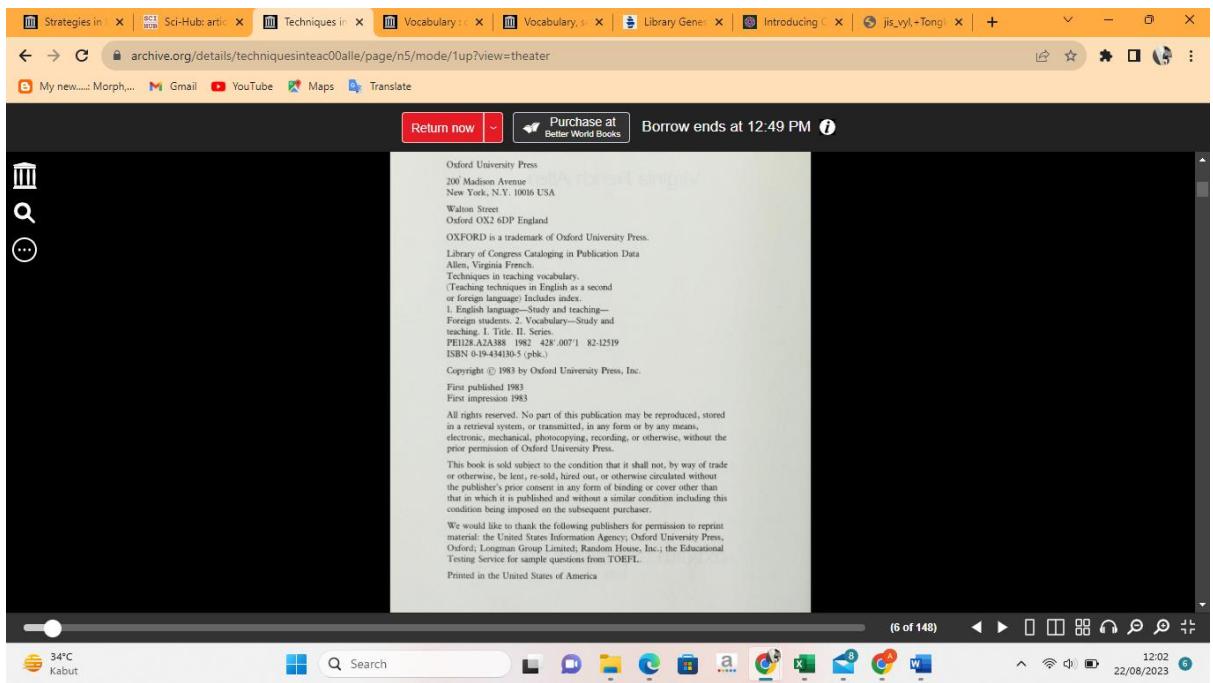
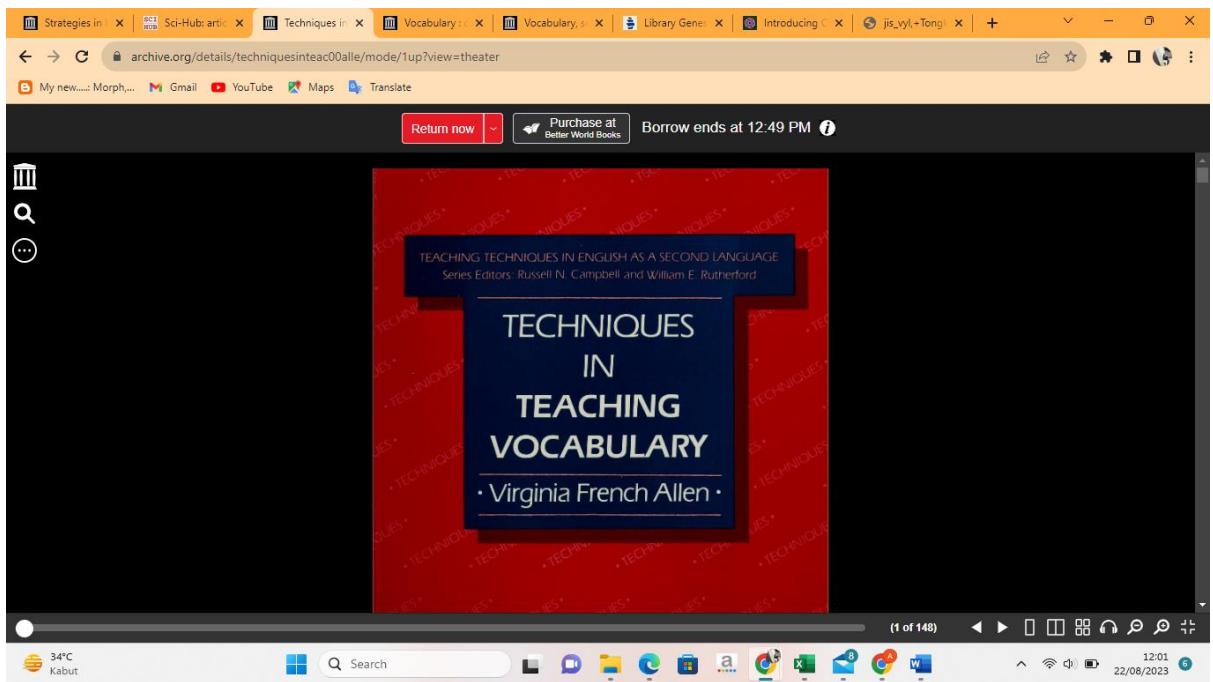


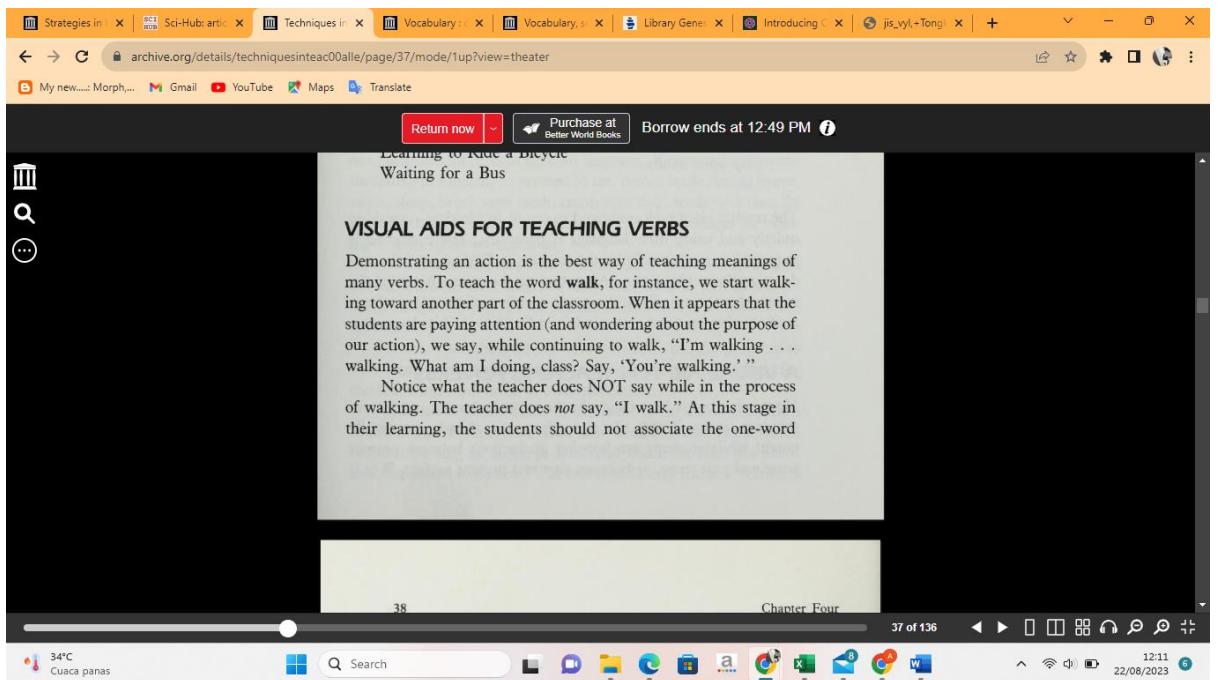
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20. Allen, F. N. (1983)





21. Rahmasiah (2021, pp 15-16)



15

It is the test during which the test-takers are required to fill the gap during a sentence having certain context with available options. The test writer must notice that the context shouldn't contain itself words that the test takers are unlikely to understand.

7. Techniques in Teaching Vocabulary

Some vocabulary teaching techniques as follows:

- a. Contrast (Opposite/Antonyms)
Teachers can present the meaning of 'empty' by contra sing it with 'full', 'cold' by contra sing it with 'hot', big by contra sing it with 'small', students will learn two words rather than one.
- b. Explanation
This technique are often better used with intermediate students. Explaining the meaning of a word must include explaining any fact of word use which are relevant. If teachers explain the meaning of 'mate (friend)', they need to means that it's a colloquial word utilized in informal contexts which it's more often used for males for females.

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22. Madsen(1993, p. 12)

This unique series of books, especially designed to meet the needs of the classroom teacher, presents the most current thinking in the field as well as practical answers to the question of what to do on Monday morning.

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CHAPTER TWO
VOCABULARY TESTS

The purpose of vocabulary tests is to measure the comprehension and production of words used in speaking or writing. After a brief discussion of *what* words to test, the balance of the chapter will illustrate *how* to evaluate vocabulary mastery.

Four general kinds of vocabulary tests are presented. The first, limited response, is for beginners. These test items require either a simple physical action like pointing at something or a very simple verbal answer such as "yes" or "no." The second, multiple-choice completion, is a test in which a sentence with a missing word is presented; students choose one of four vocabulary items given to complete the sentence. A third type, multiple-choice paraphrase, is a test in which a sentence with one word underlined is given. Students choose which of four words is the closest in meaning to the underlined item. A fourth kind of test, simple completion (words), has students write in the missing part of words that appear in sentences. Concluding the discussion of each test type you will find a summary of the advantages and limitations of the test type presented. The discussion of test types 2, 3, and 4 also includes a list of alternate forms of the technique being described.

Simply choosing difficult words or random lists of words doesn't make much sense. Somehow we need to find out which words our students need to know. Occasionally the problem is solved by a course syllabus that tells what words must be learned.

taught in English at upper levels. In this situation, you can ask the mathematics teacher, for example, to provide technical words and phrases that need to be mastered for his course. Another way is to record the words that students misuse. These become test items. Still other sources are your textbook, reader, and exercise manual. Finally, do not overlook the words and phrases needed to run the class, such as "Take your seat" or "the assignment for tomorrow." These are useful test items at the beginning level.

Deciding how to test vocabulary is related to how we teach it. Most ESL teachers today do not recommend having students simply memorize lists of words. Instead, they teach students to find the meaning of words through the context of the sentence, and they help increase comprehension by teaching important affixes (happy: unhappy/beauty: beautiful). In testing vocabulary, we also need to avoid presenting words in isolation. This chapter will illustrate a variety of ways to use context cues and word-building skills in testing vocabulary.

Checking vocabulary mastery can be adjusted to match your emphasis on oral or written skills. Suppose improving conversation skills is your primary objective: You can test vocabulary by using aural cues ("What time is it?") and by requiring spoken answers ("It's nine o'clock"). On the other hand, suppose you are stressing reading: You can offer a written multiple-choice format ("He bought a cake at the (A) bank, (B) bakery, (C) hardware store, (D) bookstore").

And let's not overlook informal evaluation, which can be useful in measuring any language skill. One example of such evaluation is homework exercises; another is classroom practice. This can even include game-type activities such as crossword puzzles and "Twenty Questions." In playing "Twenty Questions," students try to identify an object by asking yes-no questions; to win, they must identify it within twenty guesses. ("Students, something from my desk is in the box. Ask me what it is. I will answer only yes or no." "Is it your ruler? . . .) Even vocabulary exercises can be used as progressive tests. Because students are

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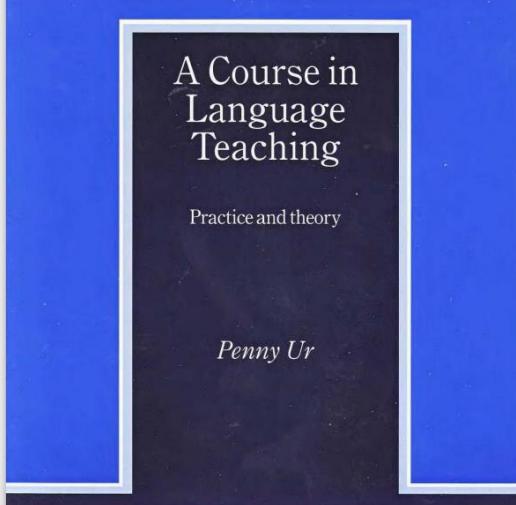
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23. Ur (1996, p. 60-62)

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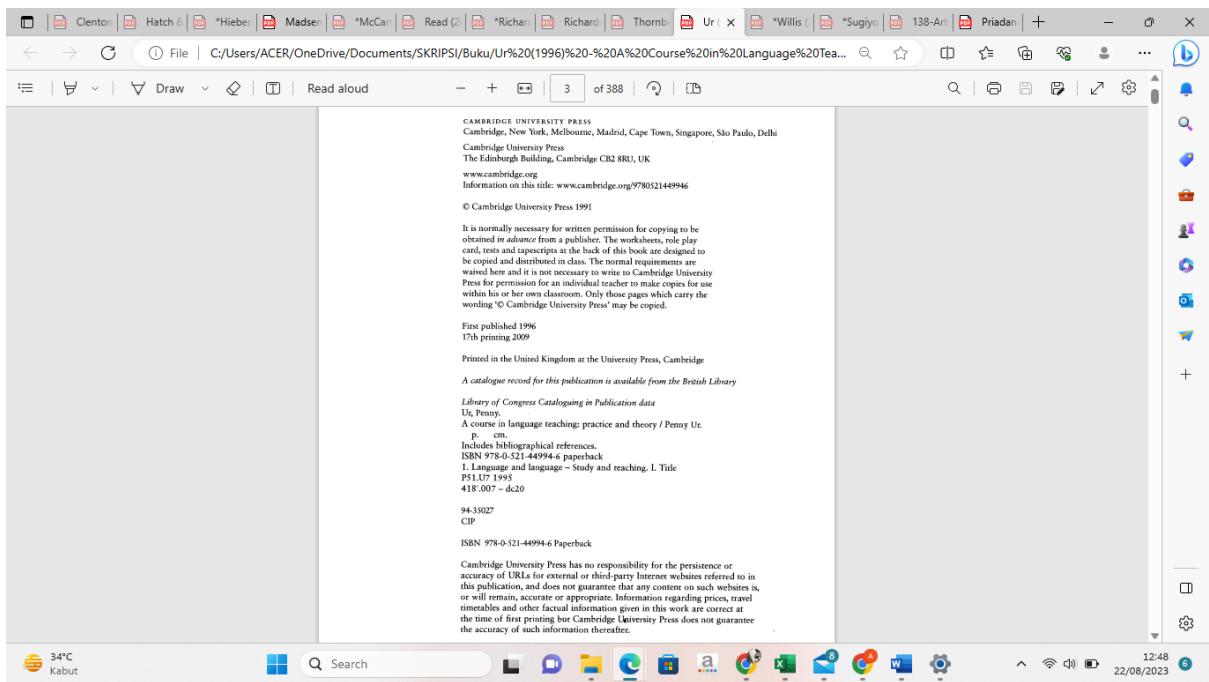
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► Unit One: What is vocabulary and what needs to be taught?

What is vocabulary?

Vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be made up of a single word, for example, *pencil*, and *meadow-lark*, which are made up of two or three words but express a single idea. There are also multi-word idioms such as *call*: *a day*, where the meaning of the phrase cannot be deduced from an analysis of the component words. A useful convention is to cover all such cases by talking about vocabulary "items" rather than "words".

Question Can you think of five or six further examples of vocabulary items, in any language you know, that consist of more than one word?

What needs to be taught?

1. Form: pronunciation and spelling
The learner has to know what a word sounds like (its pronunciation) and what it looks like (its spelling). These are fairly obvious characteristics, and one or the other may be perceived by the learner when encountering the item for the first time. In teaching, we need to make sure that both these aspects are accurately presented and learned.

2. Grammar
The grammar of a new item will need to be taught if this is not obviously covered by general grammatical rules. If the item undergoes considerable changes when in certain grammatical contexts or may have some idiosyncratic way of connecting with other words in sentences, it is important to provide learners with this information at the same time as we teach the base form. When teaching a new verb, for example, we might give also its past form, if this is irregular (*think*, *thought*), and we might note if it is transitive or intransitive. Similarly, when teaching a noun, we may wish to present its plural form, if irregular (*sheep*, *sheep*), or we may draw attention to the fact that it has no plural at all (*information*). We may present verbs such as *want* and *enjoy* together with the verb form that follows them (*want* to, *enjoy* ing), or adjectives or verbs together with their following prepositions (*responsible* for, *remind* someone of).

teach the item?

3. Collocation
The collocations typical of particular items are another factor that makes a particular combination sound 'right' or 'wrong'. A good collocation is one that another person can understand almost at a stroke, which it may not be worth analysing. When introducing words like *desire* and *conclusion*, for example, we may note that you *take* or *make* the one, but usually *come* to the other; similarly, you *throw* a ball but *toss* a coin; you may talk about someone being *dead tired* but it sounds odd to say '*dead fatigued*'.
Collocations are also often noted in dictionaries, either by providing the whole collocation under one of the head-words, or by a note in parenthesis.

Question Think of three or four typical collocations in the language you teach, and try translating them into another language. Do the collocations translate exactly? If not, what kinds of learning/teaching problems might this lead to, and what might you do about it?

4. Aspects of meaning (1): denotation, connotation, appropriateness
The meaning of a word is primarily what it refers to in the real world, its denotation; this is often the sort of definition that is given in a dictionary. For example, *dog* denotes a kind of animal; more specifically, a common, domestic carnivorous mammal; and both *dank* and *moist* mean slightly wet.
A less obvious component of meaning of a word is its connotation: the associated positive or negative feelings it evokes, which may or may not be indicated in a dictionary definition. The word *dog*, for example, as understood by most British people, has positive connotations of friendship and loyalty; whereas the equivalent in Arabic, as understood by most people in Arab countries has negative associations of dirt and inferiority. Within the English language, *moist* has favourable connotations while *dank* has unfavourable; so that you could describe something as 'pleasantly moist' where 'pleasantly dank' would sound abhorrent.
A more subtle aspect of meaning that often needs to be taught is whether a particular item is the appropriate one to use in a certain context or not. Thus it is useful for a learner to know that a certain word is very common, or relatively rare, or 'taboo' in polite conversation, or tends to be used in writing but not in speech, or is more suitable for formal than informal discourse, or belongs to a certain dialect. For example, you may know that *weep* is virtually synonymous in denotation with *cry*, but it is more formal, tends to be used in writing more than in speech, and is in general much less common.

Question How would you present the meanings of the words *swim*, *fame*, *childish*, *political*, *impotence*, *kid*, *guy* and *bastard*? For which would you mention their connotations? And their appropriate contexts? (Some possible answers may be found in the Notes. (1).)

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5 Teaching vocabulary

5. Aspects of meaning (2): meaning relationships
How the meaning of one item relates to the meaning of others can also be useful in teaching. There are various such relationships here some of the main ones.

- Synonyms: items that mean the same, or nearly the same; for example, *bright*, *clever*, *smart* may serve as synonyms of *intelligent*.
- Antonyms: items that mean the opposite; *rich* is an antonym of *poor*.
- Hyponyms: items that are examples of a general concept; *dog*, *lion*, *mouse* are hyponyms of *animal*.
- Co-hyponyms or co-ordinates: other items that are the 'same kind of thing'; *red*, *blue*, *green* and *brown* are co-ordinates.
- Superordinates: general concepts that 'cover' specific items; *animal* is the superordinate of *dog*, *lion*, *mouse*.
- Translation: words or expressions in the learners' mother tongue that are (more or less) equivalent in meaning to the item being taught.

Besides these, there are other, perhaps looser, ways of associating meaning that are useful in teaching. You can, for instance, relate parts to a whole (the relationship between *arm* and *body*); or associate items that are part of the same real-world context (*tractor*, *farmer*, *milking* and *irrigate* are all associated with *agriculture*). All these can be exploited in teaching to clarify the meaning of a new item, or for practice or test materials.

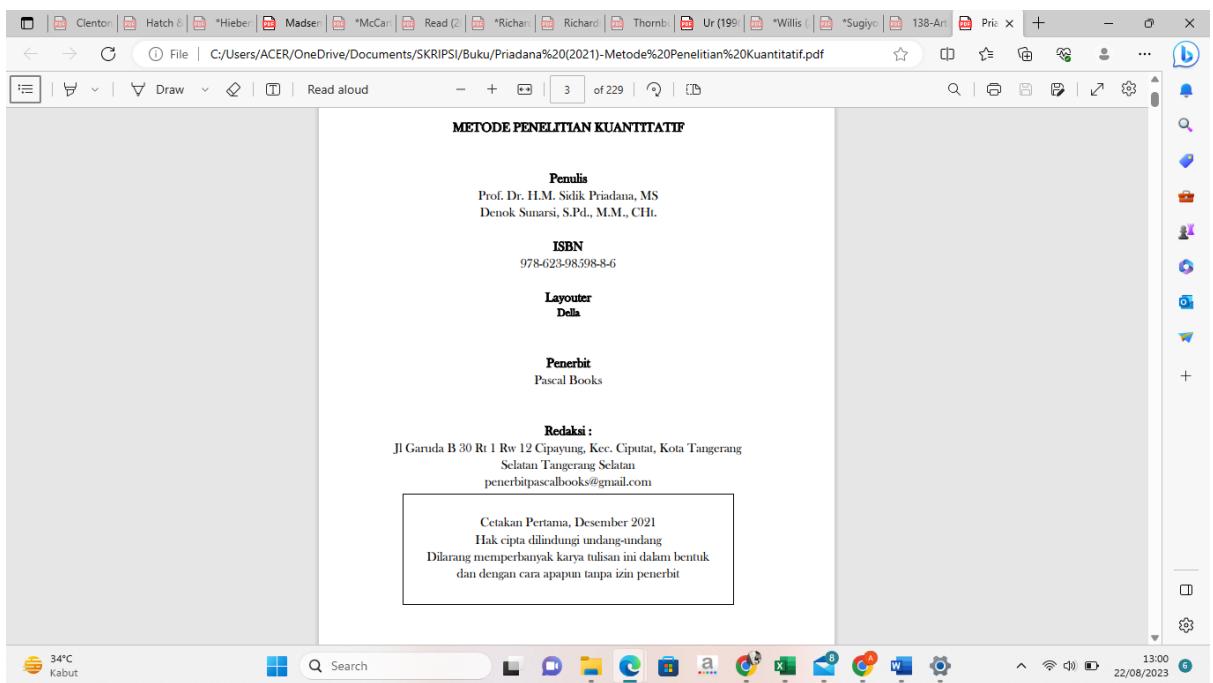
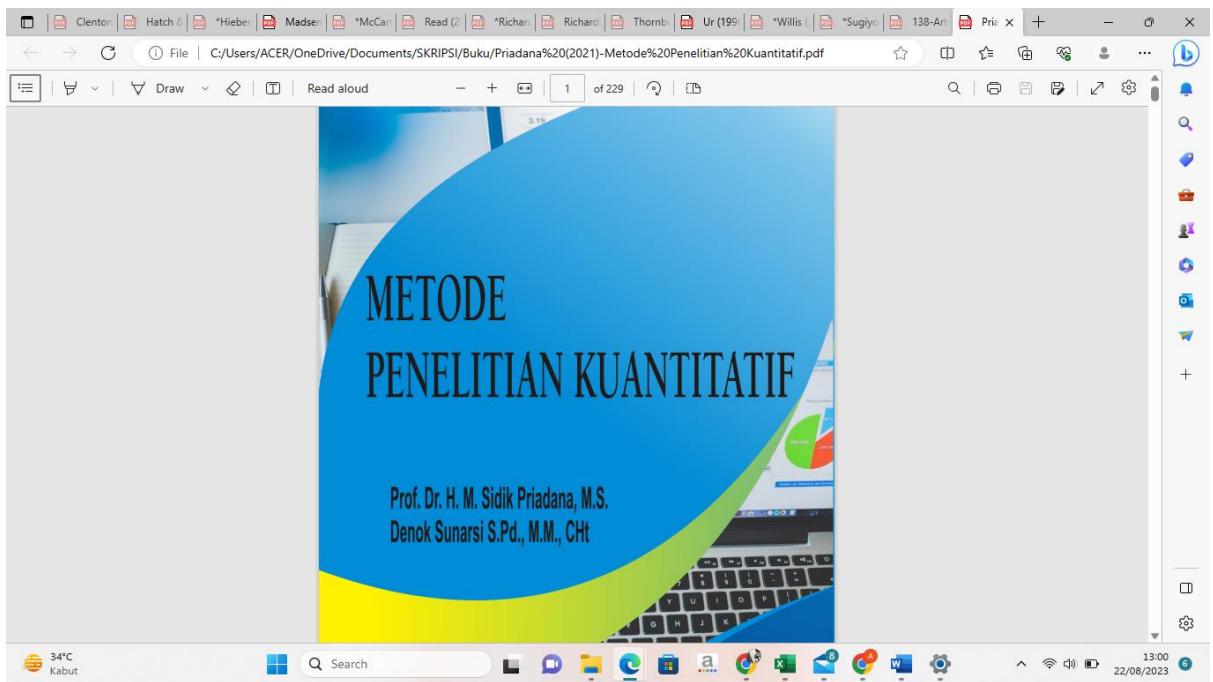
Question In any language you know, find at least one (more) example for each of the main categories of meaning relationships listed above.

6. Word formation
Vocabulary items, whether one-word or multi-word, can often be broken down into their component 'bits'. Exactly how these bits are put together is another piece of useful information – perhaps mainly for more advanced learners.
You may wish to teach the common prefixes and suffixes; for example, if learners know the meaning of *sub*-, *un-* and *-able*, this will help them guess the meaning of words like *submarine*, *unfriendly* and *incredible*. However, should, however, be warned that in many common words the affixes no longer have any obvious connection with their root meaning (for example, *subject*, *comfortable*). New combinations using prefixes are not unusual, and the reader or hearer would be expected to gather their meaning from an understanding of their components (*ultra-modern*, *super-hero*).
Another way vocabulary items are built is by combining two words (two nouns, or a noun and a verb) to make one item: a single

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CHAPTER III

1. Pridana (2021)



BAB SEPULUH
Populasi Dan Sampel

Populasi dan sampel merupakan salah satu bagian penting dalam penelitian yang harus ditentukan sejak awal. Dengan penentuan jenis objek penelitian ini, peneliti bisa menentukan metode penelitian yang lebih sesuai dengan kondisi dan kebutuhan.

10.1. Pengertian Populasi dan Sampel

Populasi adalah keseluruhan dari subjek penelitian, sedangkan sampel adalah sebagian dari populasi tersebut. Nilai yang dihitung dan diperoleh dari populasi ini disebut dengan parameter. Populasi merupakan seluruh jumlah dari subjek yang akan diteliti oleh seorang peneliti. Misalnya 1000 orang dikatakan sebagai populasi karena terkait dalam studi penelitian. Kemudian pada pendapat lain mengatakan bahwa secara harfiah pengertian populasi adalah seluruh variabel yang terkait dengan topik pada penelitian.

Sampel adalah bagian dari populasi yang memiliki karakteristik mirip dengan populasi itu sendiri. Sampel disebut juga contoh. Nilai hitungan yang diperoleh dari sampel inilah yang disebut dengan statistik.

Menurut Sugiyono (2007: 115), Populasi adalah wilayah generalisasi yang terdiri atas objek/subjek yang memiliki kuantitas dan karakteristik

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BAB EMPAT
Perspektif Metodologi Penelitian Kuantitatif

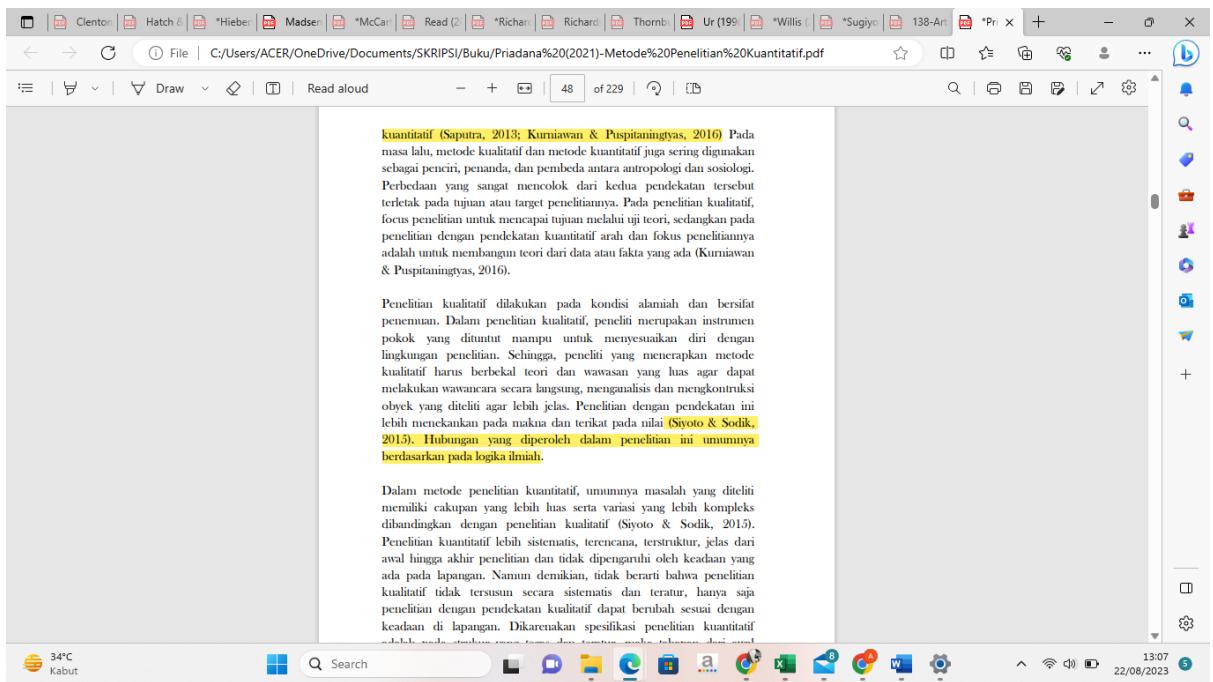
4.1. Arti dan Makna Penelitian

Perspektif adalah konteks sistem dan persepsi visual mengenai bagaimana suatu hal akan terlihat dan diterima oleh perorangan. Perspektif adalah cara melukiskan suatu benda pada permukaan yang mendekat sebagaimana yang terlihat oleh mata dengan tiga dimensi. Dengan kata lain, bahwa perspektif adalah sudut pandang atau pandangan seseorang terhadap suatu benda, permasalahan maupun objek lainnya.

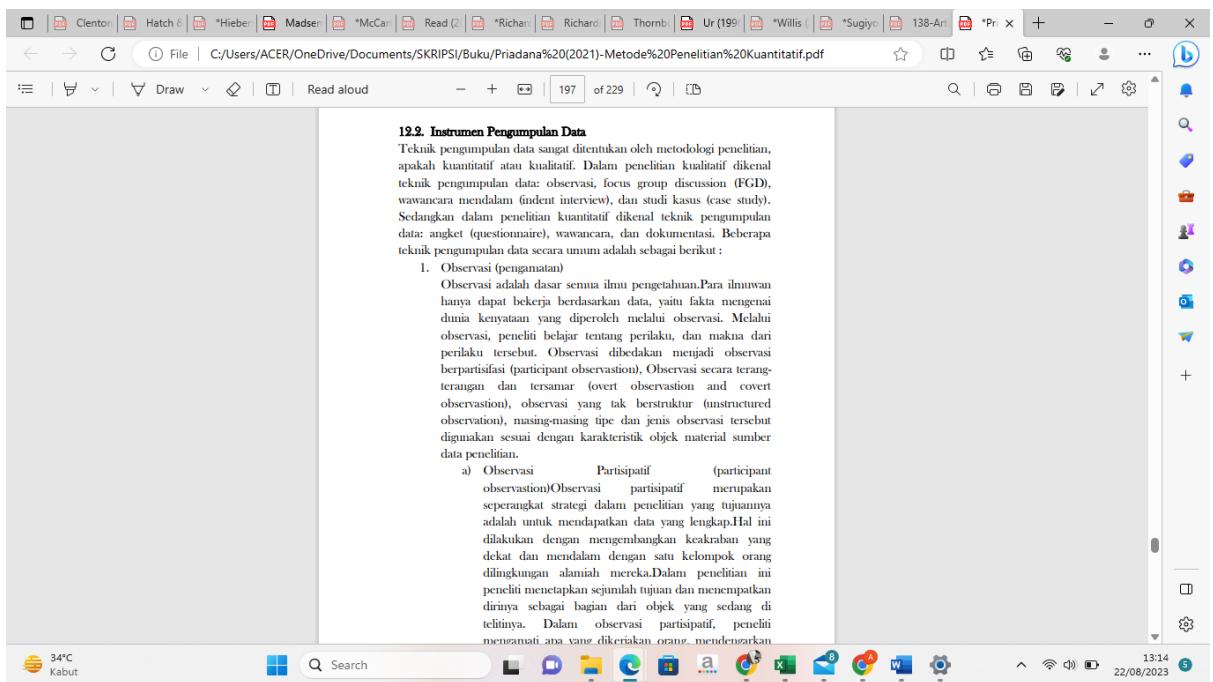
Penelitian adalah suatu kegiatan untuk mencari, mencatat, menganalisis dan menyusun laporan hasil (Saputra, 2013). Secara umum, penelitian merupakan suatu usaha untuk menjawab pertanyaan dan memecahkan permasalahan yang ada (Kurniawan & Puspianingtyas, 2016). Penelitian berisikan serangkaian upaya dengan tata cara yang tersusun secara sistematis dan bertujuan untuk memecahkan permasalahan serta melaporkan hasil penelitian. **Metodologi penelitian merupakan serangkaian tata cara yang digunakan dalam mendapatkan pengetahuan ilmiah atau ilmu** (Suryana, 2010). Dalam hal ini adalah tujuan yang ingin dicapai dalam suatu penelitian. Berdasarkan pendekatan yang digunakan, sejatinya penelitian dibagi menjadi dua, yaitu penelitian kualitatif dan

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2. Questioner (Kuesioner/Angket)

Questioner disebut pula angket atau self administrated questioner adalah teknik pengumpulan data dengan cara mengirimkan suatu daftar pertanyaan kepada responden untuk diisi. Berdasarkan cara menyusun pertanyaan dalam teknik questioner ini dibagi menjadi dua:

a) Kuesioner terbuka (Opened and Items)

Adalah suatu kuesioner dimana pertanyaan-pertanyaan yang dituliskan tidak disediakan jawaban pilihan sehingga responden dapat bebas/terbuka luas untuk menjawabnya sesuai dengan pendapat/pandangan dan pengetahuannya.

Kelebihan kuesioner terbuka;

- Menyusun pertanyaan sangat mudah,
- Memberikan kebebasan kepada responden untuk menjawab dan mencurahkan isi hati dan pemikirannya.

Kekurangan kuesioner terbuka;

- Untuk peneliti sangat sulit mengolah dan mengelompokkan jawaban karena sangat bervariasi/jawaban yang diberikan oleh responden,
- Pengolahan jawaban memakan waktu yang lama, satu dan lain hal peneliti harus membaca satu persatu,
- Untuk peneliti mungkin menimbulkan rasa bosan karena tulisannya sulit dibaca, kalimat tidak jelas dari jawaban yang diberikan oleh responden,

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22/08/2023

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• Untuk responden, kebebasan menjawab merasa dibatasi.

3. Interview (Wawancara)

Wawancara adalah suatu tanya jawab secara tatap muka yang dilaksanakan oleh pewawancara dengan orang yang diwawancara untuk memperoleh informasi yang dibutuhkan. Wawancara adalah merupakan pertemuan dua orang untuk bertukar informasi dan ide melalui tanya jawab, sehingga dapat dikonstruksikan makna dalam topik tertentu. Wawancara lapangan adalah produksi bersama peneliti dan anggota. Anggota yang peserta aktif yang wawasan, perasan, dan kerjasama merupakan bagian penting dari proses diskusi yang mengungkapkan makna subjektif. Kehadiran pewawancara dan dari keterlibatan bagaimana dia mendengarkan, menghadiri, mendorong, menyela, digresses, memulai topik, dan berakhir

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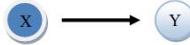
tanggapan-merupakan bagian integral akum responden. Macam-macam Interview / wawancara yakni :

- a) Wawancara terstruktur (structured interview);
- b) Wawancara semiestruktur (semi-structured Interview).

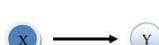
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variabel penelitian, dibedakan ke dalam beberapa jenis yaitu:

1. Variabel bebas (independent variable), adalah variabel yang menjadi penyebab atau memiliki kemungkinan teoritis berdampak pada variabel lain. Variabel bebas umumnya dilambangkan dengan huruf X.



2. Variabel tak bebas (dependent variable) adalah variabel yang secara struktur berpikir keilmuan menjadi variabel yang disebabkan oleh adanya perubahan variabel lainnya. Variabel tak bebas ini menjadi "...primary interest to the researcher" atau persoalan pokok bagi si peneliti, yang selanjutnya menjadi objek penelitian.



Misal:

- a) Pengaruh pendidikan (X) terhadap kinerja petugas pelayanan kesehatan (Y).
- b) Pemberian tablet Fe (X) mempengaruhi prestasi siswa (Y).

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BAB TIGA BELAS

Teknik Analisis Data

13.1. Teknik, Jenis Analisis dan Pengolahan Data

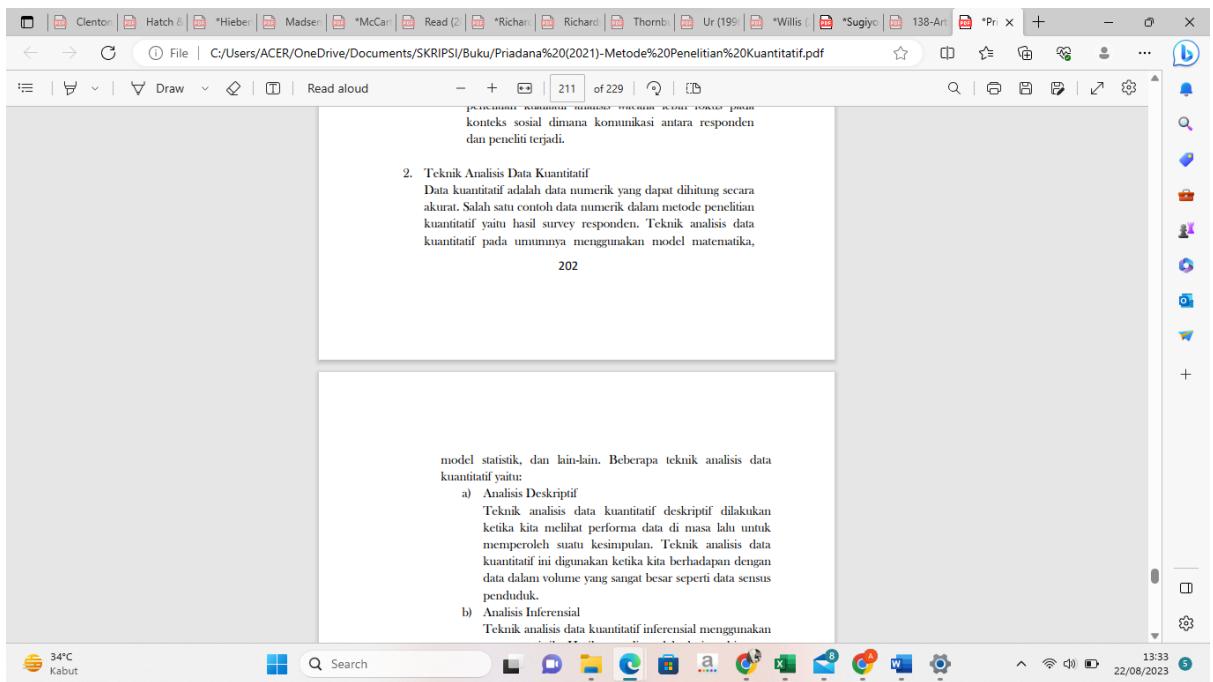
Teknik analisis data adalah metode dalam memproses data menjadi informasi. Saat melakukan suatu penelitian, kita perlu menggunakan data agar data tersebut mudah dipahami. Analisis data juga diperlukan agar kita mendapatkan solusi atas permasalahan penelitian yang tengah dikerjakan.

Teknik analisis data adalah kegiatan analisis pada suatu penelitian yang dikenakan dengan memeriksa seluruh data dan instrumen penelitian, seperti catatan, dokumen, hasil tes, rekaman, dan lain-lain. Kegiatan ini dilakukan agar data lebih mudah dipahami, sehingga diperoleh suatu kesimpulan.

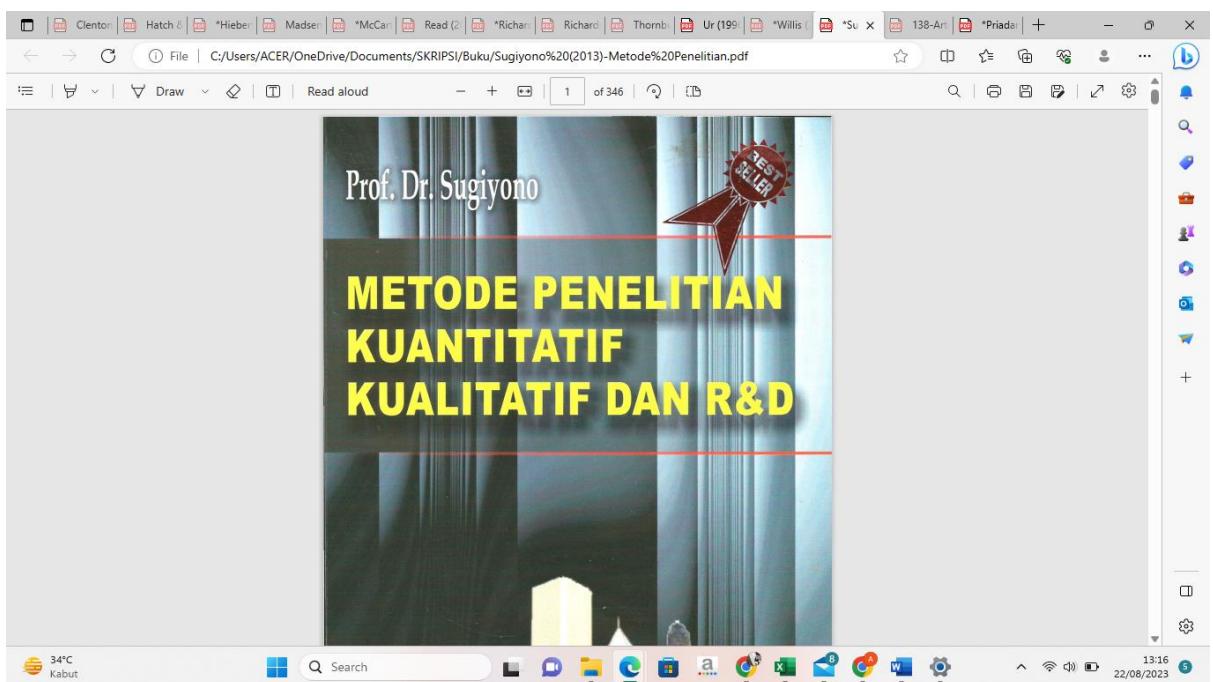
Bergantung pada jenis datanya, ada dua jenis teknik analisis data dalam penelitian. Dua jenis teknik analisis data adalah teknik analisis data kualitatif dan kuantitatif.

1. Teknik Analisis Data Kualitatif
Data kualitatif adalah data yang tidak dapat diangkakkan atau bersifat non numerik. Teknik analisis data kualitatif pada 201

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24. Sugiyono (2013, p. 13)



25. Suharman (2018, p. 94)

TES SEBAGAI ALAT UKUR PRESTASI AKADEMIK

Suharman
Sekolah Tinggi Agama Islam Negeri Teungku Dirundeng Meulaboh
Email: suharmanalhamid@gmail.com

Abstrak

Proses belajar mengajar yang dilakukan harus selalu melalui proses akhir yaitu evaluasi agar hasil yang ingin dicapai menjadi lebih baik. Salah satu teknik evaluasi yang sering digunakan oleh lembaga pendidikan adalah tes prestasi. Tes prestasi adalah tes yang disusun secara terencana untuk mengungkapk performansi maksimal subjek dalam menguasai bahan-bahan atau materi yang telah diajarkan. Dalam menyusun instrumen tes untuk tes prestasi, Instrumen tes harus melalui Validitas dan Reliabilitas Tes. Sehingga tes yang akan disusun bisa sepadan dengan kemampuan seseorang yang akan diberikan tes. Instrumen tes yang disusun tidak boleh terlalu jauh di bawah atau di atas kemampuan peserta tes, dan tingkat kesukaran item-item soal sebaiknya berada pada kategori sedang. Dalam kajian mengenai tes terdapat dua pendekatan yang dapat digunakan yaitu pendekatan secara klasik (Classical Test Theory/CTT) dan pendekatan secara modern yang berdasarkan pada Item Response Theory (IRT).

Kata Kunci: Penilaian, Tes, CTT, IRT

Abstract

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kesimpulan dengan cara membandingkan dengan standar atau testee lainnya.

Dalam melaksanakan penilaian, penilai harus memahami berbagai kegiatan teknis dalam menentukan metode dan format penilaian yang dapat digunakan untuk mendapatkan informasi yang dibutuhkan. Informasi tersebut diperlukan dalam menafsir dan menetapkan keputusan untuk kepentingan pendidikan. Penilaian membutuhkan ketrampilan dalam mengidentifikasi dan memahami berbagai macam perspektif penilaian, baik penilaian kontekstual dan proses maupun penilaian hasil. Karena penilaian merupakan pusat kontrol keberhasilan program pendidikan.

B. Pengertian Tes

Tes pada umumnya dimaksudkan atau bakat pada suatu bidang tertentu.

Selanjutnya Depdiknas (2003) mendefinisikan bahwa tes adalah himpunan pertanyaan yang harus dijawab atau pernyataan-pernyataan yang harus dipilih dan ditanggapi, atau tugas-tugas yang harus dilakukan oleh orang yang dites dengan tujuan untuk mengukur suatu aspek (perilaku) tertentu dari orang yang di tes. Tes tersebut memenuhi empat aspek yaitu kegunaan, mungkin dikerjakan, legal atau sah, dan ketelitian. Tes itu merupakan hasil perakitan item-item soal yang telah dibakukan melalui proses analisis item, serta diadministrasikan, diskor, dan diinterpretasikan secara baku.

Beberapa pendapat para ahli lainnya tentang pengertian tes seperti yang disampaikan oleh Azwar (2007)

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tes.

1. Tes adalah prosedur yang sistematis. Maksudnya (a) aitem-aitem dalam tes disusun menurut cara dan aturan tertentu, (b) prosedur administrasi tes dan pemberian angka (*scoring*) terhadap hasilnya harus jelas dan spesifikasikan secara terperinci, dan (c) setiap orang yang mengambil tes harus mendapatkan aitem-aitem yang sama dalam kondisi yang sebanding.

2. Tes berisi sampel prilaku. Artinya (a) betapapun panjangnya suatu tes, aitem yang ada di dalamnya tidak akan dapat mencakup seluruh isi materi yang mungkin di tanyakan, dan (b) kelayakan suatu tes tergantung dari sejauhmana aitem-aitem dalam tes itu mewakili secara representatif kawasan (*domain*)

Lebih lanjut Hayat & Setiadi (1998) menyatakan bahwa Tes yang baik dapat didefinisikan sebagai sekumpulan item-item yang berkualitas (valid) yang telah dikalibrasi dan dipilih untuk membentuk satu instrumen pengukuran.

Suharman: Tes Sebagai Alat Ukur Prestasi Akademik | 95

26. Nurcahyo (2018, p. 18)

JURNAL NUSAMBA VOL.3 NO.1 APRIL | 2018

ANALISIS DAMPAK PENCITAAN *BRAND IMAGE* DAN AKTIFITAS *WORD OF MOUTH (WOM)* PADA PENGUATAN KEPUTUSAN PEMBELIAN PRODUK FASHION

Bagus Nurcahyo
Universitas Gunadarma
bagus@staff.gunadarma.ac.id
bnur_c@yahoo.com

Riskayanto
riskayanto@staff.gunadarma.ac.id

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Abstract
This study was conducted to measure customer ratings of brand image, word of mouth, purchasing decisions. Data collection techniques in this research is to spread the questionnaire to 100 respondents. The sampling technique used in this research is through non probability sampling approach with sampling method using accidental sampling. In the analysis phase validity and reliability test, normality test, multiple linear regression test, hypothesis test, and coefficient of determination test. T test results show that the created brand image and word of mouth activities have a positive impact on the strengthening of purchasing decisions of fashion products. F test results show that the creation of brand image and word of mouth are done correctly have a positive impact on the strengthening of the purchase decision of fashion products.
Keywords: brand image, word of mouth, purchase decision
Abstrak

JURNAL NUSAMBA VOL.3 NO.1 APRIL | 2018

Dalam pengujian ini, peneliti mengukur reliabilitas suatu variabel dengan cara melihat Cronbach Alpha dengan signifikansi yang digunakan lebih besar dari 0,70. Menurut Ghazali (2013:38) suatu konstruk atau variabel dikatakan reliabel jika memberikan nilai Cronbach Alpha > 0,70.

Uji Asumsi Klasik

1. Uji Normalitas

Menurut Ghazali (2013:160) Uji normalitas bertujuan untuk mengetahui apakah masing-masing variabel berdistribusi normal atau tidak. Untuk menguji apakah data berdistribusi normal atau tidak dilakukan uji *statistic Kolmogorov-Smirnov Test*. Residual berdistribusi normal jika memiliki nilai signifikansi > 0,05. Dan dapat dideteksi dengan melihat penyebaran data (titik) pada sumbu diagonal dari grafik atau melihat histogram dari residualnya. Dasar pengambilan keputusan:

- Jika data menyebar di sekitar garis diagonal dan mengikuti arah garis diagonal atau grafik histogramnya menunjukkan pola distribusi normal, maka model regresi memenuhi asumsi normalitas.
- Jika data menyebar jauh dari regional dan/tidak mengikuti arah garis diagonal atau grafik histogram tidak menunjukkan pola distribusi normal, maka model regresi tidak memenuhi asumsi normalitas.

2. Uji Multikolinieritas

Menurut Imam Ghazali (2013:105) uji multikolinieritas bertujuan untuk menguji apakah model

27. Febliyansyah (2022)

The Effect of Implementing TikTok Application with Project-Based Learning on Student's Speaking Skills.

(A Quasi-experimental of English Department students at UIN Fatmawati Sukarno Bengkulu in Academic Year 2021/2022)

THESIS

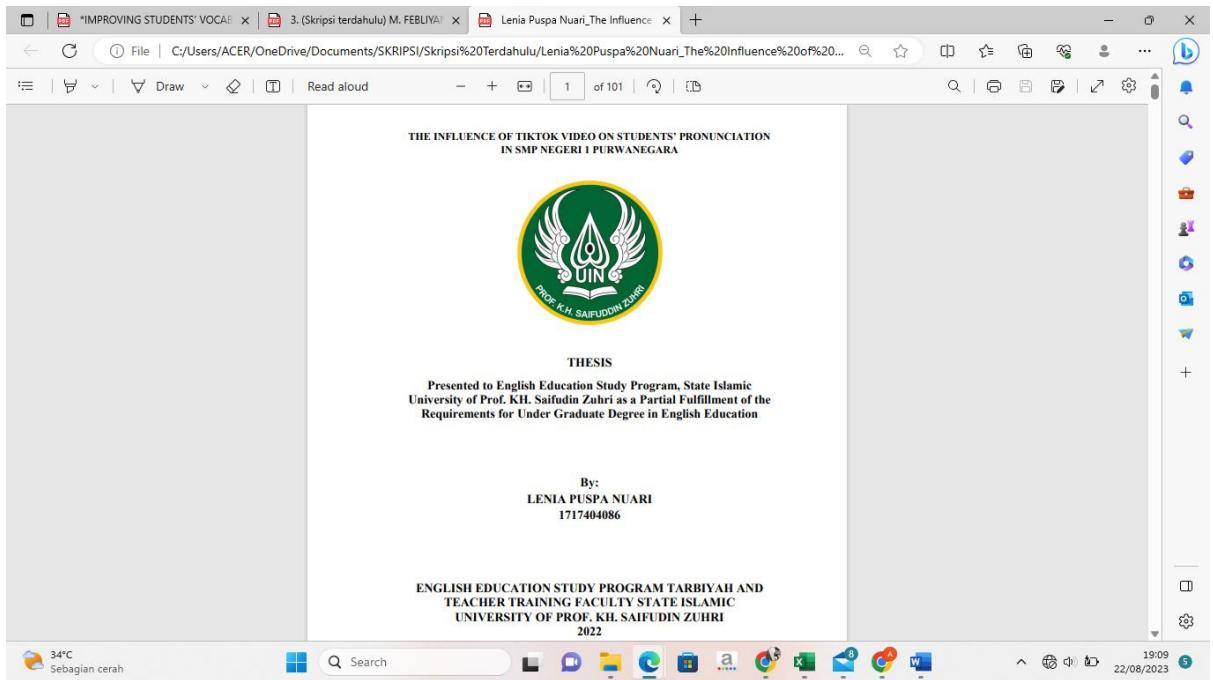
Submitted as a partial requirements for the degree of *Sarjana pendidikan* (S.Pd) in English Education Study Program Tarbiyah and Tadris Faculty UIN FAS Bengkulu.



By:
Muhammad Febliyansyah
SRN. 1811230053

ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE EDUCATION
TARBIYAH AND TADRIS FACULTY
UIN FATMAWATI SUKARNO BENGKULU
2022

28. Nuari (2022)



29. Fatimah, Hasanudin & Amin. (2021)

**Pemanfaatan Aplikasi Tik Tok Sebagai Media
Pembelajaran Mendemonstrasikan Teks Drama**

Suci Dewi Fatimah*, Cahyo Hasanudin, Ahmad Kholidul Amin
Program Studi Pendidikan Bahasa dan Sastra Indonesia, Fakultas Pendidikan Bahasa dan Seni, IKIP PGRI Bojonegoro
*sucidewfatimah27@gmail.com

ABSTRAK

Drama merupakan karya seni yang tersusun dari dialog yang berisikan cerita atau kejadian yang melibatkan konflik antar tokoh. Mendemonstrasikan teks drama adalah memperagakan atau mementaskan drama. Pemanfaatan aplikasi Tik Tok sebagai media pembelajaran mendemonstrasikan teks drama merupakan salah satu cara untuk menambah kreatifitas guru dalam memfasilitasi dan mempermudah pembelajaran terkini sesuai dengan perkembangan zaman serta minat mahasiswa dan pembelajar siswa dalam mengikuti proses pembelajaran yang berlangsung. Penelitian ini merupakan penelitian deskripsi kualitatif yang subjek 16 siswa Kelas VIIIA SMP IT Syekh Al Marzuki. Hasil penelitian menunjukkan bahwa 1) aplikasi Tik Tok dapat menjadi media pembelajaran menunjang berjalannya proses pembelajaran, 2) aplikasi Tik Tok sebagai media pembelajaran mendemonstrasikan teks drama mendapatkan respons positif dari peserta didik. Singgulan dari penelitian ini adalah aplikasi Tik Tok adalah aplikasi yang dapat dimanfaatkan sebagai media pembelajaran dalam proses pembelajaran dan aplikasi ini juga mendapatkan respons positif peserta didik mengenai pemanfaatannya sebagai media pembelajaran mendemonstrasikan teks drama.

Kata kunci: Media Pembelajaran; Aplikasi Tik Tok; mendemonstrasikan teks drama; respons

30. Firamadhina & Krisnani. (2020)

The screenshot shows a Microsoft Edge browser window with multiple tabs open. The active tab displays a research article from the journal 'Social Work Journal'. The article title is 'PERILAKU GENERASI Z TERHADAP PENGGUNAAN MEDIA SOSIAL TIKTOK: TikTok Sebagai Media Edukasi dan Aktivisme' by Fadhlizha Izzati Rinanda Firamadhina¹, Hetty Krisnani². The abstract discusses the impact of TikTok on Generation Z's social media usage, particularly as an informal education and activism platform. The article is from Volume 10, Number 2, pages 199-208, published in 2018. The DOI is 10.24398/share.v10i2.31443.

31. Khalif & Salha. (2021)

The screenshot shows a Microsoft Edge browser window with multiple tabs open. The active tab displays a research article from the journal 'Interdisciplinary Journal of Virtual Learning in Medical Sciences'. The article title is 'Using TikTok in Education: A Form of Micro-learning or Nano-learning?' by Zuheir N Khalaf^{*}, PhD; Soheil Salha¹, PhD. The abstract discusses the use of TikTok as a potential educational tool, noting its popularity and how it can deliver small learning units in a short time. The article is from Volume 20, Number 2, pages 213-218, published in 2021. The DOI is 10.30476/IJVLM.2021.90211.1097.

32. Richard (2009)

