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SEMESTER GENAP TAHUN AKADEMIK 2023/2024
PROGRAM STUDI PBI

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**AN ANALYSIS OF TRANSLATION TECHNIQUES ON TIKTOK POSTS
AND THEIR CONTRIBUTION IN IMPROVING STUDENT'S
VOCABULARY**

UNDERGRADUATE THESIS



Written By:

Anita Tyas Yuniati

20144700008

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS PGRI YOGYAKARTA**

2024

APPROVAL

**AN ANALYSIS OF TRANSLATION TECHNIQUES ON TIKTOK POSTS
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VOCABULARY**

UNDERGRADUATE THESIS



Yogyakarta, 25 April 2024

Supervisor

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An Analysis of Translation Techniques on Tiktok Posts and Their Contribution In
Improving Student's Vocabulary



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Yogyakarta, 30th May 2024

Faculty of Teacher Training and Education
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Appendix 4: Thesis Guidance Form



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1	12 Mei 2023	Mengkonsultasikan judul skripsi	
2	15 Juni 2023	Mengkonsultasikan data penelitian terjemahan.	
3	10 Juli 2023	Bimbingan proposal 1-3	
4	28 Juli 2023	Konsultasi persiapan pengambilan data penelitian	
5	20 oktober	Konsultasi instrument penelitian	
6	5 Jan 2024	Revisi proposal bab 1-3	
7	28 Jan 2024	Konsultasi dan revisi bab 4	
8	22 Maret 2024	Perbaikan bab 4, penyusunan bab 5 dan penyusunan lampiran	
9	23 April 2024	Revisi skripsi lengkap	
10	25 April 2024	ACC ujian skripsi	

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UNDERGRADUATE THESIS



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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS PGRI YOGYAKARTA**

2024

**AN ANALYSIS OF TRANSLATION TECHNIQUES ON TIKTOK POSTS
AND THEIR CONTRIBUTION IN IMPROVING STUDENT'S
VOCABULARY**

UNDERGRADUATE THESIS



Presented to
Universitas PGRI Yogyakarta
As Partial Fulfilment of The Requirements
In Completing the Bachelor's Degree

Written by:

Anita Tyas Yuniati

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS PGRI YOGYAKARTA**

2024

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VOCABULARY**

UNDERGRADUATE THESIS



Yogyakarta, 25 April 2024

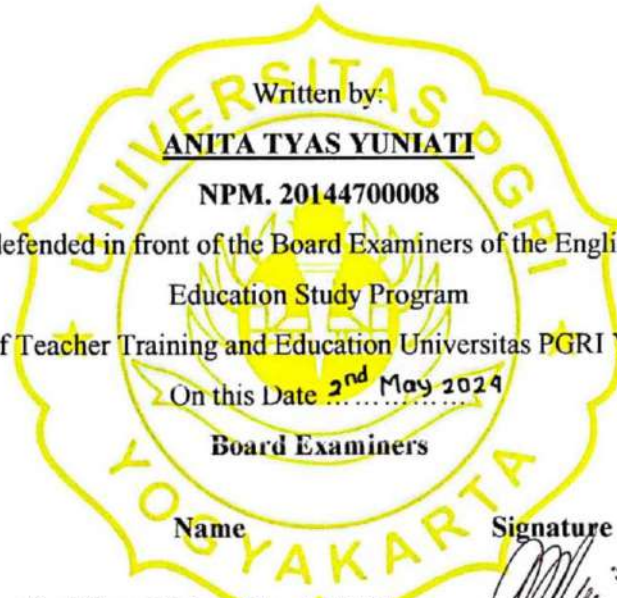
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RATIFICATION OF BOARD EXAMINERS

An Analysis of Translation Techniques on Tiktok Posts and Their Contribution In
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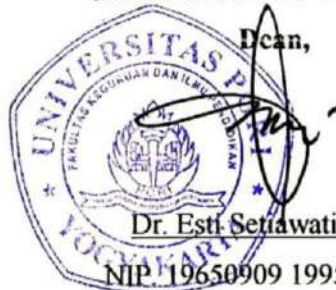
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ABSTRAK

Penelitian ini memiliki dua tujuan diantaranya: 1) Untuk mengetahui teknik penerjemahan yang digunakan dalam postingan bilingual TikTok. 2) Untuk mendeskripsikan media pembelajaran TikTok untuk meningkatkan kosakata siswa.

Metode penelitian yang digunakan dalam penelitian ini merupakan metode penelitian tindakan kelas. Pengumpulan data dilakukan dengan lima cara diantaranya yaitu observasi, wawancara, catatan lapangan, tes dan dokumentasi. Penelitian ini juga mengambil data dari TikTok untuk dianalisis teknik penerjemahannya. Analisis data dilakukan dengan reduksi data, penyajian data dan penarikan kesimpulan atau verifikasi. Validitas data dilakukan dengan teknik triangulasi metode. Subjek dari penelitian ini merupakan siswa kelas VII C di SMP Muhammadiyah 3 Yogyakarta. Objek dari penelitian ini merupakan penguasaan kosakata yang diketahui peningkatannya melalui pengetesan pada siklus satu dan dua.

Hasil dari penelitian ini menunjukkan hasil yang positif bahwa penggunaan postingan TikTok yang disajikan dalam dua bahasa dapat membantu meningkatkan kosakata yang dimiliki oleh peserta didik. Hal ini dibuktikan dari hasil pre-test, post-test 1 dan post-test 2 yang mengalami peningkatan. Peningkatan tersebut dilihat dari perhitungan persentase siswa yang mencapai KKM yang menunjukkan pada pre-test 41.93%, post-test 1 51.61% dan post-test 2 93.54%. Hasil tes tersebut juga didukung dengan hasil wawancara terhadap peserta didik. Hasil wawancara tersebut menyatakan bahwa menurut peserta didik, pembelajaran menggunakan media TikTok membantu dalam meningkatkan kosakata. Selain itu, hasil dari analisis teknik penerjemahan pada 69 kalimat dalam postingan TikTok menunjukkan bahwa terdapat empat jenis teknik penerjemahan yang digunakan, diantaranya yaitu establish equivalent dengan frekuensi 363, borrowing dengan frekuensi 24, amplification dengan frekuensi 6 dan description dengan frekuensi 1. Berdasarkan hasil penelitian ini, dapat disimpulkan bahwa penggunaan postingan TikTok yang disajikan dalam dua bahasa sebagai media pembelajaran di SMP Muhammadiyah 3 Yogyakarta dapat membantu meningkatkan kosakata siswa dan memiliki respon yang positif.

Kata kunci: teknologi, TikTok, media pembelajaran, teknik penerjemahan

ABSTRACT

This research has two objectives including: 1) To know the translation techniques used in bilingual TikTok posts. 2) To describe the TikTok learning media to increase students' vocabulary.

The research method used in this study is a classroom action research. Data collection was carried out in five ways including observation, interviews, field note, tests and documentation. This research also took data from TikTok to analyze the translation technique. Data analysis was done by data reduction, data presentation and conclusion drawing or verification. Data validity was done by method triangulation technique. The subjects of this study were students of class VII C at SMP Muhammadiyah 3 Yogyakarta. The object of this study is vocabulary mastery which is known to increase through testing in cycle one and two.

The results of this research show positive results that the use of TikTok posts presented in two languages can help improve the vocabulary mastery by students. This is evidenced by the results of the pre-test, post-test 1 and post-test 2 which have improvement. The increase is seen from the calculation of the percentage of student passed KKM which shows that the pre-test is 41.93%, post-test 1 is 51.61% and post-test 2 is 93.54%. Test results are supported by the results of interviews with students. The interview results stated that according to the students, learning using TikTok media helped in improving vocabulary. In addition, the results of the analysis of translation techniques in 69 sentences from TikTok posts show that there are four types of translation techniques used, establish equivalent with a frequency of 363, borrowing with a frequency of 24, amplification with a frequency of 6 and description with a frequency of 1. Based on the results of this study, it can be concluded that the use of TikTok posts presented in two languages as learning media at SMP Muhammadiyah 3 Yogyakarta can help improving students' vocabulary and has a positive response.

Keywords: technology, TikTok, learning media, translation technique

STATEMENT OF ORIGINALITY

The undersigned below:

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and Their Contribution In Improving Student's
Vocabulary**

I declare with all sincerity that the undergraduate thesis I have written is truly my own work, not a takeover of other people's writings or thoughts that I recognize as the result of my writing or thoughts.

If in the future it is proven or can be proven that this thesis is plagiarized, I am willing to accept witnesses for this action.

Yogyakarta, 25 April 2024

Declarant,



Anita Tyas Yuniati

NPM. 20144700008

MOTTO

“Maybe I made a mistake yesterday, but yesterday’s me is still me. I am who I am today, with all my faults. Tomorrow I might be a tiny bit wiser, and that’s me, too.

These faults and mistakes are what I am, making up the brightest stars in the constellation of my life. I have come to love myself for who I was, who I am, and who I hope to become.” – BTS Kim Nam Joon (RM)

“Thinking about the future and trying hard are all important. But cherishing yourself, encouraging yourself and keeping yourself happy is the most important.

In a world of uncertainty, we must cherish the importance of “me,” “you” and “us” ” – BTS Kim Seokjin

“Our lives are unpredictable. We don’t know all the answers. I knew where I wanted to go, but not how I could get there. All I did to get here was trust ourselves, and do my best, and love what I do.” – BTS j-hope

DEDICATION

With gratitude that cannot be measured, I can complete this undergraduate thesis successfully. Therefore, this undergraduate thesis is dedicated to:

1. My beloved parents, the late Mr. Eka Riyanta and Mrs. Juminten who love me the most and sincerely and never get tired of accompanying and providing motivation also endless prayer.
2. My sister, Rista Dewi Damayanti who has also provided motivation and encouragement when I was having a hard time.
3. My grandmother, Mrs. Punirah, who has lovingly encouraged me while working on my undergraduate thesis.
4. My other family, who also have a role until I have the enthusiasm to complete this undergraduate thesis.

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12. All my classmates in the PBI 2020 who have shared experience together during college.
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14. For myself, thank you for surviving this far and not being defeated by the situation to be able to complete and get the bachelor degree.

The author realizes that the preparation of this report is far from perfect. Therefore, the author really hopes for criticism and suggestions and hopefully this report can provide benefits for those concerned.

Yogyakarta, 18th April 2024

The Researcher

Anita Tyas Yuniati

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LIST OF SYMBOL

x	Mean
Σn	Total score
N	Number of student in class
P	Percentage
F	Number student passed KKM

LIST OF TERM

SL	: Source Language
TL	: Target Language
EE	: Establish Equivalent
KKM	: Kriteria Ketuntatasan Minimal (Minimum Completion Criteria)
LCD	: Liquid Crystal Display
TK	: TikTok
Eng	: English
Ind	: Indonesia
TT	: Translation Technique
BOR	: Borrowing
DESC	: Description
AMP	: Amplification
P	: Passed
U	: Unpassed

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CHAPTER I

INTRODUCTION

A. Background of the Research

Technology has developed rapidly every year following human needs in various aspects of life. This development at least had an impact on everyday life, because of the ease of obtaining information. Therefore, based on Aspi & Syahrani (2022), with the development of technology, especially in the ease of obtaining information, is considered to have a positive impact and also provide changes to the world of education. In line with this, in this digital era the education sector is also taking part in collaborating learning with technology-based interactive learning media.

In this digital era, the development of technology is also accompanied by the emergence of various types of social media among society. Increasingly sophisticated internet access makes it easier for people to install applications. Social media which provides video creation is interesting and is a sign of technological progress (Bulele, 2020). Instagram, YouTube and TikTok are social media that present posts in video form. Based on data from the website “We Are Social”, Indonesia have a total of 167 milion social media users in 2023. From this data, the number of TikTok social media users is 109.9 milion. TikTok is a social meda application that can be used to create and share various content in the form of short videos. TikTok can be accessed with the help of the internet and used by scrolling the screen up or down (Herlisya & Wiratno, 2022). Video posts created and shared

by users via the social media application TikTok can then be created by adding text, hashtags, images and also music as a complement to the video (Unni & Weinstein, 2021). Currently, the types of posts on the TikTok social media platform are very diverse, for example content that containing entertainment, projects, marketing, information, and also content aims to educate other user.

The use of TikTok as a learning medium to obtain technology-based information has a function in the world of education. Based on Indrajit (2004) quoted in Hanim (2021), the role of information technology has seven functions in the field of education, such as: as a medium that stores knowledge, as a medium that is used as a tool in the learning process, as an educational tool, as a competency standard, as a supporting medium in administration, as a tool in management, and the last is as an infrastructure in the world of education. Bahri et al (2022) found that there are four types of posts for learning English on TikTok, including types of posts for learning English in the scope of vocabulary, grammar, pronunciation and common mistakes. Apart from that, in the TikTok application there are bilingual posts, so in this case it can help find out new vocabulary and will indirectly add information about translation and the techniques used in it. Because TikTok bilingual posts have fulfilled translation criteria by consisting of the source language and target language. Besides providing new vocabulary and information about translation and translation techniques. In language learning, vocabulary is an important thing to teach and learn.

There are opinions about the importance of learning and adding new vocabulary to understand a language. Based on Megawati (2017:107) cited in

Hestiana & Anita (2022), vocabulary is an important point in the acquisition of a new language for a person. This opinion is strengthened by the opinion according to Zhang (2012) cited in Hestiana & Anita (2022) that rather than grammar, vocabulary is more important especially in delivering a message quickly so that it can express what we feel and communicate with native speakers. This opinion is in line with the opinion from Berliani & Katemba (2021), vocabulary is an important thing that must be mastered to support the ability to communicate so that it is delivered without experiencing miscommunication in order to create good interactions in oral or written form. Therefore, based on these opinions, it can be concluded that vocabulary is an important thing and foundation to master a language, especially to communicate with others without encounter any obstacles.

In this research, researcher uses TikTok bilingual posts as the object to analyze the translation technique and to find out the contribution of TikTok bilingual posts to students' vocabulary improvement. Therefore, to collect research data related to classroom learning, researcher has conducted observations and interviews with 15 or 16 students from SMP Muhammadiyah 3 Yogyakarta before conducting the research. The observation results show that TikTok has not been used as an English learning media to improve vocabulary. Apart from that, the interview results show three important points that can be taken regarding interest in learning English and the use of learning media used during class. The results of the interviews include: (1) Most of the interviewees have an interest in learning English, (2) TikTok social media has never been used as a learning media, (3) Most

of the interviewees like learning English using media, (4) Some had problems with meaning and memorizing new vocabulary.

In line with the interview results which show that the use of TikTok as a learning media has never been used in class. In this research, the posts from TikTok social media used are posts presented in two languages. In the following, the researcher provides examples of TikTok posts in two languages and the translation techniques used in them:

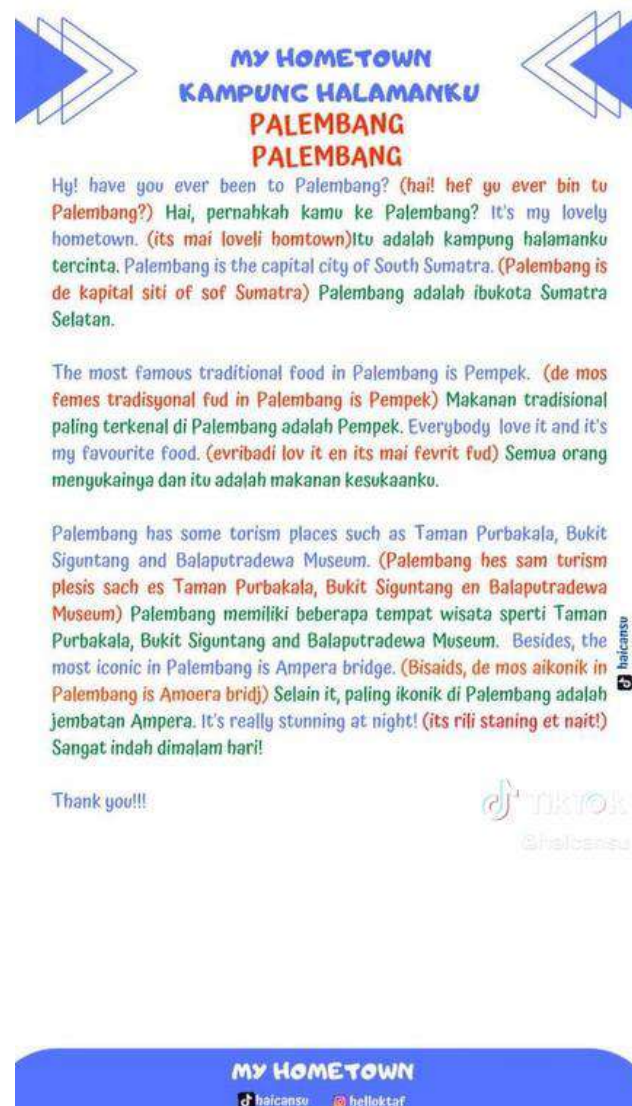


Figure 1.1 Example of TikTok Posts in Two Languages

In the TikTok post presented in two language above, examples of translation techniques used in it are:

TK/Eng-Ind/TT/23

SL : Palembang is the capital city of South Sumatra.

TL : Palembang / adalah / ibukota / Sumatera Selatan.

EE EE EE EE

TK/Eng-Ind/TT/24

SL : The most famous traditional foods in Palembang is Pempek.

TL : Makanan / tradisional / paling / terkenal / di / Palembang /

EE BOR EE EE EE EE

adalah / Pempek

EE BOR

B. Identification of the Problem

Based on the results of observations and interviews before the research was conducted, the researcher found the following identification of the problems:

1. Students still face problems in adding new vocabulary, such as difficulty in memorizing.
2. English teachers have not used learning media during the learning process.
3. Some students like learning English using learning media in the classroom.
4. Students have high motivation to learn English especially when using learning media.

C. Research Formulation

Based on the background of the research that has been described above, the research formulas that can be taken are:

1. What are translation technique used in bilingual posts on TikTok?
2. How do bilingual post can improve the students vocabulary mastery?

D. Research Objectives

Based on the research formula explained above, the objectives of this research include:

1. To know the translation techniques used in bilingual TikTok posts.
2. To describe the TikTok learning media to increase students' vocabulary.

E. Significance of the Research

The significance of this research is divided into two points including theoretical significance and practical significance. To provide further explanation of the significance of this research, the following is a description of the two significance of the research:

1. Theoretical Significance

The results of this study are expected to be able to provide an alternative for utilizing interactive learning media by utilizing technology or technology-based learning and knowing what translation techniques are used in posts on social media, especially TikTok. In other words, the results of this study are expected to complement previous research regarding the use of TikTok on

vocabulary and translation techniques in TikTok posts presented in two language, and can be expected to be used as a reference for researchers who will conduct similar research.

2. Practical Significance

Apart from the theoretical significance described above, this research is expected to provide practical significance to:

a. Practical Significance for Students

The results of this research are expected to improve English vocabulary and students' ability to read English texts, and also indirectly help improve students' translation skills through bilingual content that presents two languages.

b. Practical Significance for Teacher

The results of this research are expected to provide information for teachers to consider alternatives to using the Tiktok social media platform as a technology-based learning medium in class.

CHAPTER II

THEORETICAL REVIEW, LITERATURE REVIEW, AND THINKING FRAMEWORK

A. Theoretical Review

1. TikTok

Keeping up with the technological developments in Indonesia, TikTok is one of the social media that has high popularity. Based on Batoebara as quoted in (Daryus et al., 2022), TikTok is a social media application that is listed in the top 10 in the application category that is most downloaded by people in several countries such as Indonesia, Thailand, Malaysia and also the Philippines. Apart from that, TikTok is an application that was released as an international version of the Chinese application, namely Douyin (Southerton, 2021).

TikTok itself is generally a social media application that can be used to create videos and share various types of information. Based on Hutamy et al (2021) stated in their research, TikTok is a social media application that is used to create short videos by its users via mobile phone.

Meanwhile, another definition of TikTok put forward by Ilahin (2022) in his research, TikTok is a social media platform that offers short videos with special effects and is also supported by music that can be applied, so that it will make the videos that have been made by the users is more interesting and encourages creativity.

2. Vocabulary

The results of research conducted by Permana (2020), vocabulary is an important thing in a person's learning process, supported by effective, interactive and fun learning strategies so that it can motivate and help students to increase their vocabulary. In line with the results of this research, based on Saputri & mardila Ramli (2017) in their research also stated that vocabulary is an important aspect for communicating in English language, apart from that vocabulary is also very necessary to improve English language skills such as listening, speaking, reading and also writing.

Apart from the importance of vocabulary in foreign language learning. Based on Kursini quoted in Setiawan & Wiedarti (2020), if students can understand and apply a group of words, this is called vocabulary. Apart from that, another definition also quoted in Setiawan & Wiedarti (2020), according to Clouston, vocabulary is a word that can be described as a language which includes single items, phrases and also clauses where these have their own definitions.

In teaching vocabulary, there are many ways that can be done besides giving a list of words and their meanings to students to remember it later. Teaching vocabulary also can be done by giving students a simple song or using TikTok bilingual post as learning media in the classroom learning activities, especially in the current era when learning using technology is very popular between students.

3. Teaching Vocabulary

Teaching vocabulary can be done in various ways so that students do not get bored quickly. One way to teach vocabulary to students is by collaborating learning with technology. Based on Mulyasa (2018) cited in Berliani & Katemba (2021), learning activities using technology as media can help to be more effective and efficient. Moreover, according to T. C. Reeves (1998) cited in Hermagustiana & Rusmawaty (2017), using technology during the learning process is believed to positively influence students' attitudes. This opinion is in line with the opinion of J. Johnston, and L. T. Barker (2002) cited in Hermagustiana & Rusmawaty (2017), technology used as a learning tool can trigger interest and can help students play an active role and be enthusiastically involved in the classroom. Moreover, the opinion from Alakrash (2020) cited in Sarip & Khalid (2021) states that in the learning process using technology as a tool for vocabulary learning, students feel joyful and do not feel stressed. From these opinions, it can be concluded that vocabulary learning using technology can have a positive impact to the students in the acquisition of a new language.

4. Translation

Although the definitions of translation put forward by experts vary, but they still have the same meaning. According to Catford, quoted in Rajagukguk (2019), translation is a change of a text originating from a source language with a text that has results or meaning that are commensurate with the target

language of the text, where in essence the source language and target language have the same equivalent one another.

Another understanding of translation defined by Newmark quoted in Rajagukguk (2019), translation is the transfer of meaning originating from a source language text into the target language according to what was meant by the author of the source language text. In line with the definitions from Newmark, there are definitions according to Nababan (2008) cited in Dzulkurnain & Asrowi (2022), translation is the process of transferring the meaning of a text by emphasizing the functional meaning of the source language and retaining it in the target language.

Another understanding of translation which is not much different from the understanding put forward by Catford and Newmark is the meaning put forward by Larson quoted in Rajagukguk (2019), translation is the transfer of a text from the source language into the target language by changing its form.

5. Translation Technique

The translation technique used by the researcher to analyze posts from TikTok social media that presented in two language is the translation technique proposed by Molina & Hurtado Albir (2002). There are 18 translation techniques proposed by Molina & Hurtado Albir (2002), including:

a. Adaptation

Adaptation is a translation technique used by replacing cultural elements in the source language with cultural elements in the target

language (Molina & Hurtado Albir, 2002). Here is an example of an adaptation from (Fitria, 2020):

SL : Yeah, you always say that, and then you end up eating all my **dessert**.

TL : Ya, kau selalu mengatakan itu, dan kemudian kau akhirnya makan semua **pencuci mulutku**.

b. Amplification

Amplification translation technique is a translation technique by adding a detail of information that does not exist or appear in the source language text, in addition, amplification translation technique is the opposite of reduction translation technique (Molina & Hurtado Albir, 2002). Here is an example of amplification:

SL : I like carrot because it makes my eyes healthy.

TL : Aku suka wortel karena membuat **kedua** mataku sehat.

c. Borrowing

In this translation technique, borrowing done by taking or borrowing a word or expression from the source language. The borrowing of words or expressions in this translation technique can be done in two ways, there are pure borrowing and naturalized borrowing (Molina & Hurtado Albir, 2002). Here is an example of borrowing:

SL : **Batik** is an artwork made on **textile** and divided into two, handmade and printing.

TL : **Batik** adalah bentuk karya seni yang dibuat di atas **tekstil** dan terbagi menjadi 2, buatan tangan dan cetak.

d. Calque

Calque is a translation technique by literally translating a word or phrase from the source language into the target language. In this translation technique, it can be done lexically or structurally (Molina & Hurtado Albir, 2002). The following is a calque example from Valufi & Noverino (2022):

SL : A folded dollar bill holding down the switch, stopping the alarm from blaring and letting everyone in the hospital know some crazy guy with **cystic fibrosis** and self-destructive tendencies is hanging out on the roof. (p. 31)

TL : Lembaran uang dolar yang dilipat terselip di sakelar, mencegah alarm meraung dan membuat semua orang di rumah sakit tahu kalau ada cowok sinting yang menderita **fibrosis kistik** dan kecenderungan bunuh diri sedang menongkrong di atap. (p. 76)

e. Compensation

This compensation translation technique is a technique that is carried out by making a change in the position of information contained in the source language where the information cannot be realized or transferred into the target language (Molina & Hurtado Albir, 2002). Here

is an example of compensation from Hendrastuti, Nababan & Wiratno (2013) cited in Putranti et al (2019):

SL : You can let your imagination **go wild** with a Vision Board.

TL : Melalui Papan Visi, Anda bisa membiarkan imajinasi **mengembara sejauh mungkin.**

f. Description

The description translation technique is done by adding a description to the terms or expressions in the source language into the target language (Molina & Hurtado Albir, 2002). This is done to make it easier for readers to understand the information that has been translated from the source language into the target language. Here is an example of description:

SL : Two main equipments to make Batik are canting and malam **(candle).**

TL : Dua peralatan utama untuk membuat Batik adalah canting dan malam **(lilin).**

g. Discursive Creation

Discursive creation is done by translating the text from the source language into the target language text using temporary equivalents or equivalents that are far from the original context. Therefore, the discursive creation translation technique is usually used to translate the title of a film (Molina & Hurtado Albir, 2002). Here is an example of discursive creation from Sakulpimolrat (2019):

SL : You **must** describe your planet to me!

TL : Kamu **akan** mendeskripsikan planetmu!

h. Establish Equivalent

Terms or expressions in the source language are translated by terms that are common or recognized. Usually these terms or expressions are based on dictionary of the target language (Molina & Hurtado Albir, 2002). The following is a establish equivalent example:

SL : Wait until smooth and creamy

TL : Tunggu sampai lembut dan krimi.

i. Generalization

Generalization is a translation technique used to translate a term from the source language into a general or neutral term (known to the wider community) in the target language (Molina & Hurtado Albir, 2002). The following is a generalization example from Valufi & Noverino (2022):

SL : I pull on the blue AffloVest, snapping it into place around my **torso** with Barb's help. (p. 19)

TL : Aku memakai Afflovest biru dan mengeratkan ikatannya di **tubuhku** dengan bantuan Barb. (p. 46)

j. Linguistic Amplification

Linguistic amplification is a translation technique by adding linguistic elements from the source language into the target language. Usually this translation technique is used in spoken translation or dubbing

(Molina & Hurtado Albir, 2002). Here is an example of linguistic amplification from Wibowo & Haryanto (2024):

SL : What do you mean you won't see your children? **Of course, you will.**

TL : Apakah maksudmu kau takkan melihat anakanakmu! **Tentu saja kau akan bertemu mereka.**

k. Linguistic Compression

The linguistic compression translation technique is a translation technique that is the opposite of linguistic amplification. This is because the linguistic compression translation technique is used by assembling linguistic elements in the source language into the target language. In essence, this technique shortens the translation in the target language. Usually this technique is used for simultaneous translation of spoken and subtitled (Molina & Hurtado Albir, 2002). Here is an example of linguistic compression from Nabilah & Sujatna (2020):

SL : Arrived rat portage this morning stop larose has disappeared stop **leaving at dawn** for sandy lake with sgt hawk stop will advise

TL : Tiba di rat portage pagi ini titik larose hilang titik **akan** pergi ke danau sandy dgn sersan hawk titik akan beri kabar.

l. Literal Translation

This literal translation technique is done by translating a sentence word for word. This technique is the same as what has been proposed by Nida's formal equivalent, translation with a form that is appropriate in

function and meaning (Molina & Hurtado Albir, 2002). Here is an example of literal translation from Fitria (2020):

SL : But Rachel and I will stay together.

TL : Tapi Rachel dan aku akan tinggal bersama.

m. Modulation

Modulation is a translation technique done by changing several things such as point of view, focus, or cognitive categories related to the source language text, this can be either lexical or structural in the translation (Molina & Hurtado Albir, 2002). Here is an example of modulation from Fitria (2020):

SL : We're fully booked, madam.

TL : Hotel kami tidak ada kamar kosong, Nyonya.

n. Particularization

This translation technique is used by using more concrete terms in its translation from the source language into the target language (Molina & Hurtado Albir, 2002). Here is an example of particularization from Wibowo & Haryanto (2024):

SL : Is it a **web**?

TL : Is that a spider web?

o. Reduction

In this translation technique, the information in the source language is condensed into the target language. This reduction translation technique

is a technique that is opposite to the amplification technique (Molina & Hurtado Albir, 2002). Here is an example of reduction from Fitria (2020):

SL : I'm not a good son.

TL : Aku bukan anak yang baik.

p. Substitution (Linguistic, Paralinguistic)

This translation technique is used to change linguistic elements into paralinguistic elements such as intonation and gestures and vice versa (Molina & Hurtado Albir, 2002). An example of a substitution is such as the gesture putting a hand on the heart which can be interpreted as thank you (Molina & Hurtado Albir, 2002).

q. Transposition

Transposition is used by changing or shifting the grammatical categories and structures in the source language into categories or grammatical structures in the target language (Molina & Hurtado Albir, 2002) example of transposition from Fitria (2020):

SL : We **spoke** on the phone when I confirmed it yesterday.

TL : Kita sudah berbicara di telepon saat aku mengkonfirmasikannya kemarin.

r. Variation

Variation is a translation technique used to change a linguistic element or paralinguistic element which has an influence on aspects of linguistic variation (changes in textual tone, style and even dialect and so

on) (Molina & Hurtado Albir, 2002). Here is an example of variation from Sakulpimolrat (2019):

SL : Please draw **me** a sheep.

TL : Tolong...tolong gambarkan **aku** seekor domba.

6. Classroom Action Research

Classroom action research is a type of research that is widely used by educators, this is an effort made by a teacher and applied in the classroom with the aim of improving the quality of a learning process carried out by students in the classroom (Eliawati & Harahap, 2019). Therefore, this class action research has benefits in solving problems that arise in the classroom during the learning process (Pasaribu et al., 2021). In line with the benefits stated by Pasaribu et al (2021), the definition of classroom action research according to Rafiqie et al (2023) is that classroom action research is an activity that has the aim of improving the role and duties of a teacher in educating, teaching to assessing and evaluating students.

In classroom action research, based on Kemmis & McTaggart (1998) cited in Semathong (2023) classroom action research is research that is not technically different from other types of research, but the difference is in the methodology. In this classroom action research, based on the concept of Kemmis & McTaggart (1988), there are four main processes to be carried out in the research, including: (1)Planning, (2)Action, (3)Observation, and (4)Reflection or re-planning.

B. Literature Review

1. Previous Study

Research using TikTok social media has been conducted by many researchers. Research using TikTok social media is mostly researched as a learning medium in the learning process in the classroom. Most of these studies have the same goal of using TikTok as a learning medium, namely to improve students' English language skills. The following are some of the findings of previous research that are related to the research conducted by researchers:

The first research that conducted by Dhony Franciska, Dwi Rohman Soleh, and Nunung Nurhidayati (2023), in their research used TikTok videos as a learning medium with the aim of helping students in writing. The method used in this research is the collective action method with the type of research, that is quantitative. The subjects of this research were eighth grade students who applied problem-based learning and TikTok videos. The results of this research show an improvement from Cycle 1 and Cycle 2. From the research of Dhony Franciska, Dwi Rohman Soleh and Nunung Nurhidayati, the similarities with this study are both using TikTok social media. The difference lies in the purpose of using TikTok, Dhony Franciska, Dwi Rohman Soleh and Nunung Nurhidayati's research uses TikTok as a medium to help improve students' ability to write, while the researcher's research uses TikTok to find out its contribution in improving students' vocabulary.

The second research conducted by (Anggi E Pratiwi, Naura U Ufairah and Riska S Sopiah (2021), in their research which aims to determine the use

of the TikTok social media platform to improve students' pronunciation skills, with eight research subjects or respondents namely students. The results shown from this study indicate that respondents have a positive attitude and desire to use the social media platform TikTok to help improve reading and speaking skills as well as other skills related to English at a basic level. The similarity of this research is that both use TikTok for media to improve students' English skills. However, this research also has differences with the research that the researchers conducted, the difference is shown from the use of TikTok. The research conducted by Anggi E Pratiwi, Naura N Ufairah and Riska S Sopiah used TikTok to improve students' English pronunciation skills, while the research conducted by researchers used TikTok to improve vocabulary through uploaded bilingual posts.

Next, research that conducted by Amalia Rahmawati, Muh Syafei and Moh Aris Prasetyanto (2023), their research on the use of the social media platform TikTok to describe or provide an overview of improving students' English skills, namely speaking. This research was conducted by involving respondents from the program research development with a total of 32 students by utilizing the sampling technique and divided into experimental and control groups with the same number. In this study, the researcher conducted an assessment by clarifying the indicators of students' speaking ability. The results of this study indicate that in the experimental group, students' speaking ability pre-test scores increased. The similarities shown from the research conducted by Amalia Rahmawati, Muh Syafei, and Moh Aris Prasetyanto are from

TikTok social media. However, there are differences between research by Amalia Rahmawati, Muh Syafei, and Moh Aris Prasetyanto and research conducted by researchers. This difference is seen from the use of TikTok as a learning media used to improve speaking skills in students, while this study is to improve English vocabulary through posts in two languages.

Based on previous research that has been described above, the researcher concludes that to improve students' English language skills can be done by using learning media that is innovative and in accordance with the current generation. So that English learning can have attractiveness and not be boring during learning.

In addition, despite the similarities that exist in previous studies. There are things that can differentiate this research from existing studies. The difference is that researchers use the TikTok social media platform, especially on bilingual posts in it to find out its use on increasing students' English vocabulary. In relation to bilingual posts on TikTok, this research was also conducted to analyze the translation techniques used in it.

C. Thinking Framework

In this research, there is a thinking framework consisting of stages carried out to obtain research data. To provide a clearer overview of the stages taken to obtain the research data. The thinking framework can be seen from the picture below:

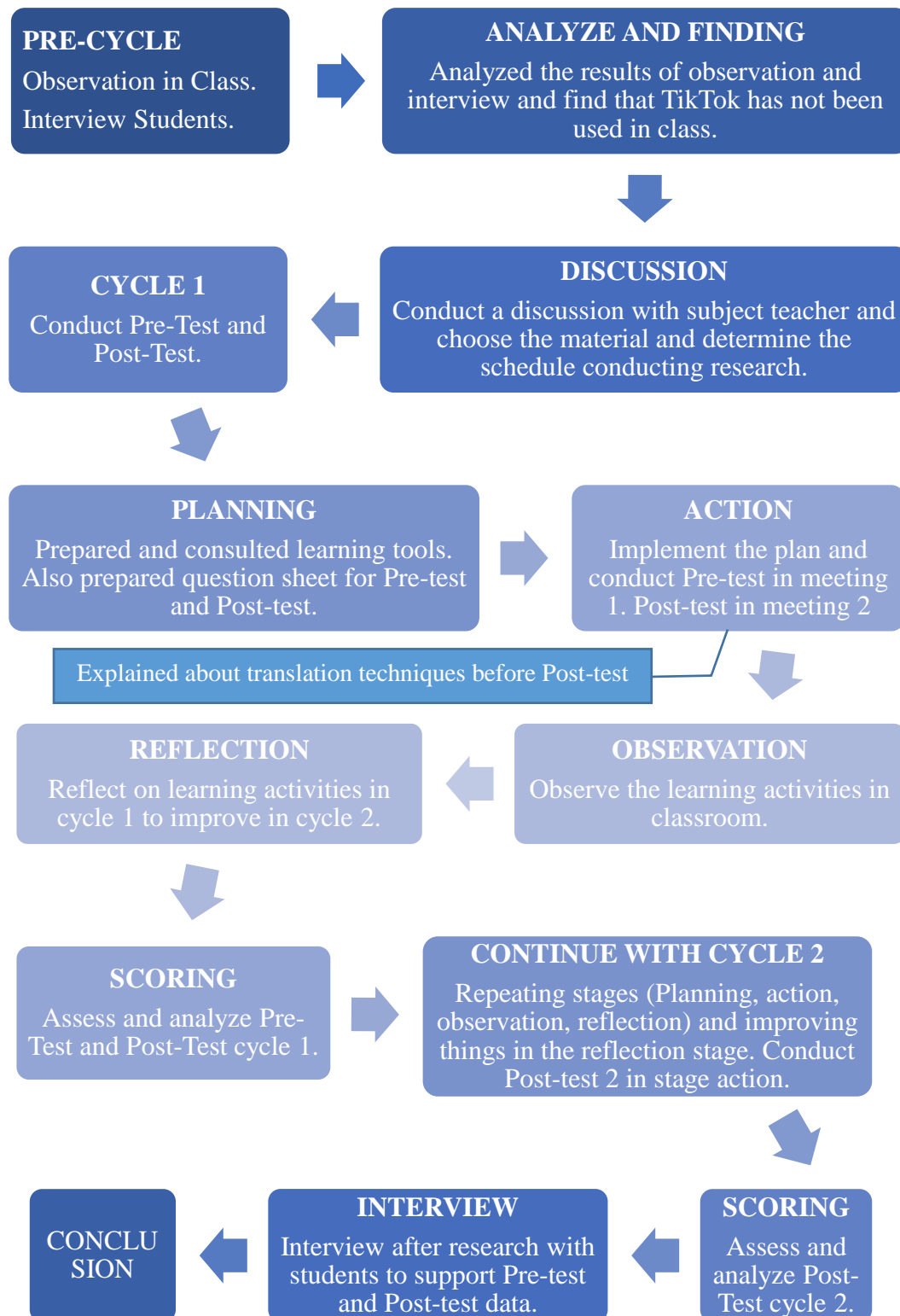


Figure 2.1 Thinking Framework

Based on the thinking framework above which consists of eight stages of this research with a class action research method, it is explained as below:

1. Pre-Cycle

At this stage, researchers carried out two stages, namely classroom observations and interviews with students. This was done to obtain preliminary data and find out the condition of the class where it was used to research. Researchers conducted these two stages so that the information obtained at the observation stage was reinforced at the interview stage. The following is a further explanation of the stages carried out during the pre-cycle:

a. Observation in Class

At this stage of observation, carried out by researchers by recording important things that occur during the learning process in the classroom. The things recorded at this stage include learning activities in the classroom. The purpose of this observation is to find out the conditions and get information related to research. Therefore, through this observation stage, researchers have found that during classroom learning in English subjects, the use of TikTok as a learning medium has not been used.

b. Interview Students

Researchers conducted interviews with students with the aim of obtaining additional information and also strengthening the information that researchers had obtained after conducting the observation stage. Through this interview stage, researchers get additional information

related to students' interest in English subjects and also students' interest in learning English, especially in increasing vocabulary using learning media. In addition, through this interview stage it also strengthens information about the use of TikTok learning media in the classroom that has not been implemented.

2. Analyze and Finding

In the previous stage, researchers have carried out classroom observations and conducted interviews with students. Where the information obtained by researchers through observations and interviews is in line. After analyzing the results of observations and interviews, researchers found that the use of TikTok as a learning media in the classroom had not been used. In addition, researchers can also conclude that students' interest in learning English is quite high.

3. Discussion

The researcher held a discussion with the English teacher to determine the material to be used. The material obtained by the researcher to be taught during classroom research is procedure text. In addition to determining the material, the researcher together with the English teacher also determined the schedule. This was done so that researchers could conduct research by adjusting the applicable lesson schedule. The schedule given to researchers to conduct research is one cycle consisting of two meetings and conduct research in class VII C.

4. Cycle 1

In accordance with the model of Kemmis & McTaggart (1998), classroom action research has four phases, including planning, action, observation, and reflection . Therefore, in one cycle that has been carried out by researchers there are four stages, including:

a. Planning

In this planning stage, researchers collaborated with English teachers at SMP Muhammadiyah 3 Yogyakarta. The things prepared by researchers in this stage are learning tools. These learning tools consist of teaching modules, teaching materials and assessment instruments used for the learning process. This teaching module has gone through a consultation stage with the English teacher.

b. Action

At this stage, researchers apply learning tools consisting of teaching modules, teaching materials and assessment instruments that have been prepared previously to teach in the classroom. At this stage, the learning process was observed in the form of documentation through a handphone camera. In addition, at this action stage, researchers also carried out tests consisting of pre-test and post-test. The pre-test was conducted at the first meeting of cycle one, while the post-test was conducted at the second meeting of cycle one. In the second meeting, before the researcher distributed the questionnaires to the students to conduct the post-test, the researcher showed a video post from TikTok that

used two languages and briefly explained the translation techniques used in it to the students.

c. Observation

In this observation stage, researchers record important things that occur during the learning process in the classroom. Things that are observed and recorded at this stage are learning activities. Then the results of this observation are used as material for reflection and improvement at the next stage.

d. Reflection

At this stage, the researcher evaluated the things that happened during the learning process together with the English teacher at SMP Muhammadiyah 3 Yogyakarta. At this stage, reflection is done by giving the results whether this cycle has reached the set target or not. If the results of this cycle have not reached the indicator of action success, the research can be carried out again in the next cycle. In addition, reflection is also carried out if there are obstacles that occur so that they can be improved at the next meeting or cycle.

5. Scoring

At this stage, the researcher conducted an assessment of the results of the pre-test and post-test done by students. Furthermore, the researcher will recap the scores that have been given on the question sheet to find out the existing improvements. The scores obtained by students are considered

complete if they reach a score of 75 in accordance with the indicator of action success.

6. Cycle 2

In this study, researchers conducted two cycles. This is because in the previous cycle the results of student scores obtained from the pre-test and post-test had not reached the desired target in accordance with the indicator action success. In line with this, then in cycle two researchers have gone through the same four phases, there are planning, action, observation and reflection by paying attention to what needs to be improved from the reflection stage of the previous cycle.

7. Interview

After conducting two cycles, researchers conducted interviews with students. This was done to support the data obtained from the pre-test and post-test results for two cycles.

8. Conclusion

This conclusion stage is carried out by researchers to provide comprehensive results from the stages that have been carried out in the research. This stage will contain important information whether the results of this research have achieved the indicator of action success or not.

CHAPTER III

RESEARCH METHODOLOGY

A. Type of the Research

This research uses the Classroom Action Research method. This classroom action research is a research method that is often used by teachers to find out and solve problems that arise during the teaching process (Lufungulo et al., 2021). Apart from that, based on Johnson, 2012 and Koshy 2005 quoted in Lufungulo et al (2021), classroom action research is an appropriate research method to use for a teacher, this is because the teacher will be directly involved and has an interest in solving a problem that occur in the teaching process or matters related to the education system. In classroom action research, there are four stages that must be taken by a researcher. Based on Kemmis and McTaggart quoted in Semathong (2023), classroom action research has four phases in each research cycle, including planning, action, observation and reflection.

This Classroom Action Research is a collaborative research conducted together with English teacher from SMP Muhammadiyah 3 Yogyakarta. In this classroom action research, the researcher took action in the learning process that occurred in the classroom by using TikTok post media which was presented in two languages (English and Indonesian). Researchers design and prepare the requirements for conducting research in the classroom with collaboration and assistance from the English teacher.

This classroom action research was carried out in 2 cycles. In this classroom action research, the model used is the model from Kemmis and McTaggart. Based on Kemmis and McTaggart quoted in Semathong (2023), classroom action research has four phases in each research cycle, including planning, action, observation and reflection. The following is a model from Kemmis and McTaggart (1997):

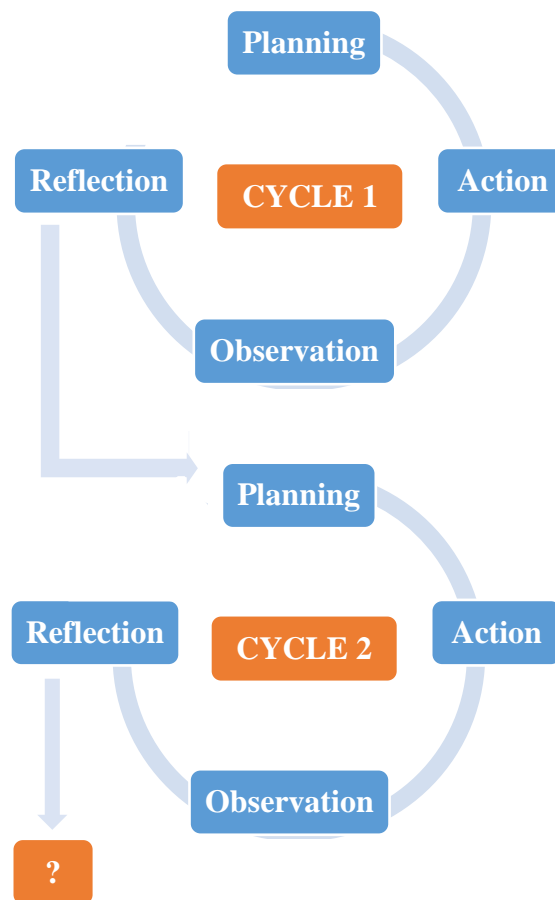


Figure 3.1 Model of Classroom Action Research (Rokhman et al., 2021)

Based on the above model which consists of four stages in one cycle of class action research, it is explained as below:

1. Planning

In this planning stage, researchers collaborated with English teachers from SMP Muhammadiyah 3 Yogyakarta. The things prepared by researchers in this stage are learning tools consisting of teaching modules, teaching materials and assessment instruments used for the learning process.

2. Action

At this stage, researchers apply the learning tools that have been prepared previously to teach in the classroom. In this classroom action research, researchers conducted research in class VII C. At this stage, the learning process was observed in the form of documentation from handphone camera.

3. Observation

In this observation stage, it is carried out by researchers by observe important things that occur during the learning process in the classroom. The things observe at this stage include learning activities in the classroom. Then the results of this observation are used as material for reflection.

4. Reflection

In this reflection stage, the researcher evaluated the things that happened during the learning process together with the English teacher at SMP Muhammadiyah 3 Yogyakarta. At this stage, reflection is carried out by providing results whether this cycle has reached the indicator of action success or not. If the results of this cycle have not reached the indicator of action success, the research can be carried out again in the next cycle. In addition,

reflection is also carried out to find out the obstacles that occur, so that it can be improved in the next cycle.

B. Data Source and Data

Data sources are a source of research to obtain data and can be in the form of places, informants, events, documents, sites and other forms of data sources (Santosa, 2017:52). Meanwhile, data is an object of research that is the reality and focus of research and can be in the form of places, participants, and events included in the focus of research (Santosa, 2017:52).

1. Data Source

In this research, the required data sources were obtained from the Tiktok social media platform. Data sources from this social media are collected by researchers in the form of videos. The selection of data sources from TikTok social media is because researchers need posts consisting of two languages to analyze the translation techniques used. The TikTok account that is the source of this research is an account with the username @haicansu. The account with 16.6K followers has uploaded posts in the form of knowledge about English in general such as daily life English, basic English, vocabulary, English with oktaf, and so on. From the posts that have been uploaded by the account, it has received 225.1K accumulated likes. In one of the posts uploaded on February 19, 2023 regarding hobbies with the title "Playing Pubg and Me Time" has received 9937 likes and there are 41 comments. One of the comments from the

post includes “sangat membantu kak (very helpful sis)” and “thank u kak, jadi mudah diingat (thank u sis, so easy to remember)”.

2. Data

The data from this study are video posts uploaded in TikTok social media and presented in the form of two languages, that is English and Indonesian. This is because the data is in accordance with the research needs to analyze the translation techniques used in the posts presented in two language.

C. Data Collections

1. Observation

Observations were carried out before the research to determine the learning process activities that occurred in the classroom and the learning outcomes. In conducting observations, the researcher observed the English teacher during the learning process as usual in the classroom and with the students.

2. Interview

Interviews in general are a way to collect data that occurs with a conversation between two or more people consisting of an interviewer and a resource person (Yuhana & Aminy, 2019). In line with the general understanding of interviews, based on Lexy J. Moleong quoted in Yuhana & Aminy (2019), an interview is a communication that occurs orally which is

carried out in a structured manner and consists of two or more people, and can be done in two ways, namely directly and remotely.

In this research, interviews were conducted using semi-structured interviews. This is because the questions that have previously been prepared by the researcher can be changed to suit the source with the aim of obtaining deeper data. Interviews were conducted in two stages, namely before using the media used by the researcher and after using the media used by the researcher.

3. Field Note

Field note in this study are used as notes containing activities that are noted objectively. These field note contain information or activities that occur in the classroom during the learning process such as notes in the form of interactions that occur between participants and note related activities. In this study, these research notes were used to observe and determine the increase in students' vocabulary.

4. Test

Test are used to determine the increase in vocabulary of the students. The test used in this research is pre-test and post-test. Furthermore, the results of the pre-test and post-test were then assessed and categorized in the Minimum Completion Criteria (KKM) in the indicators of action success that had been determined to find the improvement that occurred between before and after using the learning media used by the researcher.

a. Pre-Test

The pre-test was carried out in cycle one before researchers used the learning media studied in the classroom during the learning process.

b. Post-Test 1

The post-test 1 was carried out in cycles one meeting two after researchers used the learning media TikTok post in two language in the classroom during the learning process.

c. Post-Test 2

The post-test 1 was carried out in cycles two meeting two after researchers used the learning media TikTok post in two language in the classroom during the learning process.

5. Documentation

Documentation is obtained while researchers collect data from the research site. This documentation can be in the form of photos while the researcher is collecting data at the research site.

D. Data Analysis

Research data that has been obtained and collected, then the data must go through the analysis stage. The research data analysis step carried out by this researcher was carried out with the aim of interpreting the data, so as to conclude the results of the data obtained.

Based on Miles & Huberman (1994:10) to analyze interview data consists of three flows that are carried out simultaneously, the three flows consist of (1)Data reduction, (2)Data Display, and (3)Conclusion Drawing or Verification. The following is an explanation of the three flows:

1. Data Reduction

Data reduction according to Miles & Huberman (1994:10) is a process that refers to five things, including selecting, focusing, simplifying, abstracting and transforming data. Therefore, based on Miles & Huberman (1994:10) also during data collection has not been completed, data reduction will continue until the end by writing summaries, coding, looking for themes, making clusters, making partitions and writing memos. So that data reduction will make it easier to draw final conclusions and can be verified because it has gone through the process of sharpening, classifying, directing, discarding and organizing data Miles & Huberman (1994:11).

2. Data Display

Data presentation according to Miles & Huberman (1994:11) is a process that makes it possible to draw conclusions or take action with a better view so that qualitative analysis can be valid. Therefore, based on Miles & Huberman (1994:11) to display data can be done in forms such as matrices, charts and networks. This is done to collect information so that it is organized into a more concise and easily analyzed form to produce conclusions that can be accounted for (Miles & Huberman, 1994:11).

3. Conclusion Drawing or Verification

Conclusion drawing or verification according to Miles & Huberman (1994:11) is half of the Gemini configuration. In addition, conclusions will continue to be verified during the analysis process. Then, if in the middle of data collection, the researcher has a relatively short conclusion, in the conclusion itself the researcher cannot do it arbitrarily. This is because to make conclusions, researchers must return to the data to verify. Therefore, the conclusions at the end of the research data are not only done during data collection, but also need verification so that the conclusions of the research data can be accounted for (Miles & Huberman, 1994).

In addition to data analysis from Miles & Huberman (1994), researchers also use analysis techniques used to analyze the test data that has been obtained, this test data is in the form of scores collected from pre-test and post-test. The following is the analysis technique used:

1. Mean Formulation (Gaurifa & Harefa, 2023)

$$x = \frac{\Sigma n}{N}$$

x : Mean
 Σn : Total score
 N : Number of student in class

2. Percentage Formula of Minimum Criteria

$$P = \frac{F}{N} \times 100\%$$

P : Percentage
 F : Number student passed KKM
 N : Number of Student in class

E. Data Analysis of Translation Techniques

Research data in this research are divided into two, data obtained from classroom action research and data obtained from TikTok accounts in the form of bilingual posts to analyze the translation techniques. In this relation, research data obtained from the TikTok account in the form of bilingual posts as mentioned in the data source and data point in this research are analyzed using translation techniques by Molina & Hurtado Albir (2002). In Molina & Hurtado Albir (2002) translation techniques, there are 18 translation techniques consisting of: adaptation, amplification, borrowing, calque, compensation, description, discursive creation, establish equivalent, generalization, linguistic amplification, linguistic compression, literal translation, modulation, particularization, reduction, substitution (linguistic, paralinguistic), transposition and variation.

F. Data Validity

In this research, researchers used triangulation to validate the data that had been collected from each data collection technique. Triangulation is a method that can be used in to validate research data by using more than two data sources (Pashaie et al., 2023). Based on Denzin (1978) and Patton (1999) cited in Lemon & Hayes (2020), there are four triangulation approaches that are often used, including: (1)Method Triangulation, which is a technique in research using more than one type of data collection technique (Lemon & Hayes, 2020). (2)Researcher Triangulation, which is research that requires multiple researchers to collect and analyze data from a phenomenon in order to increase the depth of the findings of the data (Lemon & Hayes, 2020). (3)Theory Triangulation, which is a technique used when researchers

use or rely on different theories to analyze data (Lemon & Hayes, 2020). (4) Data Source Triangulation, is a technique that requires diverse data sources such as participation from individuals with different backgrounds (Lemon & Hayes, 2020).

In this research, data that has been collected is then validated using method triangulation technique. This is because in this research, researchers used more than one data collection technique. The data collection techniques used by researchers include observation, interviews, field note, tests (Pre-test and Post-test) and the last is documentation.

G. Quota Sampling Technique

In this research, data obtained from TikTok social media on the accounts used as data sources to analyze the translation techniques used are very large in number. Therefore, to limit the excessive amount of data, researchers used quota sampling technique. Based on Acharya et al (2013), quota sampling requires a procedure to determine certain characteristics of the sample to match those desired by the researcher.

In this research, researchers determined the characteristics of posts taken by TikTok, namely posts presented in two languages (English and Indonesian). In addition, researcher also determined that data collection was taken from October 2022 to September 2023, in each month at least 1-2 posts in two languages were taken from account that had been selected to be the data source. During the data collection, researcher needs at least 69 data to analyze the translation techniques used. As mentioned above, this quota sampling selection aims to limit the data to be used for the analysis of translation techniques.

2. Object of the Research

The object of this research is vocabulary mastery. Vocabulary is one of the important things for understanding a language. In research on increasing vocabulary, the research is seen from learning activities and tests.

J. Research Instruments

In this research, researchers used guidelines used to conduct research as well as other instruments in order to collect data. These instruments include the following:

1. Observation Sheet

Observation sheets were used and carried out before the research. Observations carried out before the research was carried out aimed to determine the conditions and learning activities of students in the classroom. Observations that have been carried out by researchers before conducting research have a good results. This is indicated by the activities of students who pay attention to the explanation and directions of the teacher during the learning process.

2. Interview Sheet

Observation sheets are used to obtain information after researchers use learning media. This interview was carried out with resource persons consisting of students regarding learning activities and learning media used during the learning process. In this research, the interviews used were semi-structured interviews. The interview guide used to students is as follows:

a. Before Research

- 1) What do you think about English lessons?
- 2) Do you like learning English, especially learning vocabulary?
- 3) While learning English, did you experience difficulties, especially in increasing your vocabulary?
- 4) During the learning process, does the teacher use a variety of learning media? If yes or no, what learning media does the teacher use during English learning?
- 5) What do you think about learning English to increase vocabulary using learning media?
- 6) Do you prefer learning English using media? If yes or no, what is your reason?
- 7) Is TikTok learning media already used?

b. After Research

- 1) What do you think about English lessons after using TikTok learning media?
- 2) Does TikTok learning media in English learning help improve your vocabulary?
- 3) While learning English using TikTok learning media to improve your vocabulary, are you having difficulty?
- 4) Do you like learning English to improve your vocabulary using TikTok media?

3. Test

The test instrument used in this study aims to determine the increase in students' vocabulary. In this study, the tests used were pre-test and post-test.

4. Other Instrument

Other instruments used in this research to support in obtaining research data are cellphone cameras and LCD Projectors. When the research took place, the researcher took documentation in the form of photos using a cellphone camera. Meanwhile, to support the smooth running of researchers in displaying TikTok posts and displaying subject matter, researchers use school facilities that are already available, namely by using an LCD Projector.

K. Indicator of Action Success

In this research, the indicators of action success were determined to determine whether this research was successful or not. The indicator of action success in this research is by setting Minimum Completion Criteria (KKM). The value set to achieve the completion criteria is 75. So that if 75% of students reach the completion criteria, then this research is considered successful.

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

The results of the research on translation techniques in TikTok posts in two languages and their use to improve students' vocabulary are presented in two parts:

1. Translation Technique used in Bilingual Post

Researchers collected data from TikTok as a data source. The data collected is data in the form of posts presented in two languages. In this study, during the research, neither the students nor the researcher translated a text. However, during the research, the researcher has provided information to the students, which is related to translation techniques. In line with translation techniques, in this research, the researcher tried to categorize the types of translation techniques used in TikTok bilingual posts. The translation technique used to analyze the data is from Molina & Hurtado Albir (2002). There are 69 sentences taken from bilingual TikTok posts and have gone through the translation technique analysis stage. Following is a presentation of data on the types of translation techniques used in bilingual posts:

Table 4.1 Translation Technique Data Presentation

No	Translation Technique	Frequency	Percentage
1	Establish Equivalent	363	92.13%
2	Borrowing	24	6.09%
3	Amplification	6	1.52%
4	Description	1	0.25%

a. Establish Equivalent

Established Equivalent based on Molina & Hurtado Albir (2002) is a translation technique that the terms or expressions in the source language are translated by terms that are common or recognized from the target language. Based on the definition from Molina & Hurtado Albir (2002), following is an example of data analysis of translation techniques from TikTok posts presented in two languages:

TK/EE/Eng-Ind/TT/01

SL : Batik is one Indonesian Cultural Heritages.

TL : Batik / adalah / salah satu / warisan / budaya / Indonesia.

BOR	EE	EE	EE	EE	EE
-----	----	----	----	----	----

Based on the data presentation of translation technique analysis above, the word **is** in the SL column is translated into **adalah** in the TL column. In the translation process, the translator uses the establish equivalent translation technique. In addition, the establish equivalent translation technique is also used on the word **cultural** in the SL column which is translated into **budaya** in the TL column.

b. Borrowing

Based on Molina & Hurtado Albir (2002) borrowing is done by taking or borrow a word from the source language. Therefore, based on the definition, following is an example of data analysis of translation techniques from TikTok posts presented in two languages:

TK/BOR/Eng-Ind/TT/04

SL : Batik has made into the Representative List of Intangible Cultural Heritage of Huamanity in 2008 by UNESCO.

TL : Batik / telah / masuk / dalam / Daftar / Representatif /

BOR EE EE EE EE BOR

Warisan / Budaya / Takbenda / Kemanusiaan / pada / tahun / 2008

EE EE EE EE EE AMP EE

/ oleh / UNESCO.

EE EE

Based on the data presentation of translation technique analysis above, the word **representative** in the SL column is translated into **representatif** in the TL column. This is because the translator uses a word that has the same form in the target language. Therefore, the translation technique used to translate the word is borrowing translation technique.

c. Amplification

Amplification based on Molina & Hurtado Albir (2002) is a translation technique by adding a detail of information that does not appear in the source language text. Following is an example of data analysis of translation techniques from TikTok posts presented in two languages:

TK/AMP/Eng-Ind/TT/62

SL : I like carrot because it makes my eyes healthy

TL : Aku / suka / wortel / karena / membuat / kedua / mataku / sehat.

EE EE EE EE EE AMP EE EE

Based on the data presentation of translation technique analysis above, there is one word in TL that is translated using amplification translation technique, the word is the second word. Where the **kedua** word is not listed in the source language, but the researcher adds the word to make it easier for readers.

d. Description

Based on Molina & Hurtado Albir (2002) description translation technique is done by adding a description to the terms or expressions in the source language into the target language. Following is an example of data analysis of translation techniques from TikTok posts presented in two languages:

TK/DESC/Eng-Ind/TT/03

TL : Dua / peralatan / utama / untuk / membuat / Batik / adalah /

EE EE EE EE EE BOR EE

canting / dan / malam / (lilin).

BOR EE BOR DESC

Based on the data presentation of the translation technique analysis above, the word **candle** in brackets in the SL column is translated into **lilin** in the TL column. This is because the translator provides detailed information that may not be widely known by the general public. Therefore, the translator uses the description translation technique to provide detailed information to make it easier for readers.

2. Bilingual TikTok can Improve Students Vocabulary Mastery by Using Classroom Action Research Method

Research using class action research was conducted from October to December 2023. This research was conducted at SMP Muhammadiyah 3 Yogyakarta located at Jalan Kapten Piere Tendean No. 19. The implementation of cycle one was carried out on 7th November 2023 to carry out the pre-test and 8th November 2023 to carry out post-test 1. Meanwhile, cycle two was carried out on 21st November 2023 and 22nd November 2023. On 22nd November 2023 was used to conduct post-test 2. Researchers conducted research at SMP Muhammadiyah 3 Yogyakarta, class VII C with the following research results:

a. Pre-Test (Cycle 1)

To obtain data, at this stage it is done by using two ways, field note and tests (pre-test and post-test 1). Field note are taken to note things or activities that occur during the learning process. While the test (pre-test and post-test 1) was carried out in order to obtain data in the form of the students' scores before being given treatment by using the tiktok bilingual post and after being given treatment. The following are the results of data collection using field note:

Table 4.2 Field Note Cycle 1 (Meeting 1)

FIELD NOTE	
Day/Date	: Tuesday / 7 th November 2023
Duration	: 35 Minutes
Grade	: VII C
Activity	: Action in Cycle 1 (Meeting 1)

Researcher entered the class and greets the students. Researcher invited students to say Basmalah before starting the lesson. After that, researcher took attendance by calling students' names one by one. Then before giving an explanation of “procedure text” material, researcher distributed pre-test questions for students to do. After the duration of working on the test was finished, researcher asked the students to collect their work in front.

Researcher asked triggering question “Is there anyone here who wants to make something and needs the steps?”, students responded by answering “Yes”. Researcher “Well that means we need a guide right. Such a guide can be called as a procedure text”. After that researcher mentioned learning objectives. Then researcher asked again “Do any of you like to cook here?”, some students answered “Yes, I do”. Then researcher again asked “Cooking food or drinks?”, the answers from the students varied either food or drinks. Then researcher asked “If you want to cook and don't know how, usually use a tutorial in what form?”, the students' answers also varied. After that, researcher informed the students that today's material was procedure text. Before explaining the material, researcher provides stimulation related to the material by showing a video of TikTok bilingual posts. After that, researcher asked question “So what do you think from the video was being made?”, several students were able to answer the question simultaneously. Researcher again asked, “What are the materials and utensils needed?”, one of the students was able to answer even though he was hesitant. After that, researcher explained the structure in the procedure text and gave examples of cooking utensils in form of TikTok bilingual posts. Furthermore, researcher explained about language features in procedure text, “So one of the language features of procedure text is action verb, what are there?”, students answered “Is like mix, pour and cut”. Then researcher gave an example of procedure text in form of TikTok bilingual post while explaining the material. Researcher again asked

questions “From the example of the procedure text, so what is in the procedure text?”, one of the students answered the question correctly based on what had been explained. After explaining the material, students were asked to work on the individual assignment. After the students have finished collecting individual assignments, researcher briefly explains procedure text material again then students are divided into several groups and researcher shows food or drinks for students to choose with their groups. After choosing, researcher explained the task they had to do to create a procedure text based on the food or drink that had been chosen with their group. After explaining the task, researcher asked the students “Is it clear with the task?” and students answered if they understood and some gave a gesture of nodding heads. Although there are some students who still ask about the clarity of the tasks that have been given such as “This is to make a procedure text right miss, from the food that has been chosen”. Researcher walked around to check the process of students with their groups while working on the task. While researcher was monitoring students, many students made noise by chatting and joking. 10 minutes before the bell rang, researcher asked “Is it finished? Those who have finished can be collected, those who have not finished are also collected, in the next meeting we will do it again”, several students came forward to collect the results of their group's work in front.

Before closing the lesson, researcher together with the students made a conclusion about today's learning “So what have we learned today?” after that students answered and researcher asked again “In the procedure text there are three structures, anyone knows what they are?”, students answered the question together. After that researcher asked students if there were any difficulties regarding today's material and shared learning agenda for the next meeting. After the bell rang, then researcher together with the students closed the lesson by saying

Hamdalah and researcher greets the students. The researcher said greetings and left the class.

Learning activities that were noted in the field note in cycle 1 (first meeting) can be seen in the picture below, when students take the test (pre-test) and when researchers display TikTok bilingual posts in the learning process.

Figure 4.1 Learning Activities in Cycle 1 (Meeting 1)



Researchers use learning media in the form of bilingual TikTok posts that are displayed before explaining the material “procedure text” as a stimulation for students. The following is the media used in the learning process:

Figure 4.2 Learning Media from TikTok Bilingual Post (Cycle 1)





In cycle one, researchers conducted two tests, consisting of pre-test and post-test 1. At the pre-test stage, researchers gave questions to students as many as 25 items. The following are the results of the pre-test that students have done which are presented in the form of table 4.3:

Table 4.3 Result of Pre-Test

No	Name	KKM	Cycle 1
			Pre-Test
1	AFH	75	72
2	AZHP	75	28
3	AZYP	75	64
4	AAF	75	76
5	AMS	75	80
6	AH	75	68
7	ANR	75	84
8	ASDL	75	84
9	ACP	75	84
10	ARS	75	64
11	AK	75	44
12	ANS	75	56

13	CAM	75	80
14	DDA	75	64
15	FIAA	75	64
16	FNI	75	84
17	GRY	75	80
18	HRA	75	60
19	IAL	75	84
20	KAAR	75	28
21	MHAEG	75	72
22	MIFH	75	60
23	NAB	75	84
24	NFG	75	40
25	NKK	75	32
26	NPV	75	52
27	NAZEP	75	84
28	QF	75	76
29	RAK	75	84
30	TEJW	75	36
31	ZWH	75	48
TOTAL			2016

Description:

 **Not Passed Minimum Completion Criteria (KKM)**

Based on the table above, it shows that most students did not reach the Minimum Completion Criteria (KKM) that had been set. Students who did not reach the completion criteria had a percentage of 53.06%, while students who had reached the Minimum Completion Criteria (KKM) value only had a percentage of 41.93%. From this percentage, it can be seen that the difference between students who are not reached and reached is 16.13%.

In cycle one (Pre-test), students who did not reach the completion criteria were 18 students and on the other hand students who had reached

the Minimum Completion Criteria (KKM) were only 13 students. Therefore, because the number of students who did not reach the KKM was more than those who had reached the minimum completion criteria. The researcher decided to conduct the next test, that is post-test 1 which was carried out in cycle 1 at the next meeting after the pre-test had been carried out.

b. Cycle 1

Before carrying out post-test 1, the stages that must be passed by researchers include three stages including:

1) Planning

At this stage researchers prepare learning tools consisting of teaching modules, learning media and also test sheets.

2) Action

At this stage, two meetings were held with the same material at each meeting. The first meeting was held on 7th November 2023 and the second meeting was held on 8th November 2023 November. In each of these meetings the time allocation given is 35 minutes. The learning activities noted in table 4.5 of the field note in cycle 1 (second meeting) can be seen in the picture below, when the researcher gave a brief explanation of translation and translation techniques from the TikTok bilingual post and when students took the test (post-test 1).

Figure 4.3 Learning Activities in Cycle 1 (Meeting 2)



Researcher used the bilingual TikTok posts to provide stimuli and examples for students when explaining translation and translation techniques. The following are the bilingual TikTok posts used:

Figure 4.4 Tiktok Bilingual Post to Inform Translation



After previously the researchers conducted a pre-test and the mean student did not reach the KKM. The following are the results of post-test 1 which are displayed in table form as follows:

Table 4.4 Result of Post-Test 1

No	Name	KKM	Cycle 1
			Post-Test 1
1	AFH	75	60
2	AZHP	75	28
3	AZYP	75	68
4	AAF	75	36
5	AMS	75	84
6	AH	75	76
7	ANR	75	96
8	ASDL	75	88
9	ACP	75	92
10	ARS	75	64
11	AK	75	60
12	ANS	75	64
13	CAM	75	100
14	DDA	75	48
15	FIAA	75	80
16	FNI	75	96
17	GRY	75	88
18	HRA	75	60
19	IAL	75	92
20	KAAR	75	60
21	MHAEG	75	80
22	MIFH	75	24
23	NAB	75	92
24	NFG	75	84
25	NKK	75	64
26	NPV	75	44
27	NAZEP	75	96
28	QF	75	92
29	RAK	75	92
30	TEJW	75	40
31	ZWH	75	36
TOTAL			2184

Description:

	Not Passed – Improved
	Passed – Improved

Based on the table above, it shows that there is an increase in student scores after being given treatment through viewing TikTok learning media which is presented in two languages. In post-test 1 results, percentage of students who have reached KKM increased by 9.68%. With this increase, the percentage of students who have reached KKM is 51.61%. Meanwhile, the percentage of students who did not reach KKM was 48.38%, which showed a decrease from the pre-test results by 9.68%.

In the post-test 1 results, there were 16 students who had reached the KKM. However, there are some students who have shown an increase even though they have not reached KKM, for example, a student with the initials KAAR who experienced an increase in score of 32, where the score in the pre-test was 28 and then increased in the post-test 1 with the score of 60. Although the number of students who have reached the KKM is half of the total number of students, the researchers decided to conduct post-test 2 in cycle two to help students who have improved but have not yet reached the specified KKM.

3) Observation

In this first cycle, the use of learning media TikTok posts in two languages received a good response from students. When the researcher showed TikTok posts in two languages according to the predetermined material, students paid serious attention so that when the TikTok video that was shown was finished and the researcher

asked questions, some students were able to answer correctly according to the video shown. Following are the results of data collection using field note:

Table 4.5 Field Note in Cycle 1 (Meeting 1)

FIELD NOTE	
Day/Date	: Wednesday / 8 th November 2023
Duration	: 35 Minutes
Grade	: VII C
Activity	: Action in Cycle 1 (Meeting 2)
<p>Researcher entered the class and greet the students. Then, researcher asked students to said Basmalah before starting learning. After that, researcher took attendance by calling students' names one by one. Then researcher asked students a triggering question “Anyone still remember what yesterday's meeting was about?”, some students answered correctly. Researcher asked another question to students “Procedure text has three structures, can anyone mention what they are?”, one of the students was able to answer correctly even though he was a little hesitant. Next, convey the learning objectives that will be achieved.</p> <p>Researcher gave directions to students about the activities “Yesterday we made groups and made procedure texts. For those who have not finished, you can continue”, then researcher called one of group representatives to take the paper of their work. While students continued their group work from previous meeting, researcher monitored the students by walking around the classroom. Some still asked questions related to the material. After completing the group work, researcher asked “Does anyone here know what translation and translation techniques are?”, the students answered by not knowing translation techniques. Researcher reopened the</p>	

discussion “Then I try to explain and give examples briefly about translation techniques”, students responded by giving a gesture of nodding heads. After that, researcher displayed a bilingual TikTok post and explained examples of translation techniques used in the translation in the post. After explaining about translation and translation techniques, students were asked to do a test (post-test 1) as a learning evaluation after the treatment using TikTok bilingual posts. After allotted time ran out, researcher asked students “Is it finished? Come on, those who have finished are collected”, students collect the results of their group work to the front.

Before the bell rang, researcher and students made a conclusion together. Researcher asked students if there were any difficulties during learning. After that, researcher distributed rewards to students who had been active for two meetings and closed the lesson by said Hamdalah together after the bell rang. The researcher said greetings and left the class.

4) Reflection

Reflection on this research is seen from the learning activities carried out by researchers during cycle 1. Reflection in cycle 1 is that during learning takes place using learning media TikTok posts in two languages have a good response from students, this can be seen from the attitude of students when researchers show TikTok post videos, although there are obstacles with the sound of speakers that are not large enough.

In addition, the results of post-test 1 shown in table 4.4 show that there was an increase in student scores. Although some of the improvements experienced by students have not yet reached the

KKM. However, this does not rule out the possibility for these students to reach the KKM in the next test. Therefore, the researcher decided to conduct post-test 2 with the aim of providing opportunities and helping students reach the KKM score.

c. Cycle 2

Before carrying out post-test 2, the stages that must be passed by researchers include three stages including:

1) Planning

This planning stage is overall the same as what researchers did in cycle 1. At this stage, researchers prepare learning tools consisting of teaching modules, learning media and also test sheets.

2) Action

At cycle two, first meeting held on 21st November 2023 and the second on 22nd November 2023. In each of these meeting the time allocation is 35 minutes. Learning activities noted in table 4.7 of the field note in cycle 2 (first and second meetings) can be seen in the picture below, when the researcher displays TikTok bilingual posts and when students take post-test 2:

Figure 4.5 Learning Activities in Cycle 2



Researchers use learning media in the form of TikTok bilingual posts that are displayed as stimulants for students. The following is the media used in the learning process:

Figure 4.6 Learning Media from Tiktok Bilingual Post (Cycle 2)



After previously the researchers conducted a pre-test and post-test 1 and the mean student had improved, but the improvement shown by some students had not yet reached the KKM. Following are the results of post-test 2:

Table 4.6 Result of Post-Test 2

No	Name	KKM	Cycle 2
			Post-Test 2
1	AFH	75	36
2	AZHP	75	72
3	AZYP	75	84
4	AAF	75	88
5	AMS	75	96
6	AH	75	92
7	ANR	75	92
8	ASDL	75	100
9	ACP	75	76
10	ARS	75	88
11	AK	75	96
12	ANS	75	92

13	CAM	75	100
14	DDA	75	84
15	FIAA	75	92
16	FNI	75	100
17	GRY	75	92
18	HRA	75	92
19	IAL	75	100
20	KAAR	75	80
21	MHAEG	75	88
22	MIFH	75	82
23	NAB	75	100
24	NFG	75	76
25	NKK	75	96
26	NPV	75	76
27	NAZEP	75	96
28	QF	75	96
29	RAK	75	100
30	TEJW	75	92
31	ZWH	75	96
TOTAL			2750

Description:
 **Passed Minimum Completion Criteria (KKM)**

Based on the table above, results of post-test 2 show that the percentage of students who have reached the KKM has increased greatly by 41.93%. With this increase, the percentage of students who have reached the KKM is 93.54%. Meanwhile, the percentage of students who did not reach the KKM experienced a drastic decrease with a percentage decrease of 41.93%. So that with this decrease, the percentage of students who did not reach the KKM was 6.45%.

In addition, in this post-test 2 carried out there were six students who achieved perfect scores, these students had the initials ASDL, CAM, FNI, IAL, NAB, and RAK. There are several students who have experienced a steady increase from pre-test to post-test 2. Students who experienced stable improvement with the initials AMS, FIAA, and GRY. In line with the results of pre-test 2 which showed the percentage of students who had reached the KKM was 93.54% and had reached the indicator of action success. So the researcher decided not to do post-test 3.

3) Observation

Observations were made by looking at learning activities that occurred during cycle 2. Not much different from the observation results in cycle 1, the application of learning media using TikTok posts in two languages in cycle 2 received a much better response from students during the learning process. Students pay more attention to the variations in learning media, and can focus more on the material. Although there were some students in this cycle 2 still did not understand the difference between adverbs and connectives words. In this cycle 2, overall the learning process using TikTok post learning media presented in two languages has gone well and the obstacles experienced by researchers can be faced and handled. The following are the results of data collection using field notes:

Table 4.7 Field Note in Cycle 2 (Meeting 1 and 2)

FIELD NOTE	
Day/Date	: Tuesday and Wednesday / 21 st – 22 nd November 2023
Duration	: 35 Minutes
Grade	: VII C
Activity	: Action in Cycle 2 (Meeting 1 and 2)
Meeting 1	
<p>Researcher entered the class and greet the students. Then, researcher invited students to said Basmalah before starting the lesson. After that, researcher took attendance by calling students' names one by one. Then researcher asked the students a triggering question “In the previous two meetings, anyone still remember what we learned?”, some students answered correctly. Next, researcher conveyed the learning objectives.</p> <p>Researcher displayed a TikTok bilingual post as a stimulus before asking a question, “Now question, what are the materials used from the video?”, one of the students could answer several materials correctly. Then researcher asked again “Another question, we already mentioned the ingredients, now what are the utensils used?”, several students answered the correct answer together. After that, researcher invited students to recall the material that had been explained in the previous meeting. “Now time to recall our memory about procedure text, do any of you still remember what is the structure of procedure text?”, students looked hesitant to answer, but one of them was able to answer correctly. Researcher asked again “Well, besides the structure of procedure text, there are also language features, what are the examples of connectives?”, one of the students answered “Connective is the one in front, right miss?” Researcher answered yes and nodding head, the students continued their answer “As I remember, like firs, second” the researcher</p>	

responded “Yes, that's right”. After briefly researcher encourages students to recall the material in the previous meeting. Students are given individual assignments according to the material that has been studied. After the time given ran out, the researcher asked students to collect the individual assignments. Then the researcher gave time and asked students to present the results of their group work in front of the class. One by one, representatives from the group began to come forward and present the results of their group work in making text procedure.

Before the bell rang, the researcher together with the students made a conclusion of the material that had been taught. Then the researcher asked if they had any difficulties and conveyed the learning agenda for the next meeting. Furthermore, the researcher invites students to said Hamdalah to close the learning. The researcher said greetings and left the class.

Meeting 2

Researcher entered the class and greeted the students. Then, researcher asked the students to said Basmalah before starting the lesson. After that, researcher took attendance by calling students' names one by one. Then researcher asked the learners a triggering question. Next, the researcher said the learning objectives.

Researcher provides stimulation in the form of questions to students to recall the material that has been taught in the previous meeting, “Yesterday we tried to make a procedure text right, now there is a question, try to mention what examples of kitchen utensils are used for cooking?” students answer at the same time examples of utensils. Researcher again asked, “Earlier it was about kitchen utensils, now, try to mention what are the language features in the procedure text?”, one of the students was able to answer some of language elements of procedure text. Then researcher displayed a

picture of an action verb and asked students to guess the action verb from the picture “Now, miss has an example of an action verb, later after I shows you, try to guess what action verb that I shows, do you understand?” students answered yes and some nodded heads. After that, researcher gave directions regarding the activities. Researcher informed and distributed test as final evaluation (post-test 2) to students to be done individually and gave duration of time to do the test. After the time given was almost finished, researcher asked “Has anyone finished? Come on, those who can be collected” some students collect the test results.

Then after a while before the bell rang, the test was collected and researcher asked students to summarize procedure text material again. After that, researcher asked if there were any difficulties during the lesson and asked students to said Hamdalah together to close the lesson. Then, researcher greets students and left the class.

4) Reflection

Reflection in this study related to learning using TikTok bilingual post learning media in cycle 2 is the same as the previous cycle, students showed a positive response. The learning process that took place during cycle 2 was carried out by improving the obstacles that researchers experienced related in the last meeting.

Learning activities in cycle 2 using TikTok post learning media in two languages showed an increase. This can be seen from the student learning outcomes that have increased in table 9 and have reached the KKM, and can be seen from the enthusiasm shown by students during the cycle 2 learning process.

To provide an overview of the improvement experienced by students, the following are the results of student scores obtained during cycles one and two in the pre-test, post-test 1 and post-test 2:

Table 4.8 Result of Pre-Test, Post-Test 1 and Post-Test 2

No	Name	KKM	Cycle 1				Cycle 2	
			Pre-Test	Cate Gory	Post-Test 1	Cate gory	Post-Test 2	Cate Gory
1	AFH	75	72	U	60	U	36	U
2	AZHP	75	28	U	28	U	72	U
3	AZYP	75	64	U	68	U	84	P
4	AAF	75	76	P	36	U	88	P
5	AMS	75	80	P	84	P	96	P
6	AH	75	68	U	76	P	92	P
7	ANR	75	84	P	96	P	92	P
8	ASDL	75	84	P	88	P	100	P
9	ACP	75	84	P	92	P	76	P
10	ARS	75	64	U	64	U	88	P
11	AK	75	44	U	60	U	96	P
12	ANS	75	56	U	64	U	92	P
13	CAM	75	80	P	100	P	100	P
14	DDA	75	64	U	48	U	84	P
15	FIAA	75	64	U	80	P	92	P
16	FNI	75	84	P	96	P	100	P
17	GRY	75	80	P	88	P	92	P
18	HRA	75	60	U	60	U	92	P
19	IAL	75	84	P	92	P	100	P
20	KAAR	75	28	U	60	U	80	P
21	MHAEG	75	72	U	80	P	88	P
22	MIFH	75	60	U	24	U	82	P

23	NAB	75	84	P	92	P	100	P
24	NFG	75	40	U	84	P	76	P
25	NKK	75	32	U	64	U	96	P
26	NPV	75	52	U	44	U	76	P
27	NAZEP	75	84	P	96	P	96	P
28	QF	75	76	P	92	P	96	P
29	RAK	75	84	P	92	P	100	P
30	TEJW	75	36	U	40	U	92	P
31	ZWH	75	48	U	36	U	96	P
TOTAL			2016	2184	2750			
Student Passed KKM			13	16	29			

Description:

Passed the Minimum Completion Criteria : Passed

Not Reached the Minimum Completion Criteria : Unpassed

Based on the table above, to find out whether this research is successful or not, the data above needs to be calculated to determine the mean and percentage of student passed KKM. This is done to determine the improvement in each cycle that has been carried out as well as the percentage of the completion criteria in each cycle. Therefore, following is a table of calculations of mean and percentage of student passed KKM:

Table 4.9 Result of Mean and Percentage of Students Passed KKM

Cycle	Test	Mean	Percentage of student passed KKM
1	Pre-Test	65.03	41.93%
	Post-Test 1	70.45	51.61%
2	Post-Test 2	88.71	93.54%

The table above shows an increase in each cycle. The increase can be seen from the mean and percentage of the number of students who passed completion criteria.

d. Interview (After Research)

Table 4.10 Transcript of Interview After Research

No	Question	Answer
1	What do you think about English lessons after using TikTok learning media?	R1: It's very exciting, I love it, it's really exciting.
		R2: In my opinion, well, when we learn English using TikTok media, it makes it easier to understand new vocabulary. R2: Then I can get rid of my boredom. Usually, teachers only use power points if not told us to open a book. Now when using TikTok, I think it's more exciting and less boring.
2	Does TikTok learning media in English learning help improve your vocabulary?	R1: Yes, because it added new vocabulary like what is it, there are many things.
		R2: Yes, because from social media we can learn a lot of vocabulary not only from books. R2: Yes some of it, like for example there is accounting, that's new. The pre-test questions, I forgot what the video was, but I also added vocabulary.
3	While learning English using TikTok learning media to improve your	R1: It doesn't, actually help me to learn more effectively.
		R2: No

	vocabulary, are you having difficulty?	R: Nothing at all? R2: No, in fact, it's easier
4	Do you like learning English to improve your vocabulary using TikTok media?	R1: Like it, really like it Anyway I like it Anyway I like that R2: Yeah, obviously, because TikTok is easier to understand, anyway it's easier to understand.

Based on the post-research interview transcript table above with a total of four questions asked to the respondents. The interview shows that the use of learning media in the form of TikTok posts presented in two languages can help improve vocabulary in students. This is shown from the answers of respondents one and two who said that they agreed that learning using TikTok helped improve vocabulary. With the answers from these respondents, this is in line with the research question of this study regarding TikTok to improve vocabulary in students. In addition, the interview results also showed positive responses from students regarding learning using TikTok posts presented in two languages. This is shown from the answers of respondents one and two who said that they think learning using TikTok is more fun and not easily bored and helps them to understand new vocabulary. Therefore, based on the interview transcripts above, it can be concluded that learning using learning media using TikTok posts in two languages can help in improving students' vocabulary, as well as students' interest in the learning media during the learning process.

B. Discussion

To answer the research formulation, the discussion will be discussed into two, first is about translation techniques and second is about classroom action research. In these two discussions both use TikTok bilingual posts.

Based on the results of data analysis on 69 sentences in TikTok bilingual posts and have been grouped as in Table 4.1, there are four types of translation techniques used in TikTok bilingual posts. In relation to Table 4.1, it can be seen that there are four types of translation techniques used. First establish equivalent, this translation technique has the highest frequency compared to the other three translation techniques, which is 363. According to Molina & Hurtado Albir (2002), establish equivalent technique is a commonly used term or expression that exists in the target language dictionary. As an example of the results of the analysis of translation techniques from TikTok bilingual posts is the word “**handmade**” in the data with the code **TK/Eng-Indo/TT/02**. The word is translated into the target language into “**buatan tangan**”, so the translation is included in the establish equivalent translation technique and in accordance with the definition of Molina & Hurtado Albir (2002). Another example of the analysis of establish equivalent translation technique can be seen in the data coded **TK/Eng-Indo/TT/10** on the words “**smoked**” and “**beef**” from the source language. Both words are then translated into the target language into “**asap**” and “**daging sapi**”. Establish equivalent has a high frequency with a percentage of 92.13%. Because it is in line with the definition of Molina & Hurtado Albir (2002), the translated terms or

expressions use terms or expressions that are common according to the dictionary, or in other words, known by the general public.

Second, borrowing translation technique, although borrowing is not widely used, but compared to amplification and description translation techniques, borrowing translation technique has quite a lot of frequency, which is 24. According to Molina & Hurtado Albir (2002), borrowing translation technique is used by borrowing words or expressions from the source language. To give an overview of this definition, it can be seen from the results of the data analysis of translation techniques in the code **TK/Eng-Indo/TT/04** on the word “**Representative**”, then the word is translated into the target language into “**Representatif**”. The word that has been translated into the target language is the result of borrowing translation technique from the source language. Another example of borrowing translation technique can also be seen in the data analysis of translation technique with code **TK/Eng-Indo/TT/05** on the word “**Batik**” which is translated into the target language with the same word “**Batik**”. This is because the word is translated without any changes and is included in the borrowing translation technique. The results of the analysis of translation techniques in TikTok bilingual posts show that the borrowing translation technique has a percentage of 6.09%.

Third, amplification translation technique has a small frequency which is 6. This translation technique has a small frequency and is rarely used because the translation technique according to Molina & Hurtado Albir (2002) is a translation technique used by adding information or details that are not in the source language. For example, from the data analysis of translation technique with code **TK/Eng-**

Ind/TT/54, the sentence **“Prepare for tomorrow”** in the source language is translated into the target language into **“Menyiapkan keperluan hari esok”**. In translating the sentence into the target language, there is an addition of the word **“keperluan”** which does not exist in the source language. Therefore, from the analysis of translation techniques in TikTok bilingual posts, amplification translation technique has a percentage of 1.52%, which is smaller than the percentage of borrowing translation technique.

Fourth, description translation technique has the smallest frequency among the previous three techniques. From the analysis of translation techniques in TikTok bilingual posts, this technique has a frequency of only 1. This translation technique is rarely used because according to Molina & Hurtado Albir (2002), this technique is used by adding a description to a term in source language into target language with the aim of making it easier for readers to understand information. An example of this translation technique can be seen from the data analysis of the translation technique coded **TK/Eng-Ind/TT/03** in the sentence **“Two main equipments to make Batik are canting and malam (candle)”** which is then translated into **“Dua peralatan utama untuk membuat Batik adalah canting dan malam (lilin)”**. The word in brackets is an example of description translation technique, where the word in brackets provides information on the previous word **“malam”** which is candle, a main equipment to make batik carving. This translation technique has a percentage of 0.25% of all data collected and analyzed. From the analysis of translation techniques in TikTok bilingual posts, the most widely used translation technique in TikTok bilingual posts is establish equivalent translation technique.

Researcher also conducted classroom action research using TikTok's bilingual posts as learning media. After carrying out classroom action research for two cycles and getting the final results through tests, pre-test and post-test. Furthermore, researcher analyze student's score to determine the success of the research. Researchers have determined the indicators of action success in the form of determining the Minimum Completion Criteria (KKM). The value set to achieve the completion criteria is 75. If as many as 75% of students have reached the completion criteria, then this research is considered successful.

Based on table 4.8 which presents the results of pre-test, post-test 1, and post-test 2 and then calculated the mean and percentage of students who have reached the KKM. In cycle 1, the mean pre-test and post-test 1 increased by 5.42. Similarly, the mean number of post-tests in cycle 2, compared to the mean results of the previous post-test, the mean in the post-test cycle 2 has increased by 18.26. As for the percentage of student passed KKM, it also shows an increase in each cycle. The percentage shown in the pre-test in cycle 1 was 41.93% while in the post-test 1 in cycle 1 it was 51.61%. This shows that during cycle 1 there has been an increase of 9.68%. Although the cycle 1 (Post-Test 1) percentage not met the predetermined indicators of action success. However, in cycle 2, the percentage of student passed KKM reached 93.54%. Where this is a big improvement than before. The percentage difference in the cycle 1 post-test and cycle 2 post-test is 41.93%. In line with the results of the percentage of student passed KKM in cycle 2 and there is an indicators of actions success that have been determined in this study regarding if 75% of students have reached the completion criteria, then this research

is considered successful. Therefore, based on the results in post-test 2 which show that 93.54% of students have reached the completion criteria, and this percentage has exceeded the predetermined indicator of action success, this research can be said to be successful.

In addition, the data from the results of class action research are also supported by data from interviews conducted after the research was conducted. Based on the results of interviews during class action research using technology (TikTok bilingual posts), students showed a positive attitude and felt that learning using technology (TikTok bilingual posts) was more exciting and not boring. This can be seen in the results of the interview with respondent 1, in interview questions number one and four.

Transcript Interview Result on Question 1:

“It's very exciting, I love it, it's really exciting.” (Respondent 1)

Transcript Interview Result on Question 4:

“Like it, really like it. Anyway I like it. Anyway I like that” (Respondent 1)

From the results of the interview transcript with respondent 1, it can be interpreted that students show a positive attitude towards learning using technology (TikTok bilingual posts) which is in line with the opinion of T. C. Reeves (1998) cited in Hermagustiana & Rusmawaty (2017), states that the use of technology in learning is believed to have a positive impact on student attitudes. In addition, the results of the interview transcripts are also in line with the opinion of Alakrash (2020) cited in Sarip & Khalid (2021) which states that vocabulary learning using technology makes students feel enjoyment and less stressed.

Apart from students who show a positive attitude towards learning using technology, the interview results also show that the use of technology (TikTok bilingual posts) during English learning is effective and efficient in improving students' vocabulary. This is evidenced in the interview transcripts of respondents 1 and 2, in interview questions number two and three.

Transcript Interview Result on Question 2:

“Yes, because it added new vocabulary like what is it, there are many things.”

(Respondent 1)

Transcript Interview Result on Question 3:

“It doesn't, actually help me to learn more effectively.” (Respondent 1)

Based on the results of the interview transcript with respondent 1, it can be interpreted that in English language, learning vocabulary using technology (TikTok bilingual posts) is effective and efficient in increasing vocabulary. Where this is in line with the opinion of Mulyasa (2018) cited in Berliani & Katemba (2021) who say that learning activities using technological assistance can be more effective and efficient.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research results described in the previous chapter iv research findings and discussion, to answer the research formulation, this conclusion is divided into two points:

1. Based on the results of the analysis of translation techniques from 69 sentences taken from TikTok posts in two languages, it shows that there are four types of translation techniques used. Establish equivalent is the translation technique that has the most frequency of use, which is 363 and with a percentage of 92.13%. In addition, there are three other translation techniques including borrowing, amplification and description. Borrowing has a larger percentage than amplification which is 6.09%. Meanwhile, amplification with a percentage of 1.25% is greater than description with a percentage of 0.25%. With the results of the analysis of translation techniques, it can be seen that in TikTok posts that are presented in two languages, the most widely used translation technique is establish equivalent.
2. Based on the results described in the research findings and discussion in the previous chapter, it can be concluded that learning using TikTok bilingual post can improve vocabulary of students in VII C at SMP Muhammadiyah 3 Yogyakarta. This increase in student vocabulary can be seen from the results of student tests in each cycle, especially in percentage of student passed KKM.

In the first cycle (pre-test), percentage of student passed KKM was 41.93% with an mean student score 65.03, then the percentage increased in the first cycle post-test 1 by 9.68% became 51.61% with mean student score 70.45. This can be the evidence of an increase in cycle 1. In connection with that, percentage of student passed KKM also experienced an increasing in the second cycle (post-test 2). The percentage of student passed KKM increased by 41.93% from the previous post-test and became 93.54% with mean student score 88.71. Therefore, with the results of the student test shown from the percentage of student passed KKM, it can be concluded that there was an increase in student vocabulary during the given action from cycle 1 to cycle 2. In relation to this, it can be interpreted that the use of TikTok bilingual post as learning media can increase students' vocabulary during learning in English subjects and this research can be considered as successful because it has achieved the indicator of action success.

B. Suggestion

In connection with the research results and conclusions of this study, researchers provide suggestions that are expected to be helpful and useful for:

1. For School

After researchers conducted observations, research and used TikTok bilingual posts as learning media, the facilities in the classroom have been very supportive for using video learning media. So the researcher hopes that this research can be taken as consideration to use learning media in the form of videos such as TikTok posts presented in two languages.

2. For Teacher

It is hoped that teachers can consider TikTok posts presented in two languages as alternative learning media in the teaching process, especially used to increase students' vocabulary insights.

3. For Further Researcher

This research still has limitations in the research process. So that with these limitations, it is advisable for future researchers who will conduct research with similar problems to pay attention to existing and possible variables. In addition, it is hoped that the results of this study can be used as study material for future researchers.

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APPENDIX

Appendix 1: Observation Permission Letter



UNIVERSITAS PGRI YOGYAKARTA
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No. : A.1881/FKIP-UPY/R/X/2023
Hal. : **Ijin Observasi**

Yogyakarta, 23 Oktober 2023

Kepada Yth. Kepala
SMP Muhammadiyah 3 Yogyakarta
Di Yogyakarta

Dengan hormat,

Yang bertanda tangan di bawah ini Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas PGRI Yogyakarta, memohonkan ijin observasi, wawancara, serta pencarian data-data di instansi yang Bapak/Ibu Pimpin untuk melengkapi tugas matakuliah *Undergraduate Thesis* bagi Mahasiswa Program Studi Pendidikan Bahasa Inggris FKIP berikut :

NO	NAMA MAHASISWA	NPM
1.	Anita Tyas Yuniati	20144700008

Dosen Pembimbing : Dr. Sujatmiko, M.Hum

Demikian surat ini kami buat, atas bantuan dan kerja sama yang baik diucapkan terima kasih.

Mengetahui,
Dekan FKIP



Dr. Esti Setiawati, M.Pd.

NIP. 19650909 199512 2 001

Tembusan:
Dosen Pengampu
Mahasiswa yang bersangkutan

Appendix 2: Research Permission Letter



UNIVERSITAS PGRI YOGYAKARTA FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

JL PGRI 1 Sonosewu No 117 Kotak Pos 1123 Yogyakarta -55182 Telp (0274), 376808, 373198, 373038
Fax (0274)376808

Nomor: A. 1883/FKIP-UPY/R/X/2023

Hal : **Ijin Penelitian**

Kepada Yth :

Kepala SMP Muhammadiyah 3 Yogyakarta

Di Yogyakarta

Dengan hormat,

Yang bertanda tangan di bawah ini Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas PGRI Yogyakarta, memohonkan ijin penelitian kepada :

Nama Mahasiswa : **Anita Tyas Yuniati**
Nomor Mahasiswa : 20144700008
Semester/Prodi : Gasal/Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan
Alamat : Jalan Nitiprayan No. 46A, Ngestiharjo, Kasihan, Bantul, Yogyakarta
Judul penelitian : "AN ANALYSIS OF TRANSLATION TECHNIQUES ON TIKTOK POSTS AND THEIR CONTRIBUTION IN IMPROVING STUDENT'S VOCABULARY"
Waktu Penelitian : Oktober - Desember 2023
Tempat Penelitian : SMP Muhammadiyah 3 Yogyakarta

Atas perhatian dan terkabulnya permohonan ini kami ucapkan terima kasih.

Yogyakarta, 23 Oktober 2023

Dekan FKIP



Dr. Esti Setiawati, M.Pd.

NIP. 19650909 199512200 1

Tembusan:

1. Mahasiswa yang bersangkutan
2. Arsip

Appendix 3: Proof of Research Letter

 **MUHAMMADIYAH MAJELIS PENDIDIKAN DASAR DAN MENENGAH**
SEKOLAH MENENGAH PERTAMA
SMP MUHAMMADIYAH 3 YOGYAKARTA
STATUS : TERAKREDITASI "A"
SEKOLAH STANDAR NASIONAL (SSN)
SK DIREKTUR PEMBINAAN SEKOLAH MENENGAH PERTAMA, Nomor: 038/C.3/D.S/2008, Tanggal 23 Agustus 2008
Alamat : Jalan Kapten Piere Tendean No.19 Yogyakarta 55252
Telp./Fax. Kampus I (0274) 375158 Kampus II (0274) 382735 Email : smp_3muh@yahoo.com



SURAT KETERANGAN

Nomor: 019/KET/III.4.AU.203/F/III/2024

Kepala SMP Muhammadiyah 3 Yogyakarta, Kecamatan Wirobrajan Kota Yogyakarta Daerah Istimewa Yogyakarta, dengan ini menerangkan bahwa:

nama : Anita Tyas Yuniati
NIM : 20144700008
perguruan tinggi : Universitas PGRI Yogyakarta
program studi : S-1, Pendidikan Bahasa Inggris
judul : An Analysis of Translation Techniques on Tiktok Posts and Their Contribution in Improving Student's Vocabulary

Telah melaksanakan observasi/penelitian/pengumpulan data di SMP Muhammadiyah 3 Yogyakarta.

Demikian Surat Keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Yogyakarta, 25 Maret 2024

Kepala Sekolah


Salsinta
Salsinta, S.Pd., M.Pd.
SSN: 16023L0010560131016444

Appendix 4: Thesis Guidance Form



UNIVERSITAS PGRI YOGYAKARTA
 FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 PRODI PENDIDIKAN BAHASA INGGRIS
 Jl. PGRI II Sonopakis Lor No. 240 Yogyakarta-55182 Telp. (0274) 376808, 373198, 373038

FORM BIMBINGAN SKRIPSI

Nama Mahasiswa : Anita Tyas Muniati
 NPM : 20149200008
 Judul Skripsi : An Analysis of Translation Techniques
 On TikTok Posts and Their Contribution in improving students
 vocabulary
 Dosen Pembimbing : Dr. Sujatmiko, M.Hum

NO	Tanggal	Keterangan	Paraf Dosen
1	12 Mei 2023	Mengkonsultasikan judul skripsi	
2	15 Juni 2023	Mengkonsultasikan data penelitian terjemahan.	
3	10 Juli 2023	Bimbingan proposal 1-3	
4	28 Juli 2023	Konsultasi persiapan pengambilan data penelitian	
5	20 oktober	Konsultasi instrument penelitian	
6	5 Jan 2024	Revisi proposal bab 1-3	
7	28 Jan 2024	Konsultasi dan revisi bab 4	
8	22 Maret 2024	Perbaikan bab 4, penyusunan bab 5 dan penyusunan lampiran	
9	23 April 2024	Revisi skripsi lengkap	
10	25 April 2024	ACC ujian skripsi	

Appendix 5: Student Pre-Test Answer Sheet (Max Score)

Name: Annisa Nabila Rizkiand SCORE: 84
 Class: 7C
 No. Absent: 7

MEETING 1: PRE-TEST

- I. **Instructions!**
 Choose either a, b, c or d as the correct answer!
- "I am good at **accounting**."
 In the sentence above, the bolded and underlined word means...
 a. The ability to record the finances of an organization. c. Ability to socialize within the company.
 b. Responsible for increasing sales. d. Ability in the division of company duties.
 - "I am **responsible** for increasing sales."
 In the sentence above, the bolded and underlined word means...
 a. Conditions when sales increase. c. A person who does not have a role for increasing sales.
 b. A person that have a role to increase sales. d. Person that works in a company.
 - "Book is an **artwork** made on textile and divided into two, handmade and printing."
 In the sentence above, the bolded and underlined word means...
 a. An object sold in a shop. c. An object of inspiration.
 b. An innovative product of a company. d. An art object created by a person.
 - "I always **read** a book before sleep."
 Match the bolded and underlined words with the correct type of word and meaning...
 a. Adverb. Activities that involve body movement. c. Verb. An activities that involve understanding words or sentences from a book.
 b. Verb. The activity of looking at and sound. d. Noun. Activities that are done when there is no work.
- Batik** is one Indonesian Cultural **Heritages**.
 In the sentence above, the bolded and underlined word means...
 a. Something that is an icon of a region. c. Something that belongs to the culture and have historical value.
 b. Something that is recognized by the community. d. Something that is famous among the people.
- "I ... as a doctor."
 What is the correct verb to complete the sentence?
 a. work c. worked
 b. working d. go

Look at the text below to answer question number 13-17:

BANANA ICE CREAM	
Ingredients:	How to make:
• Banana	• Peel + slice a banana
• Peanut butter	• Put in the freezer for one or two hours
• Chocochips	• Put the frozen slices in a blender and blend
	• Wait until smooth and creamy
	• Pour into a glass or bowl
	• Mix with Peanut butter or chocochips
	• Enjoy it

- "Peel + slice a banana"
 The bolded and underlined word is included in...
 a. Adverb c. Action Verb
 b. Connectives. d. Simple present tense.
- "Put in the freezer for one or two hours"
 The bold and underlined words included in...?
 a. Simple present tense c. Connectives
 b. Adverb d. Action Verb
- "Enjoy it"
 The meaning of it is...
 a. Getting a sense of pleasure. c. Enjoying the food that we have made.
 b. Can't taste the food that has been made. d. Getting a sense of pride when completing the procedure.
- "Put the frozen slices in a blender and blend"
 In the sentence above, the bolded and underlined word means...
 a. Mixing things together to make something new. c. Cutting materials into small pieces
 b. Adding different textures to each shape. d. Putting them together in one container.

Look at the text below to answer questions 18-25:

How to	
Ingredients:
3 eggs	Bowl
Carrot (cut into small squares)	Spoon
Milk	Spatula
1 teaspoon butter	Non-stick skillet
Pinch of salt	Plate
Pepper (optional)	

- You're cooking with your friend and your friend says the next steps are "Four into a glass or bowl". The word "Pour" in the sentence is included in the...
 a. Verb, because is and connection. c. Verb, because it is the first adverb.
 b. Verb, because the word in in the first line. d. Verb, because the word is an action verb.
- "She ... from West Java"
 What is the correct "to be" to correct the sentence?
 a. am, because the subject is "I" c. are, because the subject is "She"
 b. is, because the subject is "She" d. is, because the subject is "He"
- Liam : "What do you do before going to bed?"
 Hita : "I always brush my teeth before sleep"
 What is the correct adverb of time to complete the sentences?
 a. am b. always
 c. yesterday d. last week.
- Lina : "What is do you do?"
 Sula : "I am an accountant"
 The bolded and underlined word are include the form of...
 a. Work related to product c. Work related to the organization of a development.
 b. Work related to the cooperation of two companies. d. Work related to checking financial transactions in a company.
- "I work for a **publisher**"
 In the sentence above, the bolded and underlined word means...
 a. A place that takes care of the company's finances c. A place that produce texts, music or other things in its field.
 b. A job that demonstrates the writing of a text. d. The job of writing a manuscript.
- "It's really **stunning** at night!"
 In the sentence above, the bolded and underlined word means...
 a. Something that is very beautiful and attractive to look at. c. Something that is famously beautiful.
 b. Something that goes viral among many people. d. Something that many people go to.
- "You can also find some **destination** in Central Java."
 In the sentence above, the bolded and underlined word means...
 a. A place to gather writers. c. A place one would like to go to.
 b. A place to recommend while on vacation. d. A place to do assignments.

Steps:

- First, crack 2 eggs into a bowl.
- Second, add a pinch of salt, carrot cut into small squares to make it easier to stir, then add milk and pepper (optional), then **whisk** them well with the spoon.
- Heat a non-stick skillet and add butter until melted.
- After that, add the eggs into the non-stick skillet. Let it sit for 25 seconds.
- Gently stir the eggs **repeatedly** using a spatula until cooked.
- Finally, remove the eggs from the non-stick skillet and serve on a plate.

- Based on the text above, what kind of food do we make?
 a. How to make fried egg. c. How to make healthy scrambled eggs.
 b. How to make orange juice. d. How to make sunny side up egg.
- In the fourth steps, the correct word to complete the step is...
 a. Fourth, because it is an action word. c. First, because it is an action verb word.
 b. After that, because it is the adverb. d. After that, because it is a connective word.
- After we pour eggs into the non-stick skillet, how long should we wait without stirring it?
 a. We have to wait for 25 seconds to stir them. c. We can only stir after 15 seconds.
 b. You can't stir it for 20 minutes. d. We should wait for 1 hour..
- In step 2, there are word "whisk". What is the meaning of the word?
 a. The act of softening dough. c. The act of separating pans for cooking.
 b. The act of mixing ingredients that are food. d. The act of kneading dough.
- Based on the text above, how many eggs and butter do we need to make scrambled eggs?
 a. We need 3 eggs and a teaspoon of butter. c. We need 2 eggs and a teaspoon of butter.
 b. We need 2 eggs and half a teaspoon of butter. d. We need 3 eggs and two and a half teaspoons of butter.
- Based on the text above, why we have to cut the carrot into small squares?
 a. So that it cooks faster. c. To make it look more beautiful when served.
 b. So that it is not too big when eaten. d. For easier stirring.
- There are word "pinch" in step 2. What is the meaning of the word?
 a. An item that is taken in small amounts by squeezing the first finger and thumb together. c. Something taken with a spoon in moderation.
 b. An item taken in large quantities. d. An item taken in parts.
- There are word "repeatedly" in the 3. What is the meaning of the word?
 a. An action that has been completed. c. An action that is performed more than once.
 b. An action that must be done slowly. d. An action that is performed only once.

Appendix 6: Student Pre-Test Answer Sheet (Min Score)

Name : Adhrija Zanira Haronda Eleri SCORE: 28
 Class : 7C
 No. Absent : 1

MEETING 1: PRE-TEST

1. **Instruction!**
 Choose either a, b, c or d as the correct answer!
1. "I am good at accounting."
 In the sentence above, the **bolded** and **underlined** word means...
 a. The ability to record the finances of an organization. b. Ability to socialize within the company.
 c. Responsible for increasing sales. d. Ability in the division of company duties.
2. "I am responsible for increasing sales."
 In the sentence above, the **bolded** and **underlined** word means...
 a. Conditions when sales increase. c. A person who does not have a role for increasing sales.
 b. A person that have a role to increase sales. d. Person that works in a company.
3. "Bank is an artwork made on textile and divided into two, handmade and printing."
 In the sentence above, the **bolded** and **underlined** word means...
 a. An object sold in a shop. c. An object of inspiration.
 b. An innovative product of a company. d. An art object created by a person.
4. "I always read a book before sleep"
 Match the **bolded** and **underlined** words with the correct type of word and meaning...
 a. Adverb. Activities that involve body movement. c. Verb. An activities that involve understanding words or sentences from a book.
 b. Verb. The activity of looking at and understanding words or sentences from a book. d. Noun. Activities that are done when there is no work.
5. Bank is use Indonesian Cultural Heritage.
 In the sentence above, the **bolded** and **underlined** word means...
 a. Something that is an icon of a region. c. Something that belongs to the culture and have historical value.
 b. Something that is recognized by the community. d. Something that is famous among the people.
6. "I work as a doctor"
 What is the correct verb to complete the sentence?
 a. work b. worked
 c. am d. go

Look at the text below to answer question number 13-17!

BANANA ICE CREAM	
Ingredients:	How to make:
• Banana	• Peel & slice a banana
• Peanut butter	• Put in the freezer for one or two hours
• Chocochips	• Put the frozen slices in a blender and blend
	• Wait until smooth and creamy
	• Pour into a glass or bowl
	• Mix with Peanut butter or chocochips
	• Enjoy it

14. "Peel & slice a banana"
 The **bolded** and **underlined** word is included in...
 a. Adverb c. Action Verb
 b. Connectives d. Simple present tense.
15. "Put in the freezer for one or two hours"
 The **bolded** and **underlined** words included in...?
 a. Simple present tense c. Connectives
 b. Adverb d. Action Verb
16. "Enjoy it"
 The meaning of it is...
 a. Getting a sense of pleasure. c. Enjoying the food that we have made.
 b. Can't taste the food that has been made. d. Getting a sense of pride when completing the procedure.
17. "Put the frozen slices in a blender and blend"
 In the sentence above, the **bolded** and **underlined** word means...
 a. Mixing things together to make something new. c. Cutting materials into small pieces.
 b. Adding different textures to each shape. d. Putting them together in one container.

Look at the text below to answer questions 18-25!

How to ...	
Ingredients:
3 eggs	Bowl
Carrot (cut into small squares)	Spoon
Milk	Spatula
1 teaspoon butter	Non-stick skillet
Pinch of salt	Plate
Pepper (optional)	

7. You're cooking with your friend and your friend says the next steps are "Pour into a glass or bowl". The word "Pour" in the sentence is included in the...
 a. Verb, because is and connection. c. Verb, because it is the first adverb.
 b. Verb, because the word is in the first line. d. Verb, because the word is an action verb.
8. "She... from West Java"
 What is the correct "to be" to correct the sentence?
 a. am, because the subject is "I" b. is, because the subject is "She"
 c. are, because the subject is "She" d. is, because the subject is "He"
9. Lina : "What do you do before going to bed?"
 Hita : "I always brush my teeth before sleep"
 What is the correct adverb of time to complete the sentences?
 a. am c. always
 b. yesterday d. last week
10. Lina : "What do you do?"
 Saha : "I am an accountant"
 The **bolded** and **underlined** word are include the form of...
 a. Work related to production. b. Work related to the organization of a company.
 c. Work related to the cooperation of two companies. d. Work related to checking financial transactions in a company.
11. "I work for a publishing"
 In the sentence above, the **bolded** and **underlined** word means...
 a. A place that takes care of the company's finances. c. A place that produce texts, music or other things in its field.
 b. A job that demonstrates the writing of a text. d. The job of writing a manuscript.
12. "It's really stunning at night!"
 In the sentence above, the **bolded** and **underlined** word means...
 a. Something that is very beautiful and attractive to look at. c. Something that is famously beautiful.
 b. Something that goes viral among many people. d. Something that many people go to.
13. "You can also find some destination in Central Java."
 In the sentence above, the **bolded** and **underlined** word means...
 a. A place to gather writers. c. A place one would like to go to.
 b. A place to recommend while on vacation. d. A place to do assignments.

Steps:

1. First, crack 2 eggs into a bowl.
2. Second, add a pinch of salt, carrot cut into small squares to make it easier to stir, then add milk and pepper (optional), then **whisk** them well with the spoon.
3. Heat a non-stick skillet and add butter until melted.
4. After that, add the eggs into the non-stick skillet. Let it sit for 25 seconds.
5. Gently stir the eggs **repeatedly** using a spatula until cooked.
6. Finally, remove the eggs from the non-stick skillet and serve on a plate.

18. Based on the text above, what kind of food do we make?
 a. How to make fried egg. c. How to make healthy scrambled eggs.
 b. How to make orange juice. d. How to make sunny side up egg
19. In the fourth steps, the correct word to complete the step is...
 a. Fourth, because it is an action word. c. First, because it is an action verb word.
 b. After that, because it is the adverb. d. After that, because it is a connective word.
20. After we pour eggs into the non-stick skillet, how long should we wait without stirring it?
 a. We have to wait for 25 seconds to stir them. c. We can only stir after 15 seconds.
 b. You can't stir it for 20 minutes. d. We should wait for 1 hour.
21. In step 2, there are word "whisk". What is the meaning of the word?
 a. The act of softening dough. c. The act of separating parts for cooking.
 b. The act of mixing ingredients that are food. d. The act of kneading dough.
22. Based on the text above, how many eggs and butter do we need to make scrambled eggs?
 a. We need 3 eggs and a teaspoon of butter. c. We need 2 eggs and a teaspoon of butter.
 b. We need 2 eggs and half a teaspoon of d. We need 3 eggs and two and a half teaspoons of butter.
23. Based on the text above, why we have to cut the carrot into small squares?
 a. So that it cooks faster. c. To make it look more beautiful when served.
 b. So that it is not too big when eaten. d. For easier stirring
24. There are word "pinch" in step 2. What is the meaning of the word?
 a. An item that is taken in small amounts by squeezing the first finger and thumb together. c. Something taken with a spoon in moderation.
 b. An item taken in large quantities. d. An item taken in parts.
25. There are word "repeatedly" in the 5. What is the meaning of the word?
 a. An action that has been completed. c. An action that is performed more than once.
 b. An action that must be done slowly. d. An action that is performed only once.

Appendix 8: Student Post-Test 1 Answer Sheet (Min Score)

Name: Muhammad Hanif SCORE: 21
 Class: 7C
 No. Absent: 2

MEETING 2: POST-TEST

1. Instructions!
 Choose either a, b, c or d as the correct answer!
1. "I like black colour because it's represent my personality."
 In the sentence above, the bolded and underlined word means...
 a. Describe a personality that a person have. c. Describe a symbol.
 b. Show the habits of a person. d. Show that you come from a community.
2. "Reside, the most comin in Palembang is Ampara bridge".
 In the sentence above, the bolded and underlined word means...
 a. Something that is only known by the people. c. Something that is very famous among around it.
 b. Something very famous and became the people around it. d. Something that is not known to many characteristics of a place.
3. Where is the nearby hospital?
 In the sentence above, the bolded and underlined word means...
 a. Indicates a location that is next to the house. c. Indicates a location between large buildings.
 b. Indicates a location across the street. d. Indicates a location that is not too far away.
4. "I always prepare anything for tomorrow at night".
 Match the bolded and underlined words with the correct type of word and meaning...
 a. Adverb, activities done before going to bed. c. Verb, an activity done to get something ready.
 b. Verb, an activity that becomes a habit. d. Noun, Activities that are the responsibility of the committee.
5. My friend is telling me about his hometown and his place "the most famous traditional food in Palembang is Pempek".
 In the sentence above, the bolded and underlined word means...
 a. Something that characterizes a region and is known. c. The type of food that is only sold in one area.
 b. Something that is favored by many people. d. The type of food that is not easy to find.

13. "I'm doing an internship".
 In the sentence above, the bolded and underlined word means...
 a. Activities to make repairs to a damaged forest. c. Activities carried out by volunteers.
 b. Activities that have a period of time for a person to work. d. Activities conducted to raise funds for disaster victims.

Look at the text below to answer questions 14-17:

OREO ICE BAR	
Ingredients: • Oreo • Sugar • Milk 250 ml • Fresh Cream 150 ml	How to make: • Mix all ingredients into a container. • Pour into molds and freeze for an hour. • Served it

14. "Mix all ingredients into a container."
 The word "Mix" is included in...
 a. Action verb c. Connectives
 b. Adverb d. Noun
15. "Pour into molds and freeze for an hour."
 The bolded and underlined word include in...
 a. Connectives c. Adverb
 b. Noun d. Action verb
16. The meaning of the word "molds" is...
 a. A container with a hole for mulling something into the shape of the container. c. A container used to help hold water.
 b. A container used to heat something. d. Containers used by craftsmen.
17. "Served it"
 In the sentence above, the bolded and underlined word means...
 a. To buy goods that are sold at a low price. c. To provide food or drinks that have already been made.
 b. To sell goods in the market. d. To sell food that has already been sold.

Look at the text below to answer questions 18-25!

How to ...	
Ingredients: 200 ml water 15 tablespoons of wheat flour 2 saucers of butter 2 eggs Chocolate milk Oil	How to ... Cooking pot Spoon Plate Frying pan Spatula

6. "I really love Mobile Legend"
 What is the correct verb to complete the sentence?
 a. trying c. play
 b. doing d. playing
7. When you're making food following a recipe, and step three is "Mix all ingredients into a blender". The word "Mix" in the sentence is included in the...
 a. Verb, because it is an adverb. c. Verb, because it is the first word.
 b. Verb, because the word is an action. d. Verb, because the word is a noun.
8. "I not going to buy any milk"
 What is the correct "to be" to correct the sentence?
 a. am, because the subject is "I" c. are, because the subject is "I"
 b. is, because the subject is "I". d. am, because the subject is "We"
9. Brian : "Gina, what time do you usually go to bed?"
 Gina : "I go to bed at 9pm"
 What is the correct adverb of time to complete the sentences?
 a. Usually c. am
 b. tomorrow d. last day
10. Rina : "What have you been up to lately?"
 Kira : "I'm a trainee"
 Rina : "What are you doing?"
 Kira : "I'm currently taking training on how to write a good book."
 The bolded and underlined sentence means...
 a. Someone who already has good skills. c. Someone who is improving their skills.
 b. Someone who teaches a skill. d. Someone who is a role model.
11. "It's my lovely hometown".
 In the sentence above, the bolded and underlined word means...
 a. The place where a person was born. c. A place where people gather to support a race and lived during his or her childhood. d. A place where people compete against each other to win activities.
 b. A place for medical check-ups.
12. "I'm training to be a nurse".
 In the sentence above, the bolded and underlined word means...
 a. Work related to finance. c. Work related to construction.
 b. Occupations that translate languages. d. Occupations that are in the field of health and caring for people.

Steps:

- First, put 2 packets of butter and water into a cooking pot.
- Second, turn on the stove to medium heat and gently stir the butter and water.
- Third, add 15 tablespoons of flour into the pot when the butter and water are well mixed and boiling.
- Fourth, stir the flour over low heat so it doesn't burn.
- Then remove from the stove and leave the dough for 15 minutes to cool.
- Sixth, mix 2 eggs one by one in the cooled dough.
- Seventh, put the dough into the mold and fry over medium heat until the churros mostly browned.
- Finally, drain the churros and place it in a plate and top with chocolate milk.

18. Based on the text above, what kind of food do we make?
 a. How to make fried egg. c. How to make choco cookies.
 b. How to make delicious Churros. d. How to make sunny side up egg
19. In the 1 steps, the correct word to complete the step is...
 a. First, because it is a connectives word. c. First, because it is an action verb word.
 b. One, because it is the first step. d. First, because it is an adverb word.
20. After we remove the dough from the stove, how long should we wait?
 a. We should wait for 1 hour. c. We can only stir after 15 seconds.
 b. You can't stir it for 20 minutes. d. We have to wait for 15 minutes to let it cool.
21. There are word "gently" in step 2. What is the meaning of the word?
 a. An action that is done without using force. c. An action that takes a long time.
 b. An action that is done harshly. d. An action that is done with messy.
22. Based on the text above, how many flour and water do we need to make churros?
 a. We need 15 tablespoon of flour and 200 ml of water. c. We need 15 tablespoons of flour and 200 ml of water.
 b. We need 15 tablespoon of butter and 200 ml of water. d. We need 15 of eggs and two and a half tablespoons of butter.
23. Based on the text above, why have to stir the flour in a low heat?
 a. So that it cooks quickly. c. Half of the churros are cooked.
 b. So that it doesn't get burn. d. The churros is not yet cooked
24. There are word "mainly" in step 7. What is the meaning of the word?
 a. A large part of the churros is cooked. c. So that it doesn't cook quickly.
 b. A small part of the churros is cooked. d. So that it is not hot when stirring.
25. There are word "drain" in the last step. What is the meaning of the word?
 a. Steps to hold liquid from spilling. c. Steps to remove dirt.
 b. Steps to remove oil by letting it sit. d. The final step to serve the food.

Appendix 9: Student Post-Test 2 Answer Sheet (Max Score)

Name: Fina Marlina Izzah SCORE: 100
 Class: 7C
 No. Absent: 16

MEETING 4: POST-TEST

- I. **Instructions!**
 (Choose either a, b, c or d as the correct answer!)
- "I like carrot because it makes my eyes healthy."
 In the sentence above, the bolded and underlined word means...
 a. Poor body condition and tired. b. Body condition that lacks stamina.
 c. Body condition that is tired and pale. d. A body that is strong and in good condition.
 - "Two main equipments to make Batik are coring and malam".
 In the sentence above, the bolded and underlined word means...
 a. A set of tools needed to make something. c. A set of raw materials for making food. d. A set of clothes used for a dress.
 b. A set of types of fruit that are yellow in color.
 - Could you repeat it again?
 In the sentence above, the bolded and underlined word means...
 a. Say the same thing only once. c. Saying something in a loud voice.
 b. Say the same thing more than once. d. Saying something softly.
 - "Write in short and simple sentence"
 Match the bolded and underlined words with the correct type of word and meaning...
 a. Adverb, creating an image for a poster. b. Verb, an activity creating a sentence.
 c. Noun, creating a drawing on a canvas paper. d. Verb, an activity making 'migrani' out of it.
 - "My favourite colour is black"
 In the sentence above, the bolded and underlined word means...
 a. The thing that a person likes the most. c. A thing that one likes the least. d. A thing that one dislikes the most.
 b. The thing that one dislikes the most.
 - "My hobby is ..."
 What is the correct verb to complete the sentence?
 a. write c. written
 b. wrote d. writing
 - When you're making food following a cake and the step two is "Stir the dough slowly".
 The word "Stir" in the sentence is included in the...
 a. Adverb, because it is a description. c. Verb, because the word is an action.
 b. Verb, because it is the first word. d. Noun, because it is the name of something.

- "Prepare a glass and pour it"
 The word "pour" is included in...
 a. Imperative sentence c. Adverb
 b. Connectives d. Action verb
- "Blend until smooth."
 The bolded and underlined word includes in...
 a. Noun c. Adverb
 b. Connectives d. Action verb
- The meaning of the word "smooth" is...
 a. Very soft and regular texture. c. Rough and misty texture.
 b. Slightly rough texture. d. Texture that is not smooth.
- "Place all ingredients in a blender and blend until smooth"
 In the sentence above, the bolded and underlined word means...
 a. Utensil required. c. Molds for making milk ice cream.
 b. Products needed to prepare food. d. Utensils for making things.

Look at the text below to answer questions 18-25!

How to	
Ingredients:	
Banana	Pan
Milk	Spoon
3 teaspoons of agar powder	Ice cream molds
2 teaspoons of sugar	
Steps:	
• First, peel and cut the banana into smaller pieces.	
• Second, prepare a pot and bring the milk, agar powder, and sugar to a boil.	
• ... , put the banana pieces into the molds.	
• Next, pour the cooled milk mixture into the mold slowly to avoid spilling.	
• Fifth, cook at room temperature for 20 minutes and put in the freezer until frozen.	
• Once frozen, the banana milk ice cream is ready to eat!	

- Based on the text above, what kind of food do we make?
 a. How to make orange juice. c. How to make chocolate cake.
 b. How to make gado-gado. d. How to make a banana milk ice cream.
- In the 3 steps, the correct word to complete the step is...
 a. First, because it is a connective word. c. Third, because it is a connective word.
 b. Second, because it is the first step. d. Third, because it is an adverb word.

- "I ... looking for a job"
 What is the correct "to be" to correct the sentence?
 a. is, because the object is "I". c. are, because the subject is "I".
 b. am, because the subject is "I". d. am, because the object is "We".
- Kinara: "How ... do you eat out?"
 Basim: "I usually eat out once a week with my sibling."
 What is the correct adverb of time to complete the sentences?
 a. often c. many
 b. today d. is
- Dina: "What is your full-time job?"
 Jiana: "I work as a writer".
 The bolded and underlined sentence means...
 a. A person who paints a house. c. A person who writes a book for publication.
 b. A person who makes a food. d. A person who draws a place.
- "I like watching horror music."
 In the sentence above, the bolded and underlined word means...
 a. An event that invites artists. c. A film that is played in cinema or on television. d. An official activity at school.
 b. An activity in which many people participate.
- "I work as a doctor".
 In the sentence above, the bolded and underlined word means...
 a. Work related to machinery. c. Work related to animal husbandry.
 b. Occupations related to planning. d. Occupations related to hospitals and caring for sick or injured patients.
- "My favourite actor is Brad Pitt"
 In the sentence above, the bolded and underlined word means...
 a. A job that calculates a company's profits. c. A job that involves the kitchen.
 b. Job that plays a role in a movie. d. A job related to writing.

Look at the text below to answer questions 14-17!

CHOCOLATE BANANA SMOOTHIE	
Ingredients:	How to make:
• 1 Banana	• Fill the banana skin
• 6 ice blocks	• Place all ingredients in a blender and blend until smooth.
• 1 glass of milk	• Prepare a glass and pour it
• 1 tsp of chocolate powder	• Serve.

- After we pour the milk into the mold, how long should we wait for it to cool down to room temperature?
 a. We have to wait for 20 minutes. c. We can only pour the milk after 15 seconds.
 b. You can't mix it for 20 minutes. d. We have to wait for 15 minutes.
- There is the word "slowly" in step 4. What is the meaning of the word?
 a. An action that is done messily. c. An action performed at high speed.
 b. An action performed uncertainly. d. An action taken in no hurry.
- Based on the text above, how much agar powder and sugar do we need to make banana milk ice cream?
 a. We need 15 tablespoons of sugar and 2 c. We need 3 tablespoons of agar powder and 2 teaspoons of water.
 b. We need 3 teaspoons of agar powder and d. We need 3 eggs and two teaspoons of agar powder.
- Based on the text above, why do we have to pour the milk slowly?
 a. To finish it faster. c. So as not to be overloaded.
 b. To avoid spilling. d. To make it look neat.
- There are word "freezer" in step 5. What is the meaning of the word?
 a. A place used to freeze many things. c. A place to heat food.
 b. A container used to deliver beverages. d. A place to store bread ingredients.
- There are word "avoid" in the 4 step. What is the meaning of the word?
 a. An action taken in a hurry. c. An action that is unfinished.
 b. Actions that are done messily. d. An action taken to stop something from happening.

Appendix 10: Student Post-Test 2 Answer Sheet (Min Score)

Name : Abinaya Fauzi Zahara SCORE: 36
 Class : 9C
 No. Absent : 1

MEETING 4: POST-TEST

- I. Instructions:
 Choose either a, b, c or d as the correct answer!
- The control because it makes my eyes healthy → sehat
 In the sentence above, the bolded and underlined word means...
 a. Poor body condition and tired. c. Body condition that lacks stamina.
 b. Body condition that is tired and pale. ~~d. A body that is strong and in good condition.~~
 - Two main equipments to make Batik are carings and malene
 In the sentence above, the bolded and underlined word means...
 a. A set of tools needed to make something. c. A set of raw materials for making food.
~~b. A set of clothes used for a dress.~~ ~~d. A set of types of fruit that are yellow in color.~~
 - Could you repeat it again?
 In the sentence above, the bolded and underlined word means...
 a. Say the same thing only once. ~~b. Saying something in a loud voice.~~
~~c. Say the same thing more than once.~~ ~~d. Saying something softly.~~
 - Write in short (simple sentence)
 Match the bolded and underlined words with the correct type of word and meaning...
 a. Adverb, creating an image for a poster. c. Verb, an activity creating a sentence.
~~b. Verb, an activity making origami out of d. Noun, creating a drawing on a canvas paper.~~
 - My favourite colour is blue.
 In the sentence above, the bolded and underlined word means...
 a. The thing that a person likes the most. c. A thing that one likes the least.
~~b. The thing that one dislikes the most.~~ ~~d. A thing that is strongly disliked.~~
 - My hobby is ...
 What is the correct verb to complete the sentence?
~~a. write c. written~~
~~b. wrote d. writing~~
 - When you're making food following a cake and the step two is stir the dough slowly.
 The word "stir" in the sentence is included in...
~~a. Adverb, because it is a description.~~ ~~b. Verb, because the word is an action.~~
~~c. Verb, because it is the first word.~~ ~~d. Noun, because it is the name of something.~~

- "Prepare a glass and pour it!"
 The word "pour" is included in...
 a. Imperative sentence c. Adverb
 b. Connective ~~d. Action verb~~
- "Blend until smooth"
 The bolded and underlined word includes in...
 a. Noun ~~b. Ad-verb~~
 c. Connective ~~d. Action verb~~
- The meaning of the word "smooth" is...
 a. Very soft and regular texture. c. Rough and messy texture.
 b. Slightly rough texture. ~~d. Texture that is not smooth~~
- Place all ingredients in a blender and blend until smooth!
 In the sentence above, the bolded and underlined word means...
 a. Utensil required. ~~b. Models for making milk ice cream.~~
 c. Products needed to prepare food. ~~d. Utensils for making things.~~

Look at the text below to answer questions 18-25!

Ingredients	How to make:
1 banana	• Peel the banana skin
6 ice blocks	• Place all ingredients in a blender and blend until smooth
1 glass of milk	• Prepare a glass and pour it
1 tsp of chocolate powder	• Serve

Steps:

- First, peel and cut the bananas into smaller pieces.
- Second, prepare a pot and bring the milk, agar powder, and sugar to a boil.
- Third, stir the banana pieces into the milk.
- Next, pour the steamed milk mixture into the mold slowly to avoid spilling.
- Finally, cool at room temperature for 20 minutes and put in the freezer until frozen.
- Once frozen, the banana milk ice cream is ready to eat!

- Based on the text above, what kind of food do we make?
 a. How to make orange juice. ~~b. How to make chocolate cake.~~
 c. How to make gado-gado. ~~d. How to make a banana milk ice cream~~
- In the 3 steps, the correct word to complete the step is...
 a. First, because it is a connective word. c. Third, because it is a connective word.
 b. Second, because it is the first step. ~~d. Third, because it is an adverb word.~~

- "I ... looking for a job"
 What is the correct (to be) to correct the sentence?
 a. am, because the subject is "I". c. are, because the subject is "I"
~~b. am, because the subject is "I"~~ ~~d. am, because the subject is "We"~~
- Kinara: "How ... do you eat out?"
 Husan: "I usually eat out once a week with my sibling."
 What is the correct adverb of time to complete the sentences?
 a. often c. many
~~b. today~~ ~~d. is~~
- Dina: "What is your full-time job?"
 Jians: "I work as a writer"
 The bolded and underlined sentence means...
 a. A person who paints a house. c. A person who writes a book for publication.
~~b. A person who makes a food.~~ ~~d. A person who draws a place.~~
- "I like watching horror movie"
 In the sentence above, the bolded and underlined word means...
 a. An event that invites artists. ~~b. A film that is played in cinemas or on television.~~
~~c. An official activity at school.~~ ~~d. An activity in which many people participate.~~
- "I work as a doctor"
 In the sentence above, the bolded and underlined word means...
 a. Work related to machinery c. Work related to animal husbandry.
 b. Occupations related to planting ~~d. Occupations related to hospitals and caring for sick or injured patients.~~
- "My favourite actor is Brad Pitt"
 In the sentence above, the bolded and underlined word means...
 a. A job that calculates a company's profits. c. A job that involves the kitchen.
~~b. Job that plays a role in a movie.~~ ~~d. A job related to writing.~~

Look at the text below to answer questions 14-17!

CHOCOLATE BANANA SMOOTHIE	
Ingredients:	How to make:
• 1 Banana	• Fill the banana skin
• 6 ice blocks	• Place all ingredients in a blender and blend until smooth
• 1 glass of milk	• Prepare a glass and pour it
• 1 tsp of chocolate powder	• Serve

- After we pour the milk into the mold, how long should we wait for it to cool down to room temperature?
 a. We have to wait for 20 minutes. c. We can only pour the milk after 15 seconds.
~~b. You can't mix it for 20 minutes.~~ ~~d. We have to wait for 15 minutes.~~
- There is the word slowly in step 4. What is the meaning of the word?
 a. An action that is done messily. c. An action performed at high speed.
~~b. An action performed uncertainly.~~ ~~d. An action taken in no hurry.~~
- Based on the text above, how much agar powder and sugar do we need to make banana milk ice cream?
 a. We need 15 tablespoons of sugar and 2 ~~b. We need 3 tablespoons of agar powder and 2 teaspoons of water.~~
~~c. We need 3 teaspoons of agar powder and 2 d. We need 3 agar and two teaspoons of 2 teaspoons of sugar.~~
- Based on the text above, why do we have to pour the milk slowly?
 a. To finish it faster. c. So as not to be overloaded.
~~b. To avoid spilling.~~ ~~d. To make it look neat.~~
- There are word stir in step 3. What is the meaning of the word?
 a. A place used to freeze tasty things. c. A place to heat food.
 b. A container used to defrost beverages. ~~d. A place to stir bread ingredients.~~
- There are word avoid in the 4 step. What is the meaning of the word?
 a. An action taken in a hurry. c. An action that is unfinished.
~~b. Actions that are done messily.~~ ~~d. An action taken to stop something from happening.~~

Appendix 11: Observation Sheet

LEMBAR OBSERVASI AKTIVITAS GURU

Nama Guru : Puji Anitasari, S.S
Mata Pelajaran : Bahasa Inggris
Lokasi Observasi : SMP Muhammadiyah 3 Yogyakarta

No	Aspek yang diobservasi	Keterangan	
		Ya	Tidak
1	Guru membuka pelajaran dengan salam/doa dan memeriksa kehadiran siswa.	✓	
2	Guru menyampaikan apersepsi.	✓	
3	Guru memberikan motivasi untuk meningkatkan minat belajar siswa selama proses pembelajaran.	✓	
4	Guru menjelaskan tujuan yang akan dicapai pada pertemuan tersebut.	✓	
5	Guru menggunakan metode yang melibatkan siswa untuk aktif selama proses pembelajaran.	✓	
6	Guru menggunakan bahasa yang komunikatif.	✓	
7	Guru menggunakan media pembelajaran atau alat peraga.		✓
8	Guru mampu menciptakan suasana kelas yang menyenangkan.	✓	
9	Aktivitas pembelajaran berjalan dengan lancar, berurutan dan juga logis.	✓	
10	Guru menguasai materi dan disajikan sesuai dengan fase dan tingkat pemahaman siswa.	✓	
11	Guru memberikan kesempatan pada siswa untuk bertanya.	✓	
12	Guru menjawab pertanyaan siswa dengan bahasa jelas dan mudah dipahami.	✓	

13	Menumbuhkan interaksi antara guru dan siswa selama proses pembelajaran.	✓	
14	Guru memberikan kesempatan kepada siswa untuk menyimpulkan materi pelajaran pada pertemuan tersebut.	✓	
15	Guru menutup pembelajaran dengan salam/berdoa.	✓	

Yogyakarta, 2023

Guru Mata Pelajaran

(Puji Anitasari, S.S)
NBM 971383

Observer

(Anita Tyas Yuniati)
NPM 20144700008

Appendix 12: Interview Sheet

Before Research

1. What do you think about English lessons?
2. Do you like learning English, especially learning vocabulary?
3. While learning English, did you experience difficulties, especially in increasing your vocabulary?
4. During the learning process, does the teacher use a variety of learning media?
If yes or no, what learning media does the teacher use during English learning?
5. What do you think about learning English to increase vocabulary using learning media?
6. Do you prefer learning English using media? If yes or no, what is your reason?
7. Is TikTok learning media already used?

After Research

1. What do you think about English lessons after using TikTok learning media?
2. Does TikTok learning media in English learning help improve your vocabulary?
3. While learning English using TikTok learning media to improve your vocabulary, are you having difficulty?
4. Do you like learning English to improve your vocabulary using TikTok media?

Appendix 13: Transcript Interview

Respondent 1

P : Bagaimana pendapat kamu mengenai pelajara bahasa inggris setelah menggunakan TIKTOK?

R : Seru sama kayak ada yang ga seru gitu

P : Serunya gimana engga nya juga gimana?

R : Kalau serunya tuh kayak kan kemarin itu jawab cepet cepetan nah itu kayak seru. Terus yang ga seru itu apa ngerjain soal

P : Oh okey paham. Yang kedua menurutmu pembelajaran pakai TikTok itu membantu meningkatkan kosakata ngga sih?

R : Iya membantu

P : Jadi kamu banyak yang ga tau, terus jadi tau sekarang?

R : He eh

P : Selama belajar bahasa inggris mengalami kesulitan ngga buat kosakatanya pakai TIKTOK tadi itu?

R : Kadang, iya kadang

P : Gimana kesulitannya?

R : Yang adverb itu loh

P : Oh belum tau membedakannya adverb, verb gitu ya

R : Iya

P : Okey. Nomor 4 kamu suka ngga sih belajar bahasa inggris untuk kosakata itu pakai tiktok?

R : Sedikit

P : Kenapa?

R : Soalnya juga kadang tuh rada susah

P : Tapi tiktok membantu menngkatkan kosakata kamu kan

R : Iya

P : Jadi kamu suka nya sedikit tapi membantu gitu ya

R : He em

Respondent 2

P : Bagaimana pendapat mengenai pelajaran bahasa inggris setelah menggunakan media pembelajaran TikTok?

R : Seru sama lebih masuk aja sih itunya, materinya

P : Okey. Nomor dua apakah media pembelajaran tiktok dalam belajar bahasa inggris membantu meningkatkan kosakata kamu?

R : Lumayan

P : Kamu jadi kayak, ada engga sih pas kamu ngerjain soal atau pas lihat videonya tuh kayak aku ga tau ini sekarang jadi tahu gitu

R : Ada beberapa sih kak

P : Okey. Tapi yang jelas lumayan membantu gitu ya

R : Iya

P : Okey. Nomor tiga selama pembelajaran bahasa inggris menggunakan media belajar tiktok untuk meningkatkan kisakata kamu mengalami kesulitan engga?

R : Engga sih

P : Okey kalau gitu Alhamdulillah. Terus nomor empat apakah kamu menyukai belajar bahasa inggris untuk meningkatkan kosakata menggunakan tiktok?

R : Iya suka banget soalnya seru gitu

P : Lebih nangkep gitu ya berarti

R : Iya

Respondent 3

P : Bagaimana pendapat mu mengenai pelajaran bahasa inggris setelah menggunakan media pembelajaran tiktok?

R : Menurut saya ya mbak ya ee saat kita belajar bahasa inggris menggunakan media tiktok itu ee lebih memudahkan untuk mengerti apa ya untuk mengerti kosakata baru gitu

P : He em

R : Terus ngilangin rasa bosen. Biasanya kan guru-guru Cuma pake power point kalau engga disuruh buka buku kan mbak

P : He em

R : Nah kalau pakai tiktok tuh kalau menurut ku itu lebih seru sama lebih engga bosan aja gitu deh

P : Okey. Nah sekarang nomor dua apakah menurutmu itu media pembelajaran tiktok membantu meningkatkan kosakata kamu?

R : Iya, karena dari sosial media itu kita bisa belajar banyak kosakata engga Cuma dari buku doang gitu mbak

P : Pas kemarin mbak nampilin video sama soal soal yang dari mbak itu kamu menambah kosakatamu ngga?

R : Iya beberapa, kayak misalnya ada accounting, itu kan baru. Yang soal pre-test itu loh mbak, kan kalau yang di tiktok itu aku lupa videonya apa tapi nambah kosakata juga sih mbak

P : Okey baik. Alhamdulillah kalau nambah. Ada lagi, terus selama kamu belajar menggunakan tiktok itu untuk meningkatkan kosakata kamu mengalami kesulitan nggak?

R : Engga

P : Engga ada sekalipun?

R : Engga, malahan lebih gampang

P : Lebih nangkep gitu ya belajarnya

R : Iya, daripada pake buku

P : Okey. Berarti yang kemarin yang soal soal kamu kerjain, kan itu sumbernya juga dari video yang di apa tiktok itu kamu malah lebih nyantol gitu ya

R : Iya

P : Okey. Nomor empat apakah kamu menyukai pembelajaran bahasa inggris untuk meningkatkan kosakata menggunakan tiktok?

R : Iya jelas, karena tiktok itu apa ya lebih gampang di ngerti apa ya lebih gampang di mengerti gitu lah pokoknya

P : Okey

Respondent 4

P : Bagaimana pendapatmu mengenai pelajaran bahasa inggris setelah menggunakan tiktok?

R : Sangat seru sih, I love, pokoknya seru banget

P : Okey yang kedua. Menurutmu apakah media pembelajaran tiktok dalam pembelajaran bahasa inggris itu membantu meningkatkan kosakata kamu?

R : Iya, karena jadi nambah kosakata baru gitu kayak apa ya banyak deh pokoknya

P : Berarti kemarin pas lihat videonya sama soal yang dari mbak itu kamu jadi ada yang tahu, nambah baru gitu ya

R : Iya

P : Okey. Terus nomor 3 selama belajar bahasa inggris pakai tiktok itu kamu mengalami kesulitan ngga?

R : Engga justru malah kebantu terus jadi efektif gitu belajarnya

P : Jadi lebih nangkep gitu?

R : He em

P : Okay. Nomor empat kamu suka engga sih belajar bahasa inggris untuk meningkatkan kosakata itu pakai tiktok?

R : Suka, suka banget kayak. Pokoknya suka suka. Pokoknya suka gitu

P : Lebih bervariasi gitu engga bosan

R : He em engga bikin bosan

P : Okey

Respondent 5

P : Bagaimana pendapatmu mengenai pelajaran bahasa inggris setelah menggunakan media TikTok?

R : Seru kak

P : Kenapa bisa seru?

R : Soalnya ada gambar unik banget buat dipelajari gitu kak, jadinya aku ngerti gitu.

P : Oh, lebih nangep gitu ya

R : Iya

P : Okey, nomor 2 apakah media pembelajaran TikTok dalam pembelajaran bahasa inggris membantu meningkatkan kosakata kamu?

R : Lumayan kak

P : Okey nomor 3, selama belajar bahasa inggris menggunakan media TikTok untuk meningkatkan kosakata, kamu mengalami kesulitan engga?

R : Engga

P : Okey kalau gitu. Nah ini pertanyaan yang terakhir ya. Apakah kamu menyukai pembelajaran bahasa inggris untuk meningkatkan kosakata menggunakan media TikTok?

R : Suka

P : Kenapa bisa suka?

R : Soalnya menarik gitu, kana da gambarnya terus bisa dipahami, mengerti, terus jadi tahu, oh ini aku tau ini sekarang. Sebelumnya aku engga tau sekarang jadi tahu gitu.

Respondent 6

P : Bagaimana pendapatmu mengenai pelajara bahasa inggris menggunakan media TikTok?

R : Seru

P : Okey yang kedua. Apakah media pembelajaran TikTok dalam pelajaran bahasa inggris itu membantu meningkatkan kosakata kamu?

R : Iya

P : Banyak ga hal-hal yang kamu gat ahu terus jadi tahu?

R : Lumayan banyak

P : Okey nomor 3. Selama belajar bahasa inggris menggunakan TikTok kamu mengalami kesulitan engga?

R : Engga

P : Okey nomor 4, kamu suka engga sih belajar bahasa inggris untuk meningkatkan kosakata itu menggunakan TikTok?

R : Suka. Suka banget

P : Kenapa?

R : Karena lebih seru

Respondent 7

P : Bagaimana pendapatmu mengenai pelajara bahasa inggris menggunakan media TikTok?

R : Lebih memahami gampang gitu sih. Sama jadi lebih bisa

P : Okey nomor 2. Apakah media belajar TikTok dalam pelajaran bahasa inggris itu membantu meningkatkan kosakata kamu?

R : Iya bantu

P : Kamu jadi tahu banyak kata baru engga?

R : Iya, jadi tau ya nambah.

P : Okey. Selama belajar bahasa inggris menggunakan media TikTok kamu mengalami kesulitan engga?

R : Sempet ngalamin kesulitan sih. Pas bagian adverb sama verb gitu

P : Okey, nomor 4. Kamu suka engga sih belajar bahasa inggris untuk meningkatkan kosakata itu menggunakan TikTok?

R : Suka, lebih cepet paham aja gitu

Respondent 8

P : Bagaimana pendapatmu mengenai pelajaran bahasa inggris setelah menggunakan TikTok?

R : Seru sih mba jadi kayak engga bosan gitu loh

P : Okey nomor 2. Apakah media TikTok itu membantu meningkatkan kosakata kamu?

R : Iya. Soalnya kan sering main TikTok juga kan mba. Jadi kayak ya bisa lah buat hafalin gitu.

P : Okey. Terus selama belajar menggunakan TikTok kamu mengalami kesulitan engga?

R : Iya soalnya kaya banyak kosakata baru gitu loh mba

P : Jadi kamu kaya belum tau artinya tapi itu tetap menambah kosakata kamu?

R : Iya

P : Okey, nomor 4. Kamu suka engga sih belajar bahasa inggris untuk meningkatkan kosakata itu menggunakan TikTok?

R : Suka.

P : Kenapa?

R : Soalnya ya pokoknya lebih seru aja gitu loh mba. Jadi engga boring

Respondent 9

P : Bagaimana pendapatmu mengenai pelajaran bahasa inggris setelah menggunakan media pembelajaran TikTok?

R : Seru sih lebih gampang juga dipahami

P : Okey nomor dua, apakah media pembelajaran TikTok dalam belajar bahasa inggris membantu meningkatkan kosakata kamu?

R : Iya membantu

P : Pas kemarin itu kamu merasa aku ga tahu ini sekarang jadi tahu

R : Iya soalnya kan jadi lebih paham gitu

P : Terus selama pelajaran bahasa inggris menggunakan TikTok kamu mengalami kesulitan engga?

R : Engga

P : Okey yang terakhir. Apakah kamu menyukai pelajaran bahasa inggris untuk meningkatkan kosakata menggunakan media TikTok?

R : Suka, jadi kaya lebih seru gitu. Aku sih lebih suka pakai TikTok itu

Respondent 10

P : Bagaimana pendapat kamu mengenai pembelajaran bahasa inggris setelah menggunakan media TikTok?

R : Seru

P : Apakah media pembelajaran Tiktok dalam pelajaran bahasa inggris membantu meningkatkan kosakata kamu?

R : He eh iya

P : Selama belajar bahasa inggris menggunakan media TikTok untuk meningkatkan kosakata kamu mengalami kesulitan engga?

R : Engga

P : Okey nomor 4 yang terakhir. Apakah kamu menyukai belajar bahasa inggris untuk meningkatkan kosakata menggunakan media TikTok?

R : Suka. Soalnya jadi lebih seru

P : Okey

Respondent 11

P : Bagaimana pendapat kamu mengenai pelajaran bahasa inggris setelah menggunakan media TikTok?

R : Lebih seru

P : Okey yang kedua. Apakah media pembelajaran TikTok dalam pembelajaran bahasa inggris membantu meningkatkan kosakata kamu?

R : Iya

P : Okey nomor 3. Selama belajar bahasa inggris menggunakan media TikTok untuk meningkatkan kosakata kamu mengalami kesulitan engga?

R : Dikit

P : Kaya gimana?

R : Kaya ga tau artinya terus sekarang jadi tahu.

P : Oh karena ga tau artinya gitu ya, terus jadi tahu. Terus nomor 4, apakah kamu menyukai pembelajaran bahasa inggris untuk meningkatkan kosakata menggunakan TikTok?

R : Iya suka banget

P : Kenapa?

R : Karena kaya lebih seru aja gitu daripada yang biasanya

P : Okeyy.

Respondent 12

P : Bagaimana sih pendapat kamu mengenai pembelajaran bahasa inggris setelah menggunakan media TikTok?

R : Jadi lebih kaya seru aja sih

P : Kamu lebih nangkap gitu engga kalau pakai TikTok

R : Iya, lebih bisa memahami

P : Okey yang kedua. Apakah media pembelajaran TikTok dalam pelajaran bahasa inggris membantu meningkatkan kosakata kamu?

R : Iya dikit-dikit.

P : Selama belajar bahasa inggris menggunakan TikTok untuk meningkatkan kosakata kamu mengalami kesulitan engga?

R : Rata-rata sih engga. Cuma ada beberapa yang agak sulit.

P : Engga tau artinya gitu ya?

R : Iya

P : Okey nomor 4, apakah kamu menyukai pembelajaran bahasa inggris untuk meningkatkan kosakata menggunakan TikTok?

R : Suka. Suka banget malah.

P : Kenapa?

R : Karena kayak lebih mudah dipahami terus engga bosan gitu

Respondent 13

P : Bagaimana pendapat kamu mengenai pelajaran bahasa inggris setelah menggunakan media pembelajaran TikTok?

R : Sebenarnya sih sama aja, cuma ya lumayan paham lah ya.

P : Okey nomor 2. Pelajaran bahasa inggris menggunakan TikTok itu membantu meningkatkan kosakata kamu engga?

R : Iya.

P : Okey. Terus selama pembelajaran bahasa inggris menggunakan TikTok itu kamu ada kesulitan engga?

R : Eum engga

P : Okey. Yang terakhir, kamu suka engga sih belajar bahasa inggris untuk meningkatkan kosakata menggunakan media TikTok?

R : Suka

P : Kenapa

R : Karena pengetahuan kosakatanya bertambah gitu. Yang tadinya bingung jadi paham gitu, karena kosakatanya belum pernah denger.

P : Okey

Respondent 14

P : Bagaimana pendapatmu mengenai pembelajaran bahasa inggris setelah menggunakan media pembelajaran TikTok?

R : Seru sih, tapi kayak aku bingung gitu loh. Soalnya sebelumnya belum dipelajarin. Nah terus pas selama pelajaran jadi ngerti sendiri gitu loh

P : Gara-gara ada videonya jadi ngerti gitu ya?

R : Iya

P : Okey nomor dua. Apakah media pembelajaran TikTok dalam pelajaran bahasa inggris membantu meningkatkan kosakata mu?

R : Iya, ada beberapa yang aku tadinya engga tahu jadi tahu. Berarti iya.

P : Okey, terus selama pembelajaran bahasa inggris untuk meningkatkan kosakata kamu mengalami kesulitan engga?

R : Engga deh

P : Okey nomor empat. Apakah kamu menyukai pembelajaran bahasa inggris untuk meningkatkan kosakata menggunakan media TikTok?

R : Suka.

P : Kenapa suka?

R : Karena kan kalau misal belajar biasa tuh kalau aku tipikal orang yang bisa nangep kalau ada contoh, kalau misal dijelasinnya tuh ada contoh atau engga ada diperagakan atau dikasih tau gambar gitu loh

P : Oh okey okey

Respondent 15

P : Yang pertama itu, bagaimana pendapat kamu mengenai pembelajaran bahasa inggris setelah menggunakan media pembelajaran TikTok?

R : Menurut aku lebih menarik terus bisa lebih banyak menangkapnya gitu loh mba

P : Okey nomor dua. Apakah media pembelajaran TikTok dalam pembelajaran bahasa inggris membantu meningkatkan kosakata kamu?

R : Iya

P : Okey nomor tiga. Selama belajar bahasa inggris menggunakan TikTok untuk meningkatkan kosakata kamu mengalami kesulitan engga?

R : Engga

P : Okey nomor empat nih yang terakhir. Apakah kamu menyukai belajar bahasa inggris untuk meningkatkan kosakata menggunakan media TikTok?

R : Iya suka

P : Kenapa suka?

R : Karena lebih engga ngebosenin

Respondent 16

P : Bagaimana pendapat kamu mengenai pembelajaran bahasa inggris setelah menggunakan media TikTok?

R : Eum jadi tahu banyak hal yang baru

P : Okey nomor dua. Apakah media pembelajaran TikTok dalam pembelajaran bahasa inggris membantu meningkatkan kosakata kamu?

R : Iya

P : Okey nomor tiga selama pembeajaran bahasa inggris menggunakan media TikTok untuk meningkatkan kosakata kamu mengalami kesulitan engga?

R : Eum lumayan kesulitan, karena mengetahui bahasa baru

P : Okey nomor empat. Apakah kamu menyukai pembelajaran bahasa inggris untuk meningkatkan kosakata menggunakan media TikTok?

R : Iya lumayan suka

Appendix 14 Field Note Cycle 1

1. Field Note Cycle 1 (Meeting 1)

FIELD NOTE	
Day/Date	: Tuesday / 7 th November 2023
Duration	: 35 Minutes
Grade	: VII C
Activity	: Action in Cycle 1 (Meeting 1)
<p>Researcher entered the class and greets the students. Researcher invited students to say Basmalah before starting the lesson. After that, researcher took attendance by calling students' names one by one. Then before giving an explanation of "procedure text" material, researcher distributed pre-test questions for students to do. After the duration of working on the test was finished, researcher asked the students to collect their work in front.</p> <p>Researcher asked triggering question "Is there anyone here who wants to make something and needs the steps?", students responded by answering "Yes". Researcher "Well that means we need a guide right. Such a guide can be called as a procedure text". After that researcher mentioned learning objectives. Then researcher asked again "Do any of you like to cook here?", some students answered "Yes, I do". Then researcher again asked "Cooking food or drinks?", the answers from the students varied either food or drinks. Then researcher asked "If you want to cook and don't know how, usually use a tutorial in what form?", the students' answers also varied. After that, researcher informed the students that</p>	

today's material was procedure text. Before explaining the material, researcher provides stimulation related to the material by showing a video of TikTok bilingual posts. After that, researcher asked question "So what do you think from the video was being made?", several students were able to answer the question simultaneously. Researcher again asked, "What are the materials and utensils needed?", one of the students was able to answer even though he was hesitant. After that, researcher explained the structure in the procedure text and gave examples of cooking utensils in form of TikTok bilingual posts. Furthermore, researcher explained about language features in procedure text, "So one of the language features of procedure text is action verb, what are there?", students answered "Is like mix, pour and cut". Then researcher gave an example of procedure text in form of TikTok bilingual post while explaining the material. Researcher again asked questions "From the example of the procedure text, so what is in the procedure text?", one of the students answered the question correctly based on what had been explained. After explaining the material, students were asked to work on the individual assignment. After the students have finished collecting individual assignments, researcher briefly explains procedure text material again then students are divided into several groups and researcher shows food or drinks for students to choose with their groups. After choosing, researcher explained the task they had to do to create a procedure text based on the food or drink that had been chosen with their group. After explaining the task, researcher asked the students "Is it clear with the task?" and students answered if they understood and some gave a gesture of nodding heads. Although there are some students who still ask about the clarity of the tasks that have been given such as "This is to make a procedure text right miss, from the food that has been chosen". Researcher walked around to check the process of students with their groups while working on the task. While researcher was monitoring students, many students made noise by chatting and joking. 10 minutes before the bell rang, researcher asked "Is it finished? Those who have finished can be collected, those who have not finished are also collected, in the next meeting we will do it

again", several students came forward to collect the results of their group's work in front.

Before closing the lesson, researcher together with the students made a conclusion about today's learning "So what have we learned today?" after that students answered and researcher asked again "In the procedure text there are three structures, anyone knows what they are?", students answered the question together. After that researcher asked students if there were any difficulties regarding today's material and shared learning agenda for the next meeting. After the bell rang, then researcher together with the students closed the lesson by saying Hamdalah and researcher greets the students. The researcher said greetings and left the class.

2. Field Note Cycle 1 (Meeting 2)

FIELD NOTE

Day/Date : Wednesday / 8th November 2023

Duration : 35 Minutes

Grade : VII C

Activity : Action in Cycle 1 (Meeting 2)

Researcher entered the class and greet the students. Then, researcher asked students to said Basmalah before starting learning. After that, researcher took attendance by calling students' names one by one. Then researcher asked students a triggering question "Anyone still remember what yesterday's meeting was about?", some students answered correctly. Researcher asked another question to students "Procedure text has three structures, can anyone mention what they are?", one of the students was able to answer correctly even though he was a little hesitant. Next, convey the learning objectives that will be achieved.

Researcher gave directions to students about the activities "Yesterday we made groups and made procedure texts. For those who have not finished, you can continue", then researcher called one of group representatives to take the paper

of their work. While students continued their group work from previous meeting, researcher monitored the students by walking around the classroom. Some still asked questions related to the material. After completing the group work, researcher asked “Does anyone here know what translation and translation techniques are?”, the students answered by not knowing translation techniques. Researcher reopened the discussion “Then I try to explain and give examples briefly about translation techniques”, students responded by giving a gesture of nodding heads. After that, researcher displayed a bilingual TikTok post and explained examples of translation techniques used in the translation in the post. After explaining about translation and translation techniques, students were asked to do a test (post-test 1) as a learning evaluation after the treatment using TikTok bilingual posts. After allotted time ran out, researcher asked students “Is it finished? Come on, those who have finished are collected”, students collect the results of their group work to the front.

Before the bell rang, researcher and students made a conclusion together. Researcher asked students if there were any difficulties during learning. After that, researcher distributed rewards to students who had been active for two meetings and closed the lesson by said Hamdalah together after the bell rang. The researcher said greetings and left the class.

Appendix 15 Field Note Cycle 2

FIELD NOTE	
Day/Date	: Tuesday and Wednesday / 21 st – 22 nd November 2023
Duration	: 35 Minutes
Grade	: VII C
Activity	: Action in Cycle 2 (Meeting 1 and 2)
Meeting 1	
<p>Researcher entered the class and greet the students. Then, the researcher invited students to said Basmalah before starting the lesson. After that, the researcher took attendance by calling the students' names one by one. Then</p>	

researcher asked the students a triggering question “In the previous two meetings, anyone still remember what we learned?”, some students answered correctly. Next, the researcher conveyed the learning objectives.

Researcher displayed a TikTok bilingual post as a stimulus before asking a question, “Now question, what are the materials used from the video?”, one of the students could answer several materials correctly. Then researcher asked again “Another question, we already mentioned the ingredients, now what are the utensils used?”, several students answered the correct answer together. After that, researcher invited students to recall the material that had been explained in the previous meeting. “Now time to recall our memory about procedure text, do any of you still remember what is the structure of procedure text?”, the students looked hesitant to answer, but one of them was able to answer correctly. The researcher asked again “Well, besides the structure of procedure text, there are also language features, what are the examples of connectives?”, one of the learners answered “Connective is the one in front, right miss?” The researcher answered yes and nodding head, the students continued their answer “Means as I remember, like firs, second like that miss” the researcher responded “Yes, that's right”. After briefly researcher encourages students to recall the material in the previous meeting. Students are given individual assignments according to the material that has been studied. After the time given ran out, the researcher asked students to collect the individual assignments. Then the researcher gave time and asked students to present the results of their group work in front of the class. One by one, representatives from the group began to come forward and present the results of their group work in making text procedure.

Before the bell rang, the researcher together with the students made a conclusion of the material that had been taught. Then the researcher asked if they had any difficulties and conveyed the learning agenda for the next meeting. Furthermore, the researcher invites students to said Hamdalah to close the learning. The researcher said greetings and left the class.

Meeting 2

The researcher entered the class and greeted the students. Then, the researcher asked the students to said Basmalah before starting the lesson. After that, the researcher took attendance by calling the students' names one by one. Then the researcher asked the learners a triggering question. Next, the researcher conveyed the learning objectives that would be achieved.

Researcher provides stimulation in the form of questions to students to recall the material that has been taught in the previous meeting, “Yesterday we tried to make a procedure text right, now there is a question, try to mention what examples of kitchen utensils are used for cooking?” students answer at the same time examples of utensils. Researcher again asked, “Earlier it was about kitchen utensils, now, try to mention what are the language features in the procedure text?”, one of the students was able to answer some of language elements of procedure text. Then researcher displayed a picture of an action verb and asked students to guess the action verb from the picture “Now, miss has an example of an action verb, later after I shows you, try to guess what action verb that I shows, do you understand?” students answered yes and some nodded heads. After that, researcher gave directions regarding the activities. Researcher informed and distributed test as final evaluation (post-test 2) to students to be done individually and gave duration of time to do the test. After the time given was almost finished, researcher asked “Has anyone finished? Come on, those who can be collected” some students collect the test results.

Then after a while before the bell rang, the test was collected and researcher asked students to summarize procedure text material again. After that, researcher asked if there were any difficulties during the lesson and asked students to said Hamdalah together to close the lesson. Then, researcher greets students and left the class.

Appendix 16: Student Score Recapitulation

Student Score Recapitulation

Class : VII C
 School : SMP Muhammadiyah 3 Yogyakarta

No	Name	KKM	Cycle 1				Cycle 2	
			Pre-Test	Cate-gory	Post-Test 1	Cate-gory	Post-Test 2	Cate Gory
1	AFH	75	72	U	60	U	36	U
2	AZHP	75	28	U	28	U	72	U
3	AZYP	75	64	U	68	U	84	P
4	AAF	75	76	P	36	U	88	P
5	AMS	75	80	P	84	P	96	P
6	AH	75	68	U	76	P	92	P
7	ANR	75	84	P	96	P	92	P
8	ASDL	75	84	P	88	P	100	P
9	ACP	75	84	P	92	P	76	P
10	ARS	75	64	U	64	U	88	P
11	AK	75	44	U	60	U	96	P
12	ANS	75	56	U	64	U	92	P
13	CAM	75	80	P	100	P	100	P
14	DDA	75	64	U	48	U	84	P
15	FIAA	75	64	U	80	P	92	P
16	FNI	75	84	P	96	P	100	P
17	GRY	75	80	P	88	P	92	P
18	HRA	75	60	U	60	U	92	P
19	IAL	75	84	P	92	P	100	P
20	KAAR	75	28	U	60	U	80	P
21	MHAEG	75	72	U	80	P	88	P
22	MIFH	75	60	U	24	U	82	P
23	NAB	75	84	P	92	P	100	P
24	NFG	75	40	U	84	P	76	P
25	NKK	75	32	U	64	U	96	P
26	NPV	75	52	U	44	U	76	P
27	NAZEP	75	84	P	96	P	96	P
28	QF	75	76	P	92	P	96	P
29	RAK	75	84	P	92	P	100	P
30	TEJW	75	36	U	40	U	92	P
31	ZWH	75	48	U	36	U	96	P

Yogyakarta,.....

Researcher,



Anita Tyas Yuniati
 NPM 20144700008

Subject Teacher,



Puji Anitasari, S.S
 NBM 971383

Look at the table below for the structure of procedure text!

How to make chocolate chip cookies	Title or Goals
Ingredients: <ul style="list-style-type: none"> 1 cup butter, softened 2½ cup granulated sugar ¾ cup brown sugar 2 eggs 1 teaspoon vanilla extract 2 ½ cups all purpose flour 1 ½ teaspoons salt 1 teaspoon baking soda 2 cups chocolate chips 	Ingredients
Steps: <ul style="list-style-type: none"> Preheat the oven to 375°F. Then, lightly grease a baking sheet. In a large bowl, thoroughly cream together the butter, granulated sugar, and brown sugar using an electric mixer. Next, beat in the eggs one at a time, followed by the vanilla extract. In another bowl, combine the flour, salt, and baking soda. Gradually add this to the butter mixture, stirring well. Finally, gently fold in the chocolate chips. Using a spoon, create one portion of dough onto the prepared baking sheet. Bake for 10 to 11 minutes or until golden brown. Meanwhile, prepare cooling rack. Carefully remove the cookies from the oven and allow them to cool on the baking sheet for a minute. Then, transfer the cookies to the cooling rack to cool completely. 	Steps

3. Language Features of Procedure Text

a. Simple Present Tense Sentences

The sentences used in text procedures are simple present tense sentences, this is because the verbs used are in the first form. For example: pour and serve.

b. Imperative Sentences

In text procedures, it also use imperative sentences. For example: wash the position and pour the hot water into a bowl.

c. Action Verbs

In text procedures, there are verbs that refer to physical activities, for example: mix, add, and put.

d. Connectives

Connectives in procedure texts are used to connect steps with each other so that it will provide instructions that are easy to understand. For example: firstly, secondly, after that, first, second and finally.

e. Adverbs

Adverbs in text procedures are used to provide time information. For example: in 14 minutes and for 3 hours.

F. Lembar Kerja Peserta Didik

Terlampir

G. Bahan Bacaan Guru dan Peserta Didik

Bahan ajar dan LKPD

H. Glosarium

Assembling Verb
Part of the present participle of the word "Assemble"
The act of bringing parts together into one

Brewed Verb
The action to brew tea by adding boiling water.

Sequence Verb
The act of pressing something firmly with the aim of removing the liquid.

I. Kunci Jawaban

Terlampir

J. Instrumen Penilaian

1. Asesmen Sikap

a. Teknik Penilaian : Non-Test

b. Bentuk Instrumen : Lembar Observasi Siswa

Berilah skor 1-4 pada masing-masing kolom sikap berdasarkan hasil observasi guru terhadap sikap siswa yang diobservasi dengan rubrik penilaian yang telah disediakan.

No.	Nama Siswa	Sikap			Jumlah	Nilai
		Kritis	Tanggungjawab	Kerja Sama		
1						
2						

Rubrik Penilaian Sikap

1) Kritis

- Bertanya setiap ada perubahan atau hal baru.
- Menganalisis permasalahan yang diberikan oleh guru.
- Mampu memecahkan masalah ketika berdiskusi dengan baik.

2) Tanggungjawab

- Melakukan diskusi dengan kelompok secara serius.
- Mengajukan tugas dari guru sesuai dengan instruksi.
- Mengumpulkan tugas tepat waktu.

3) Kerja Sama

- Berdiskusikan dengan sesama anggota kelompok dengan baik.
- Menghormati sesama anggota kelompok.
- Tidak membicarakan perselisihan pada saat diskusi berlangsung.

KRITERIA PENSKORAN:

4 : Jika semua deskriptor dari rubrik penilaian terpenuhi
 3 : Jika hanya dua deskriptor dari rubrik penilaian yang terpenuhi
 2 : Jika hanya satu deskriptor dari rubrik penilaian yang terpenuhi
 1 : Jika tidak ada sama pun deskriptor dari rubrik penilaian yang terpenuhi.

PEDOMAN PENILAIAN:	KRITERIA PENILAIAN:
Skor akhir: $\frac{\text{jumlah skor siswa}}{\text{jumlah maksimum}} \times 100\%$	85-100 Sangat Baik
	75-84 Baik
	65-74 Cukup Baik
	<64 Kurang Baik

2. Asesmen Formatif

a. Lembar Kerja Peserta Didik 1

1) Teknik Penilaian : Tes Tertulis

2) Bentuk Instrumen : Analisis Struktur dan unsur kebahasaan

No.	Nama Siswa	Nilai
1		
2		

PEDOMAN PENILAIAN:	KRITERIA PENILAIAN:
Skor akhir: $\frac{\text{jumlah skor siswa}}{\text{jumlah maksimum}} \times 100\%$	85-100 Sangat Baik
	75-84 Baik
	65-74 Cukup Baik
	<64 Kurang Baik

b. Lembar Kerja Peserta Didik 2

1) Teknik Penilaian : Tes Tertulis

2) Bentuk Instrumen : Membuat Procedure Text

> Tes Tertulis (Membuat Procedure Text)

Kriteria	Hal yang dinilai	Skor
Penilaian Isi	a. Judul yang ditulis memuatlah proses membuat es krim	
	b. Judul ditulis dengan menggunakan gaya huruf kapital	
	c. Judul sesuai dengan isi teks	
Beri Awal	Bagian awal sesuai dengan format dan sesuai, ditulis berdasarkan	
	a. Tidak terdapat penulisan kata	
Isi (isi)	b. Kata yang digunakan sesuai dengan judul dan yang akan dibuat	
	Bagian isi berisi langkah / proses membuat es krim dari awal sampai akhir, ditulis berdasarkan	
	a. Setiap langkah dilakukakan secara rinci	
	b. Setiap langkah dilakukakan dengan jelas dan menggunakan bahasa yang komunikatif.	
	c. Tidak terdapat kesalahan dalam penulisan dan terdapat foto.	

PUNSKORAN	PEDOMAN PENILAIAN
4 : Jika terpenuhi seluruhnya	Skor akhir: $\frac{\text{jumlah skor siswa}}{\text{jumlah maksimum}} \times 100\%$
3 : Jika terpenuhi sebagian	
2 : Jika cukup terpenuhi	
1 : Jika kurang terpenuhi	

KRITERIA PENILAIAN
85-100 Sangat Baik
75-84 Baik
65-74 Cukup Baik
<64 Kurang Baik

13. "I'm doing an activity!"
In the sentence above, the bolded and underlined word means...

- Activities to make repairs to a damaged forest.
- Activities that have a period of time for a person to work.
- Activities carried out by volunteers.
- Activities conducted to raise funds for disaster victims.

Look at the text below to answer questions 14-17!

OREO ICE BAR

<p>Ingredients:</p> <ul style="list-style-type: none"> • Oreo • Sugar • Milk 250 ml • Fresh Cream 150 ml 	<p>How to make:</p> <ul style="list-style-type: none"> • Mix all ingredients into a container. • Pour into mold and freeze for an hour. • Served it
---	---

14. "Mix all ingredients into a container."
The word "mix" is included in...

- Action verb
- Adverb
- Connectives
- Noun

15. "Pour into molds and freeze for an hour."
The bolded and underlined word is included in...

- Connectives
- Noun
- Adverb
- Action verb

16. The meaning of the word "mold" is...

- A container with a hole for molding something into the shape of the container.
- A container used to heat something.
- A container used to help hold water.
- Containers used by craftsmen.

17. "Served it"
In the sentence above, the bolded and underlined word means...

- To try goods that are sold at a low price.
- To sell goods in the market.
- To provide food or drinks that have already been made.
- To sell food that has already been sold.

Look at the text below to answer questions 18-25!

How to make chocolate cookies

<p>Ingredients:</p> <ul style="list-style-type: none"> 200 ml water 15 tablespoon of wheat flour 	<p>How to make:</p> <ul style="list-style-type: none"> Cooking pot Spoon
---	---

2 packets of **OREO**

2 eggs	Flour
Chocolate milk	Egging pan
Oil	Spoon

Steps:

- First, put 2 packets of butter and water into a cooking pot.
- Second, turn on the stove to medium heat and gently stir the butter and water.
- Third, add 15 tablespoon of flour into the pot when the butter and water are well mixed and boiling.
- Fourth, stir the flour over low heat so it doesn't burn.
- Then remove from the stove and leave the dough for 15 minutes to cool.
- Sixth, mix 2 eggs one by one in the cooled dough.
- Seventh, put the dough into the mold and fry over medium heat until the chocolate is mostly browned.
- Finally, drain the chocolate and place it in a plate and top with of sweetened milk.

18. Based on the text above, what kind of food do we make?

- How to make fried egg.
- How to make delicious Churros
- How to make chocolate cookies.
- How to make sunny side up egg

19. In the 1 step, the correct word to complete the step is...

- First, because it is a connectives word.
- One, because it is the first step.
- First, because it is an action verb word.
- First, because it is an adverb word.

20. After we remove the dough from the stove, how long should we wait?

- We should wait for 1 hour.
- We can't stir it for 20 minutes.
- We can only stir after 15 seconds.
- We have to wait for 15 minutes to let it cool.

21. There are word "gently" in step 2. What is the meaning of the word?

- An action that is done without using force.
- An action that is done harshly.
- An action that takes a long time.
- An action that is done with mercy.

22. Based on the text above, how many flour and water do we need to make churros?

- We need 15 tablespoon of flour and 200 ml of water.
- We need 15 tablespoon of flour and 200 ml of water.
- We need 15 tablespoon of butter and 200 ml of water.
- We need 15 of eggs and two and a half teaspoon of butter.

23. Based on the text above, why we have to stir the flour in a low heat?

- So that it cooks quickly.
- So that it doesn't get burnt.
- Half of the churros are cooked.
- The churros is not yet cooked.

24. There are word "mostly" in step 7. What is the meaning of the word?

- A large part of the churros is cooked.
- A small part of the churros is cooked.
- So that it doesn't cook quickly.
- So that it is not hot when stirring.

25. There are word "strain" in the last step. What is the meaning of the word?

- Steps to hold liquid from spilling.
- Steps to remove oil by letting it sit.
- Steps to remove dirt.
- The final step to serve the food.

C. KUNCI JAWABAN

1) Lembar Kerja Peserta Didik 1

I. Structure of Procedure Text

Title or Aim	Ingredients or Utensil	Steps
--------------	------------------------	-------



II. Language Features

ACTION VERBS		CONNECTIVES		ADVERBS
Pour	Fry	First	Fourth	A while
Heat	Mix	Second	Fifth	3 minute
Put	Add	Third	Finally	
Serve				

2) Evaluasi Akhir Pembelajaran

1. a	6. d	11. a	16. a	21. a
2. b	7. b	12. d	17. c	22. c
3. d	8. a	13. b	18. b	23. b
4. c	9. a	14. a	19. a	24. a
5. a	10. c	15. c	20. d	25. b

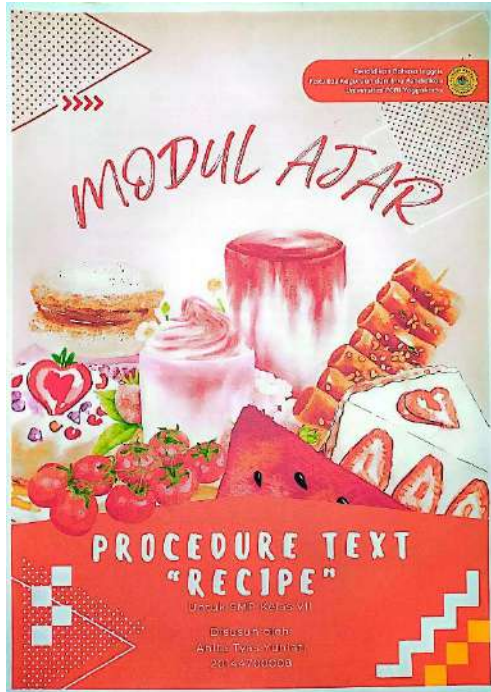
Yogyakarta, November 2023

<p>Mangrakah, Guru Mata Pelajaran</p>  <p>Fajri Antasari, S.S NIM 20144710008</p>	<p>Muhadlow</p>  <p>Anisa Tyas Yuniati NPM 20144710008</p>
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18

19

Appendix 18: Teaching Module (Cycle 2)



MODUL AJAR BAHASA INGGRIS KELAS VII	
INFORMASI UMUM	
A. IDENTITAS SEKOLAH	
Nama Peserta	Anita Tias Yuniati
Tingkat/Daerah Sekolah	SMK Muhammadiyah 3 Yogyakarta
Tahun Pelajaran	2023
Kelas	VII
Fase	D
Materi Pembelajaran	Procedure Text (Recipe)
Alokasi Waktu	4 x 35 menit (2 pertemuan)
Capaian Pembelajaran	Pada akhir Fase D, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang tidak langsung dan dalam situasi formal dan informal. Peserta didik dapat menggunakan berbagai jenis teks seperti curasi, deskripsi, prosedur, teks khazanah (pesan singkat, iklan) dan teks otentik seperti naskah drama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk berdiskusi dan menyampaikan kemandiriannya. Penilaian mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam bahasa Inggris yang terstruktur dengan keakuratan yang lebih lengkap. Mereka mendemonstrasikan dan menulis ketika memproduksi teks tulisan dan visual dalam bahasa Inggris.
B. KOMPETENSI AWAL	
<ol style="list-style-type: none"> 1. Procedure Text (in the form of Recipe). 2. Structure of Procedure Text. 3. Language Feature of Procedure Text. 	

C. PROFIL PELAJAR PANCASILA	
1. Mandiri	Pada awal pembelajaran guru memastikan persiapan peserta didik berkolaborasi dengan materi dan peserta didik akan menuliskan respon dengan kalimat dan gagasan yang mandiri.
2. Gotong Royong	Bekerja sama dalam membuat procedure text.
3. Berdikar Kritis	Peserta didik mengidentifikasi struktur dan unsur kebahasaan pada procedure text.
4. Kreatif	Menghasilkan procedure text sesuai dengan struktur dan unsur kebahasaan dalam berbagai bentuk.
D. SARANA DAN PRASARANA	
Media	Laptop, Proyektor, Video, Power Point, LKPD
Sumber Belajar/Materi	PowerPoint, Video, LKPD
E. TARGET PESERTA DIDIK	
1. Peserta didik <i>regulatively</i> aman, tidak ada kesulitan dalam menerima dan memahami suatu materi ajar.	
2. Peserta didik yang sesuai instruksi, aktif dan berbakat.	
F. MODEL PEMBELAJARAN	
Pembelajaran luring di dalam kelas atau tatap muka dengan pembelajaran <i>Genre Based Approach</i> , langkah-langkah: <ol style="list-style-type: none"> 1. Building Knowledge of Field. 2. Modelling of Text. 3. Joint Construction of Text. 4. Independence Construction of Field. 	

KOMPETENSI INTI	
A. TUJUAN PEMBELAJARAN	
<ol style="list-style-type: none"> 1. Peserta didik dapat memahami dan mengidentifikasi struktur dan unsur kebahasaan dari procedure text dalam konteks kehidupan sehari-hari dengan baik dan benar. 2. Peserta didik dapat menentukan topik atau ide utama dari procedure text. 3. Peserta didik dapat membuat procedure text sesuai dengan struktur dan unsur kebahasaan dalam konteks kehidupan sehari-hari. 	
B. PEMAHAMAN BERMAKNA	
Informasi yang diperoleh peserta didik akan memberikan manfaat dalam penerapannya setelah mempelajari dan membuat procedure text, diantaranya: <ol style="list-style-type: none"> 1. Menggunakan jenis teks prosedur dalam konteks kehidupan sehari-hari. 2. Menggunakan teks prosedur sebagai salah satu cara menjilatkan tilap. 	
C. PERTANYAAN PEMAYATIK	
<ol style="list-style-type: none"> 1. Do any of you like to cook? 2. What kind of food or drink do you like? 3. When we can't cook a food or drink what do we do? 	
D. PERSIAPAN PEMBELAJARAN	
<ol style="list-style-type: none"> 1. Guru melakukan penyusunan LKPD. 2. Guru melakukan penyusunan instruksi asesmen yang akan digunakan. 	

KEGIATAN PEMBELAJARAN

A. Kegiatan Pembelajaran

KEGIATAN PEMBELAJARAN PERTEMUAN KE-1 2 x 35 menit		
Kategori Pembelajaran	Urutan Pembelajaran	Alokasi Waktu
Kegiatan Pendahuluan	a. Guru menyapa dan menber salam kepada peserta didik. b. Guru menyapa dan mengajak peserta didik untuk berdoa sebelum memulai kegiatan pembelajaran. c. Guru melakukan presensi peserta didik, baik menyapa secara langsung atau mengecek dari daftar presensi. d. Guru menyampaikan apresiasi atas pertayaan penantik tentang materi yang diajarkan. e. Guru menyampaikan tujuan pembelajaran yang akan dicapai.	5 menit
Kegiatan Inti	Building Knowledge of Field (BKOF) a. Peserta didik diberikan tanggapan tentang materi dengan cara diberikan video yang berdurasi dari Youtube (https://www.youtube.com/watch?v=SSmYkz4d) b. Guru mengajukan pertanyaan mengenai video procedure text yang ditayangkan. Modeling of Text (MOT) c. Guru dan peserta didik menganalisis contoh procedure text yang ditayangkan untuk mengingat kembali materi yang telah diajarkan. d. Peserta didik diberikan soal dan dikerjakan secara individu (LKPD 1). Joint Construction of Text (JCOT) e. Guru memberikan arahan kepada peserta didik mengenai kegiatan yang akan dilakukan.	55 menit

	b. Perwalian kelompok diberikan waktu untuk mempersiapkan procedure text yang telah dibuat bersama anggota kelompok di pertemuan sebelumnya (LKPD 2. Pertemuan sebelumnya). Independent Construction of Text (ICOT) a. Peserta didik diberikan kuis untuk menguji pemahaman dan dikerjakan secara individu (wordwall).	
Kegiatan Penutup	a. Guru dan peserta didik membuat kesimpulan dari materi yang telah diajarkan selama kegiatan pembelajaran. b. Guru bertanya kepada peserta didik apakah terdapat kesulitan mengenai materi yang disampaikan. c. Guru menyampaikan agenda pembelajaran pertemuan selanjutnya. d. Guru menutup kegiatan pembelajaran dengan salam.	10 menit
PERTEMUAN KE-2 2 x 35 menit		
Kegiatan Pendahuluan	a. Guru menyapa dan menber salam kepada peserta didik. b. Guru menyapa dan mengajak peserta didik untuk berdoa sebelum memulai kegiatan pembelajaran. c. Guru melakukan presensi peserta didik, baik menyapa secara langsung atau mengecek dari daftar presensi. d. Guru menyampaikan apresiasi atas pertanyaan penantik. e. Guru menyampaikan tujuan pembelajaran yang akan dicapai.	5 menit
Kegiatan Inti	Building Knowledge of Field (BKOF) a. Peserta didik diberikan tanggapan berupa pertanyaan untuk mengingat kembali materi yang diajarkan sebelumnya. Modeling of Text (MOT) b. Guru memberikan gambar ingredients dan alat-alat dan peserta didik membuat untuk kesimpulan yang ditanyakan.	55 menit

	Joint Construction of Text (JCOT) a. Guru memberikan arahan kepada peserta didik mengenai kegiatan yang akan dilakukan. Independent Construction of Text (ICOT) b. Peserta didik diberikan tes sebagai evaluasi akhir dan dikerjakan secara individu.	
Kegiatan Penutup	a. Guru dan peserta didik membuat kesimpulan dari materi yang telah diajarkan selama kegiatan pembelajaran. b. Guru bertanya kepada peserta didik apakah terdapat kesulitan mengenai materi yang telah disampaikan. c. Guru menutup kegiatan pembelajaran dengan salam.	
B. Asesmen Pembelajaran		
Asesmen Sikap	Aspek utama yang dinilai: a. Sikap kritis, tanggungjawab dan kerjasama. Aspek tambahan dalam penilaian sikap: a. Perilaku yang ditunjukkan peserta didik pada saat pembelajaran. b. Kerajinan dari peserta didik selama pembelajaran.	
Asesmen Penalaran	Dilakukan dalam bentuk: LKPD dan Pilihan Ganda	
Asesmen Sumatif	Dilakukan dalam bentuk: Soal bentuk pilihan ganda dengan materi procedure text yang meliputi <i>Ingredients, tools and procedure text</i> .	
C. Pengayaan dan Remedial		
1. Pengayaan		
Pengayaan diberikan kepada peserta didik yang menguasai materi dengan skor baik dan memiliki nilai setidaknya 75 atau di atasnya. Bentuk dari pengayaan ini merupakan soal yang lebih ditantang/ditakutkan dari sebelumnya.		
2. Remedial		
Remedial diberikan kepada peserta didik yang belum menguasai materi dengan baik dan memiliki nilai dibawah 75. Bentuk dari remedial ini merupakan pengulangan soal pada materi dan secara spesifik.		

D. Refleksi Peserta Didik dan Guru

No	Urutan Pertanyaan
1	Apakah model pembelajaran yang digunakan sesuai dengan materi yang diajarkan?
2	Pembelajaran seperti apakah yang anda inginkan pada saat dilakuk?
3	Dapatkah kesesuaian waktu dan tugas pembelajaran yang ingin dicapai pada pembelajaran ini?

E. Materi / Bahan Ajar

1. Procedure Text

Procedure text is a text that presents step-by-step instructions that help to inform about how to make something. Examples of text procedures can be food recipes or instruction manuals. The following is an example of a text procedure in the form of food:

How to Make Ice Lemon Tea	
Ingredients:	
1 bag of icecube	6 Ice cubes
2 pieces of lemon orange	50 ml of hot water
2 tsp of sugar	150 ml of cold water
Steps:	
1.	Brewed tea bag in 50 ml of hot water.
2.	Add sugar and then stir until evenly distributed.
3.	Squeeze the lemon. Then, pour lemon juice into the tea.
4.	Add ice cubes and add 150 ml of cold water.
5.	Stir until the lemon juice mixes with the tea.
6.	Add lemon slices as decoration.
7.	Ice Lemon Tea is ready to be served.

2. Structure of Procedure Text

a. Title or Goals

This title or goal is the first part of the procedure text that serves to explain the purpose of what will be created. For example: "How to make apple juice".

b. Ingredients or Utensils

The ingredients or utensil section of the procedure text contains or describes the ingredients and tools needed to make something.

c. Steps

The structure of the procedure text that must be present is steps. Steps is a section that contains steps or instructions to make or do something.

LAMPIRAN

A. LEMBAR KERJA PESERTA DIDIK 1

LEMBAR KERJA PESERTA DIDIK 1

Name: _____ Class: _____ No. Absen: _____ SCORE: _____

I. Let's Match The Words!
Write the correct word under the picture!

Cut	Stove	Mix	Transfer	Pry
Wipe	Pour	Rolling Pin	Roll	Cutting Board
1.	2.	3.	4.	5.
6.	7.	8.	9.	10.

II. Let's check our understanding together!

How to Make Chocolate Cream

Ingredients:
1 packet of chocolate powder 150 gr powdered sugar
200 gr white butter 100 ml full cream milk

Equipment:
Large bowl, Mixer, Spoon

Steps:
 Put 1 packet of chocolate powder, white butter and powdered sugar into a large bowl.
 Whisk the three ingredients using a mixer until stiff and well combined.
 Add the full cream milk and stir using a spoon slowly.
 The chocolate cream is ready to use!

Based on the text above, circle True or False for the sentences below!

11. To make chocolate cream you need 150 gr full cream milk. TRUE FALSE
12. You need 200 gr white butter to make chocolate cream. TRUE FALSE
13. You have to cut the white butter first to make chocolate cream. TRUE FALSE
14. You have to whisk chocolate powder and full cream milk. TRUE FALSE
15. Add the full cream milk after whisking the three ingredients first. TRUE FALSE

2. Lembar Kerja Peserta Didik 2

LEMBAR KERJA PESERTA DIDIK 2

Group Member Name:

1. _____ 6. _____
2. _____ 7. _____
3. _____ 8. _____
4. _____ 9. _____
5. _____ 10. _____

Instructions:
Choose a food or drink displayed by the teacher and create a procedure text from the food or drink, you choose with your group members!
How to make: _____

Stick the food or drink on these box.

Ingredients / Utensil
Ingredients: _____ Utensil: _____
Steps: _____

B. EVALUASI AKHIR PENBELAJARAN

Name: _____ Class: _____ No. Absen: _____ SCORE: _____

EVALUASI AKHIR PEMBELAJARAN

1. Instructions!
Choose either a, b, c or d as the correct answer!

1. "I like eating because it makes my eyes happy."
In the sentence above, the bolded and underlined word means...
a. Face body condition and tired. c. Body condition that looks normal.
b. Body condition that is tired and pale. d. A body that is strong and in good condition.

2. "Two main goals to make blank are casing and scalars."
In the sentence above, the bolded and underlined word means...
a. A set of tools needed to make something. c. A set of raw materials for making food.
b. A set of clothes used for a dress. d. A set of types of fruit that are yellow in color.

3. Could you repeat it again?
In the sentence above, the bolded and underlined word means...
a. Say the same thing only once. c. Saying something in a loud voice.
b. Say the same thing more than once. d. Saying something softly.

4. "Write in short and simple sentence"
Match the bolded and underlined words with the correct type of word and meaning...
a. Adverb, creating an image for a poster. c. Verb, an activity creating a sentence.
b. Verb, an activity making object out of it. d. Noun, creating a drawing on a concrete paper.

5. "My favourite colour is black"
In the sentence above, the bolded and underlined word means...
a. The thing that a person likes the most. c. A thing that one likes the least.
b. The thing that one dislikes the most. d. A thing that is strongly disliked.

6. "My hobby is ..."
What is the correct verb to complete the sentence?
a. write c. written
b. wrote d. writing

7. When you're making food following a recipe read the step two is "Stir the dough slowly."
The word "Stir" in the sentence is included in the...
a. Adverb, because it is a descriptor. c. Verb, because the word is an action.
b. Verb, because it is the first word. d. Noun, because it is the name of something.

8. "I ... looking for a job"
What is the correct "to be" to correct the sentence?
a. is, because the object is "I". c. are, because the subject is "I".
b. am, because the subject is "I". d. am, because the object is "We".

9. Kinara: "How ... do you eat out?"
Bani: "I usually eat out once a week with my sibling."
What is the correct adverb of time to complete the sentences?
a. often c. many
b. today d. is

10. Dina: "What is your full-time job?"
Jani: "I work as a writer."
The bolded and underlined sentence means...
a. A person who paints a house. c. A person who writes a book for publication.
b. A person who makes a film. d. A person who draws a picture.

11. "I like watching horror movie"
In the sentence above, the bolded and underlined word means...
a. An event that invites artists. c. A film that is played in cinema or on television.
b. An official activity at school. d. An activity in which many people participate.

12. "I work as a doctor"
In the sentence above, the bolded and underlined word means...
a. Work related to machinery. c. Work related to animal husbandry.
b. Occupations related to planting. d. Occupations related to hospitals and caring for sick or injured patients.

13. "My favourite game is board fit"
In the sentence above, the bolded and underlined word means...
a. A job that calculates a company's profits. c. A job that involves the kitchen.
b. Job that plays a role in a movie. d. A job related to writing.

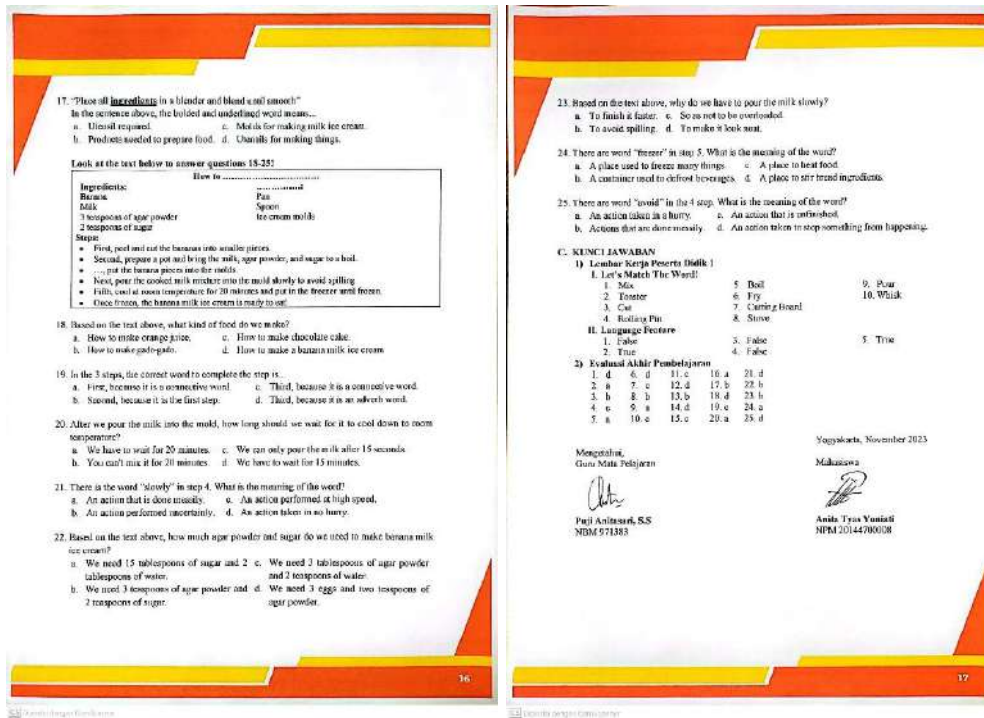
Look at the text below to answer questions 14-17!

CHOCOLATE BANANA SMOOTHIE	
Ingredients:	How to make:
• 1 Banana	• Peel the banana skin
• 4 ice blocks	• Place all ingredients in a blender and blend until smooth
• 1 glass of milk	• Prepare a glass and pour it
• 1 tsp of chocolate powder	• Serve

14. "Prepare a glass and pour it"
The word "pour" is included in...
a. Imperative sentence. c. Adverb
b. Connective. d. Action verb

15. "Blend until smooth"
The bolded and underlined word it includes in...
a. Noun. c. Adverb
b. Connectives. d. Action verb

16. The meaning of the word "smooth" is...
a. Very soft and regular texture. c. Rough and messy texture.
b. Slightly rough texture. d. Texture that is not smooth



Appendix 19: Translation Technique Analysis

TK/Eng-Ind/TT/01

SL	: Batik is one Indonesian Cultural Heritages.
TT	: Batik / adalah / salah satu / warisan / budaya / Indonesia. BOR EE EE EE EE EE
1 BOR + 5 EE = 6 Technique	

TK/Eng-Ind/TT/02

SL	: Batik is an artwork made on textile and devided into two, handmade and printing.
TL	: Batik / adalah / bentuk / karya seni / yang dibuat / di atas / tekstil / dan / BOR EE EE EE EE EE EE BOR EE terbagi / menjadi / 2, / buatan tangan / dan / cetak. EE EE EE EE EE EE
2 BOR + 12 EE = 14 Technique	

TK/Eng-Ind/TT/03

SL	: Two main equipments to make Batik are canting and malam (candle).
TL	: Dua / peralatan / utama / untuk / membuat / Batik / adalah / canting / EE EE EE EE EE BOR EE BOR dan / malam / (lilin). EE BOR DESC
7 EE + 3 BOR + 1 DESC = 11 Techniques	

TK/Eng-Ind/TT/04

SL	: Batik has made into the Representative List of Intangible Cultural Heritage of Humanity in 2008 by UNESCO.
TL	: Batik / telah / masuk / dalam / Daftar / Representatif / Warisan / Budaya BOR EE EE EE EE BOR EE EE / Takbenda / Kemanusiaan / pada / tahun / 2008 / oleh / UNESCO. EE EE EE AMP EE EE EE
2 BOR + 12 EE + 1 AMP = 15 Technique	

TK/Eng-Ind/TT/05

SL	: As Indonesia citizens, we should be proud and protect Batik as our cultural heritage.
TL	: Sebagai / warga / Indonesia, / kita / harus / bangga / dan / menjaga / EE EE EE EE EE EE EE EE Batik / sebagai / warisan / budaya / kita. BOR EE EE EE EE
12 EE + 1 BOR = 13 Technique	

TK/Eng-Ind/TT/06

SL	: Do you like seafood?
TL	: Apa / kamu / suka / makanan laut? EE EE EE EE
4 EE = 4 Technique	

TK/Eng-Ind/TT/07

SL	: Do you like eating vegetables?
TL	: Apa / kamu / suka / makan sayuran? EE EE EE EE
4 EE = 4 Technique	

TK/Eng-Ind/TT/08

SL	: Do you like FAST FOOD?
TL	: Apa / kamu / suka / makanan cepat saji? EE EE EE EE
4 EE = 4 Technique	

TK/Eng-Ind/TT/09

SL	: What's your favourite food?
TL	: Apa / makanan / kesukaanmu? EE EE EE
3 EE = 3 Technique	

TK/Eng-Ind/TT/10

SL	: My favourite food is smoked beef
TL	: Makanan / kesukaanku / adalah / daging sapi / asap. EE EE EE EE EE
5 EE = 5 Technique	

TK/Eng-Ind/TT/11

SL	: What do you like to eat?
TL	: Apa / yang / kamu / suka / untuk / dimakan? EE EE EE EE EE EE
6 EE = 6 Technique	

TK/Eng-Ind/TT/12

SL	: I like to eat grilled salmon
TL	: Aku / suka / makan / salmon / panggang. EE EE EE BOR EE
4 EE + 1 BOR = 5 Technique	

TK/Eng-Ind/TT/13

SL	: How often do you eat out?
TL	: Seberapa / sering / kamu / makan / di luar? EE EE EE EE EE
5 EE = 5 Technique	

TK/Eng-Ind/TT/14

SL	: I always eat out every Sunday
TL	: Aku / selalu / makan / di luar / setiap / hari minggu. EE EE EE EE EE EE
6 EE = 6 Technique	

TK/Eng-Ind/TT/15

SL	: Peel + slice a banana
TL	: Kupas / dan / potong / pisang. EE AMP EE EE
3 EE + 1 AMP = 4 Technique	

TK/Eng-Ind/TT/16

SL	: Put in the freezer for one or two hours
TL	: Taruh / di / frizer / selama / 1 / atau / 2 / jam. EE EE EE EE EE EE EE EE
8 EE = 8 Technique	

TK/Eng-Ind/TT/17

SL	: Put the frozen slices in a blender and blend
TL	: Taruh / potongan / yang sudah membeku / di / blender / dan / blender. EE EE AMP EE EE EE EE
6 EE + 1 AMP = 7 Technique	

TK/Eng-Ind/TT/18

SL	: Wait until smooth and creamy
TL	: Tunggu / sampai / lembut / dan / krimi. EE EE EE EE BOR
4 EE + 1 BOR = 5 Technique	

TK/Eng-Ind/TT/19

SL	: Pour into a glass or bowl.
TL	: Tuang / ke / gelas / atau / mangkuk. EE EE EE EE EE
5 EE = 5 Technique	

TK/Eng-Ind/TT/20

SL	: Mix with Peanut butter or chocochips
TL	: Campur / dengan / krim / kacang / atau / cokocips. EE EE EE EE EE BOR
5 EE + 1 BOR = 6 Technique	

TK/Eng-Ind/TT/21

SL	: Hy! have you ever been to Palembang?
TL	: Hai, / pernahkah / kamu / ke / Palembang? EE EE EE EE EE
5 EE = 5 Technique	

TK/Eng-Ind/TT/22

SL	: It's my lovely hometown.
TL	: Itu / adalah / kampung halamanku / tercinta. EE EE EE EE
4 EE = 4 Technique	

TK/Eng-Ind/TT/23

SL	: Palembang is the capital city of South Sumatra.
TL	: Palembang / adalah / ibukota / Sumatera Selatan. EE EE EE EE
4 EE = 4 Technique	

TK/Eng-Ind/TT/24

SL	: The most famous traditional foods in Palembang is Pempek.
TL	: Makanan / tradisional / paling / terkenal / di / Palembang / adalah / EE BOR EE EE EE EE EE Pempek. BOR
6 EE + 2 BOR = 8 Technique	

TK/Eng-Ind/TT/25

SL	: Everybody love it and it's my favourite food.
TL	: Semua orang / menyukainya / dan / itu / adalah / makanan / kesukaanku. EE EE EE EE EE EE EE
7 EE = 7 Technique	

TK/Eng-Ind/TT/26

SL	: Palembang has some torism places such as Taman Purbakala, Bukit Siguntang and Balaputradewa Museum.
TL	: Palembang / memiliki / beberapa / tempat / wisata / sperti / Taman /

	EE EE EE EE EE EE EE
	Purbakala, / Bukit Siguntang / and / Balaputradewa Museum.
	EE EE EE
10 EE = 10 Technique	

TK/Eng-Ind/TT/27

SL	: Besides, the most iconic in Palembang is Ampera bridge.
TL	: Selain it, / paling / ikonik / di / Palembang / adalah / jembatan Ampera.
	EE EE BOR EE EE EE EE
6 EE + 1 BOR = 7 Technique	

TK/Eng-Ind/TT/28

SL	: It's really stunning at night!
TL	: Sangat / indah / di malam hari!
	EE EE EE
3 EE = 3 Technique	

TK/Eng-Ind/TT/29

SL	: Hy, I'm Anto!
TL	: Hai, / aku / Anto!
	EE EE EE
3 EE = 3 Technique	

TK/Eng-Ind/TT/30

SL	: In this session, I wanna tell you about my hobby.
TL	: Di / sesi / ini / aku / akan / bercerita / kepadamu / tentang / hobiku.
	EE EE EE EE EE EE EE EE BOR
8 EE + 1 BOR = 9 Technique	

TK/Eng-Ind/TT/31

SL	: I really love playing Mobile Legend.
TL	: Aku / sangat / suka / bermain / Mobile Legend. EE EE EE EE EE
5 EE = 5 Technique	

TK/Eng-Ind/TT/32

SL	: It's fun when I fight to others on my online game,
TL	: Sangat / menyenangkan / ketika / aku / bertarung / dengan / yang lain / EE EE EE EE EE EE EE di / game / onlineku. EE EE BOR
9 EE + 1 BOR = 10 Technique	

TK/Eng-Ind/TT/33

SL	: I always playing game in the evening after I finished all my tasks.
TL	: Aku / selalu / bermain / game / di / malam hari / setelah / semua / EE EE EE EE EE EE EE EE pekerjaan / ku / selesai. EE EE EE
11 EE = 11 Technique	

TK/Eng-Ind/TT/34

SL	: I also usually playing online with my friends and it called "Mabar"
TL	: Aku / juga / biasanya / bermain / online / bersama / teman-temanku / EE EE EE EE BOR EE EE dan / itu / disebut / Mabar. EE EE EE EE
10 EE + 1 BOR = 11 Technique	

TK/Eng-Ind/TT/35

SL	: By playing Mobile Legend, I can learn English, make friends, and so on.
TL	: Dengan / bermain / Mobile Legend, / aku / bisa / belajar / bahasa EE EE EE EE EE EE EE Inggris, / membuat / pertemanan, / dan sebagainya. EE EE EE
10 EE = 10 Technique	

TK/Eng-Ind/TT/36

SL	: I live in Indonesia
TL	: Aku / tinggal / di / Indonesia EE EE EE EE
4 EE = 4 Technique	

TK/Eng-Ind/TT/37

SL	: I visited my grandparents in Malang last week
TL	: Aku / mengunjungi / kakek nenekku / di / Malang / minggu lalu EE EE EE EE EE EE
6 EE = 6 Technique	

TK/Eng-Ind/TT/38

SL	: I put my drinks in the fridge
TL	: Aku / menaruh / minumanku / di / kulkas EE EE EE EE EE
5 EE = 5 Technique	

TK/Eng-Ind/TT/39

SL	: My mom plants vegetables in the garden
TL	: Ibuku / menanam / sayuran / di / kebun EE EE EE EE EE
5 EE = 5 Technique	

TK/Eng-Ind/TT/40

SL	: I am in a good mood today
TL	: Aku / dalam / suasana hati yang baik / hari ini EE EE AMP EE
3 EE + 1 AMP = 4 Technique	

TK/Eng-Ind/TT/41

SL	: I put my bag on the table
TL	: Aku / menaruh / tasku / di atas / meja EE EE EE EE EE
5 EE = 5 Technique	

TK/Eng-Ind/TT/42

SL	: I will go to South Korea
TL	: Aku / akan / pergi / ke / Korea Selatan. EE EE EE EE EE
5 EE = 5 Technique	

TK/Eng-Ind/TT/43

SL	: The wind is coming from the east
TL	: Anginnya / datang / dari / timur. EE EE EE EE
4 EE = 4 Technique	

TK/Eng-Ind/TT/44

SL	: Polar bears live at the North Pole.
TL	: Beruang kutub / hidup / di / kutub / utara. EE EE EE EE EE
5 EE = 5 Technique	

TK/Eng-Ind/TT/45

SL	: She is from West Java
TL	: Dia / dari / Jawa Barat. EE EE EE
3 EE = 3 Technique	

TK/Eng-Ind/TT/46

SL	: My house faces south-west.
TL	: Rumahku / menghadap / Barat Daya. EE EE EE
3 EE = 3 Technique	

TK/Eng-Ind/TT/47

SL	: I have dinner with my boyfriend
TL	: Aku / makan malam / bersama / pacarku. EE EE EE EE
4 EE = 4 Technique	

TK/Eng-Ind/TT/48

SL	: Read a book before sleep
TL	: Membaca / buku / sebelum / tidur. EE EE EE EE
4 EE = 4 Technique	

TK/Eng-Ind/TT/49

SL	: I always read a book before sleep
TL	: Saya / selalu / membaca / buku / sebelum / tidur. EE EE EE EE EE EE
6 EE = 6 Technique	

TK/Eng-Ind/TT/50

SL	: Listen to music is one of my hobbies
TL	: Mendengarkan / lagu / adalah / salah / satu / hobiku. EE EE EE EE EE BOR
5 EE + 1 BOR = 6 Technique	

TK/Eng-Ind/TT/51

SL	: I like watching horror movie
TL	: Aku / suka / menonton / film / horror. EE EE EE EE BOR
4 EE + 1 BOR = 5 Technique	

TK/Eng-Ind/TT/52

SL	: Brush teeth before bed time
TL	: Menggosok / gigi / sebelum / tidur. EE EE EE EE
4 EE = 4 Technique	

TK/Eng-Ind/TT/53

SL	: Brush my teeth before bed time is important
TL	: Menggosok / gigiku / sebelum / tidur / itu / penting. EE EE EE EE EE EE
6 EE = 6 Technique	

TK/Eng-Ind/TT/54

SL	: Prepare for tomorrow
TL	: Menyiapkan / keperluan / hari esok. EE AMP EE
2 EE + 1 AMP = 3 Technique	

TK/Eng-Ind/TT/55

SL	: I always prepare anything for tomorrow at night
TL	: Aku / selalu / menyiapkan / keperluan / hari esok / dimalam hari. EE EE EE EE EE EE
6 EE = 6 Technique	

TK/Eng-Ind/TT/56

SL	: I usually go to bed at 9pm
TL	: Aku / biasanya / pergi / tidur / jam 9 malam. EE EE EE EE EE
5 EE = 5 Technique	

TK/Eng-Ind/TT/57

SL	: Are you vegetarian?
TL	: Apa / kamu / penyuka sayur? EE EE EE
3 EE = 3 Technique	

TK/Eng-Ind/TT/58

SL	: Do you like brccoli?
TL	: Apa / kamu / suka / brokoli? EE EE EE BOR
3 EE + 1 BOR = 4 Technique	

TK/Eng-Ind/TT/59

SL	: Which vegies do you like?
TL	: Sayuran / mana / yang / kamu / suka? EE EE EE EE EE
5 EE = 5 Technique	

TK/Eng-Ind/TT/60

SL	: I like eggplant
TL	: Saya / suka / terong. EE EE EE
3 EE = 3 Technique	

TK/Eng-Ind/TT/61

SL	: I will make a spinach soup for breakfast
TL	: Aku / akan / membuat / sayur / bayam / untuk / sarapan. EE EE EE EE EE EE EE
7 EE = 7 Technique	

TK/Eng-Ind/TT/62

SL	: I like carrot because it makes my eyes healthy
TL	: Aku / suka / wortel / karena / membuat / kedua / mataku / sehat. EE EE EE EE EE AMP EE EE
7 EE + 1 AMP = 8 Technique	

TK/Eng-Ind/TT/63

SL	: Hello, my name's Cansu
TL	: Halo, / namaku / Cansu. EE BOR EE
2 EE + 1 BOR = 3 Technique	

TK/Eng-Ind/TT/64

SL	: I was born in Purbalingga
TL	: Aku / lahir / di / Purbalingga EE EE EE EE
4 EE = 4 Technique	

TK/Eng-Ind/TT/65

SL	: I'm 24 years old
TL	: Umurku / 24 / tahun. EE EE EE
3 EE = 3 Technique	

TK/Eng-Ind/TT/66

SL	: I'm a college student
TL	: Aku / seorang / mahasiswa EE EE EE
3 EE = 3 Technique	

TK/Eng-Ind/TT/67

SL	: My major is English literature
TL	: Jurusanku / Sastra Inggris EE EE
2 EE = 2 Technique	

TK/Eng-Ind/TT/68

SL	: My hobby is writing
TL	: Hobiku / menulis BOR EE
1 BOR + 1 EE = 2 Technique	

TK/Eng-Ind/TT/69

SL	: My hobbies are writing and learning new language
TL	: Hobiku / menulis / dan / belajar / bahasa / baru BOR EE EE EE EE EE
1 BOR + 5 EE = 6 Technique	

Appendix 20: Documentation

1. Pre-Test



2. Post-Test 1

a. Treatment



b. Post-Test 1

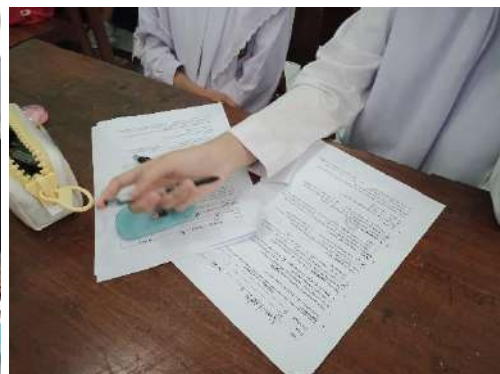


3. Post-Test 2

a. Treatment



b. Post-Test 2



4. Interview (After Research)

