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KEPUTUSAN DEKAN FKIP UNIVERSITAS PGRI YOGYAKARTA
Nomor : 153/SK/FKIP-UPY/XII/2023

Tentang
PENGANGKATAN DOSEN PEMBIMBING SKRIPSI
SEMESTER GASAL TAHUN AKADEMIK 2023/2024
PROGRAM STUDI PBI

DEKAN FKIP UNIVERSITAS PGRI YOGYAKARTA

Menimbang	: 1.	Bahwa dalam rangka memperlancar pelaksanaan ujian skripsi mahasiswa pada Semester Gasal Tahun Akademik 2023/2024 perlu menunjuk dan mengangkat Dosen Pembimbing Skripsi di lingkungan Universitas PGRI Yogyakarta.
	2.	Bahwa sehubungan dengan hal tersebut di atas perlu diterbitkan Surat Keputusan Pengangkatan Dosen Pembimbing Skripsi Semester Gasal Tahun Akademik 2023/2024.

Mengingat	: 1.	Peraturan Pemerintah Nomor 60 Tahun 1999 tentang Pendidikan Tinggi
	2.	Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional
	3.	Buku Pedoman Akademik UPY Tahun Akademik 2023/2024
	4.	Statuta Universitas PGRI Yogyakarta
	5.	Usulan Ketua Prodi PBI

MEMUTUSKAN

Menetapkan	:	Pengangkatan Dosen Pembimbing Skripsi Semester Gasal Tahun Akademik 2023/2024 di lingkungan Universitas PGRI Yogyakarta
Pertama	:	Mengangkat dan menetapkan susunan Dosen Pembimbing Skripsi di lingkungan FKIP dengen perincian tercantum pada lampiran.
Kedua	:	Menugaskan kepada para Dosen Pembimbing Skripsi untuk mengevaluasi, memberikan masukan perbaikan dan memberi penilaian pada skripsi mahasiswa.
Ketiga	:	Surat Keputusan ini berlaku sejak tanggal ditetapkan, dengan ketentuan bahwa segala sesuatunya akan ditinjau kembali apabila terdapat kekeliruan dalam penetapan ini.

Ditetapkan di : Yogyakarta
Pada tanggal : 4 Desember 2023
Dekan

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1. Wakil Dekan I FKIP
2. Ketua Program Studi PBI
3. Dosen yang bersangkutan

Lampiran:
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Nomor : 153/SK/FKIP-UPY/XII/2023

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Pada tanggal : 4 Desember 2023
Dekan

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

RESEARCH PROPOSAL

Supervisor:

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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITAS PGRI YOGYAKARTA

2024

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CHAPTER I
INTRODUCTION

A. Background of The Study

Technology has developed rapidly every year following human needs in various aspects of life. This development has at least had an impact on everyday life, because of the ease of obtaining information. Therefore, based on Aspi & Syahrani (2022), 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 "We Are Social", Indonesia have a total of 167 million social media users in 2023. From this data, the number of TikTok social media users is 109.9 million.

TikTok is a social media 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, including as a media that stores knowledge, as a supporting media that is used in the learning process, as an educational tool, as a competency standard, as a supporting media in administration, as a supporting tool in management, and last is as 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 posts that are presented in two languages, so this will indirectly add information regarding translation and the translation techniques used. Because in the world of translation must consist of the source language and target language.

In this research, researchers conducted observation and interview with 15 students from SMP Muhammadiyah 3 Yogyakarta before conducting the research. The observation results show that TikTok has not been used as an English learning medium 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 an English learning medium, (3) Most of the interviewees like English learning using media.

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:
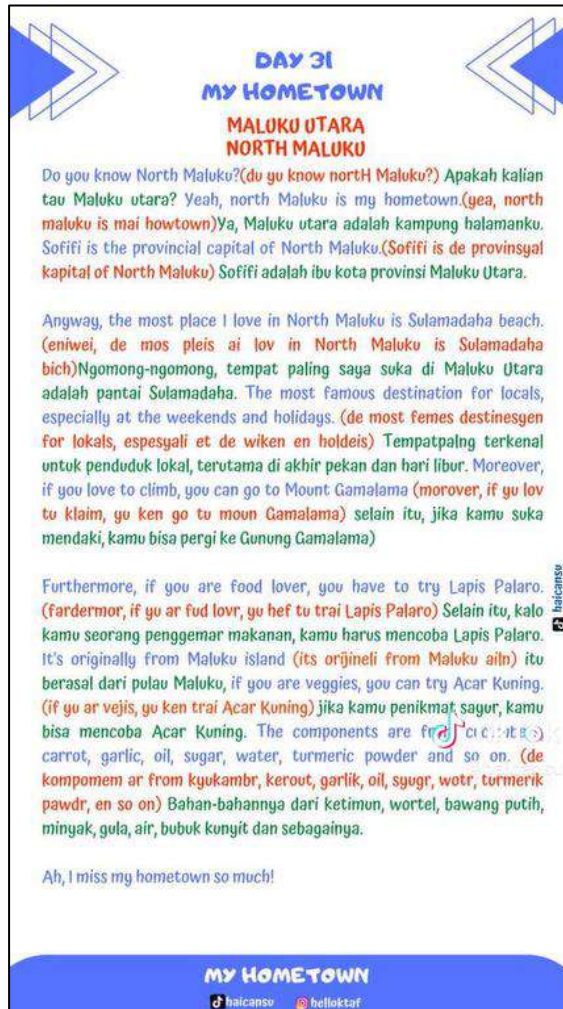
Figure 1 Example of TikTok Posts in Two Languages

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

1. ST   : Sofifi is the provincial capital of North Maluku.

   TT   : Sofifi / adalah / ibukota / provinsi / Maluku Utara.

   EE   EE   EE   EE   EE

2. ST   : Anyway, the most place I love in North Maluku is Sulamadaha beach.

   TT   : Ngomong-ngomong, / tempat / paling / saya / suka / di / Maluku Utara

   EE   EE   EE   EE   EE   EE   EE

   / adalah / pantai / Sulamadaha.

   EE   EE   EE

B. Identification of the Research

Based on the background explained above, the research focus of this study includes:

1. To categorize translation techniques used in TikTok content.
2. To konw how to increase student's English vocabulary by using bilingual TikTok posts.

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. Research Paradigma

The most underlying problem is that students have not used TikTok as a full English learning media. Apart from that, researchers also analyzed translation techniques for bilingual content on TikTok.

F. 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 later. This can be done by giving students a simple song, especially in the current era when learning using technology is very popular between students.

3. **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.

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.

4. **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).

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).

c. Borrowing

In this translation technique, borrowing is 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).

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).

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).

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.

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).

h. Established 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).

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).

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).

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).

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).

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).

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).

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).

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).

q. **Transposition**

Transposition is used by changing the grammatical categories or grammatical structures in the source language into categories or grammatical structures in the target language (Molina & Hurtado Albir, 2002).

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).

5. 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 N 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, Moh Aris Prasetiyanto (2023), their research on the use of the social media platform
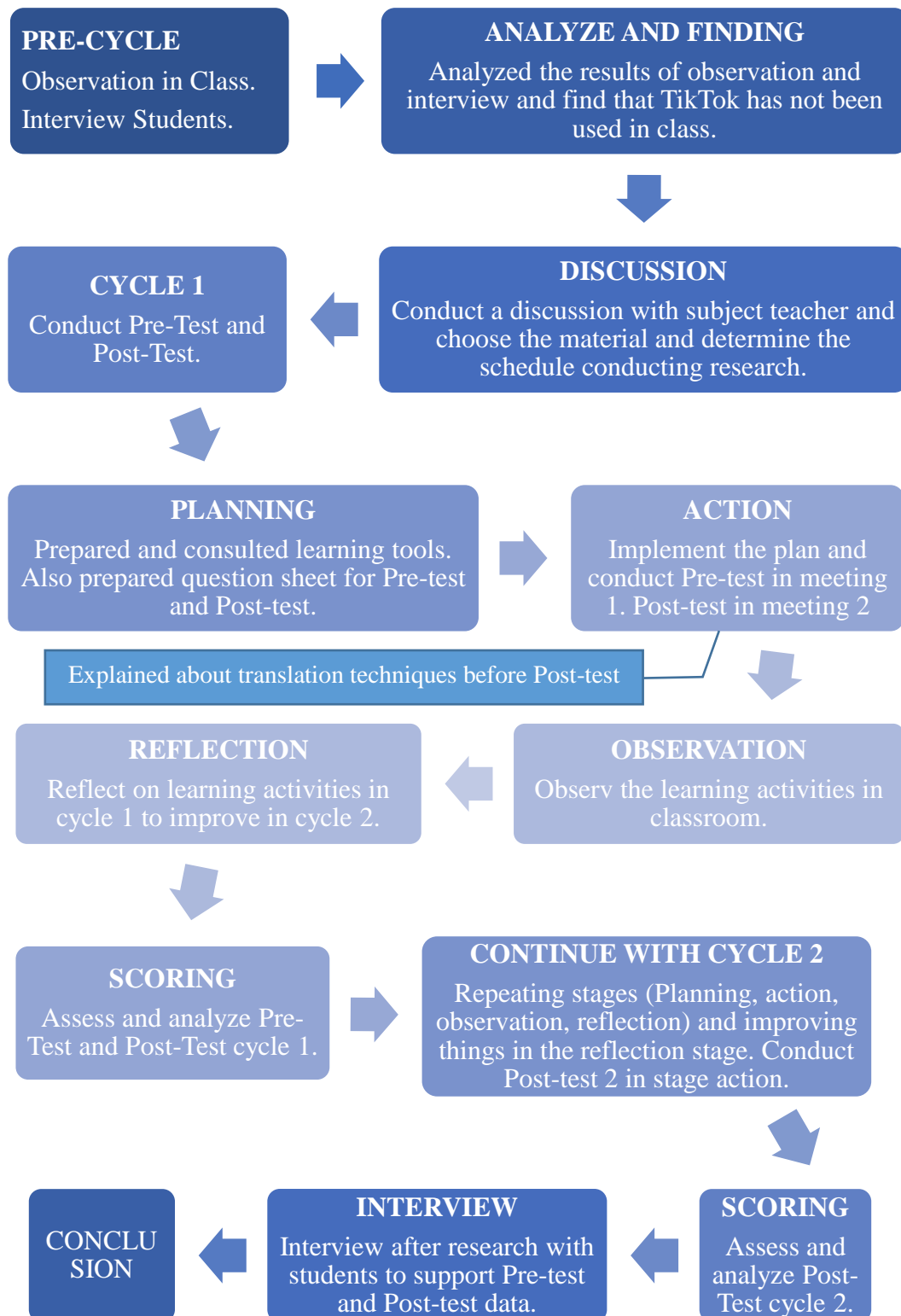
TikTok to describe or provide an overview of improving students' English skills, namely speaking. This research was conducted by involving respondents from the program research development with a total of 32 students by utilizing the sampling technique and divided into experimental and control groups 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 Prasetiyanto are from TikTok social media. However, there are differences between research by Amalia Rahmawati, Muh Syafei, and Moh Aris Prasetiyanto 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 study there is a framework consisting of stages carried out to obtain data and can be seen from the figure below:

PRE-CYCLE
Observation in Class.
Interview Students.

ANALYZE AND FINDING
Analyzed the results of observation and interview and find that TikTok has not been used in class.

CYCLE 1
Conduct Pre-Test and Post-Test.

DISCUSSION
Conduct a discussion with subject teacher and choose the material and determine the schedule conducting research.

PLANNING
Prepared and consulted learning tools. Also prepared question sheet for Pre-test and Post-test.

ACTION
Implement the plan and conduct Pre-test in meeting 1. Post-test in meeting 2

Explained about translation techniques before Post-test

REFLECTION
Reflect on learning activities in cycle 1 to improve in cycle 2.

OBSERVATION
Observ the learning activities in classroom.

SCORING
Assess and analyze Pre-Test and Post-Test cycle 1.

CONTINUE WITH CYCLE 2
Repeating stages (Planning, action, observation, reflection) and improving things in the reflection stage. Conduct Post-test 2 in stage action.

CONCLUSION

INTERVIEW
Interview after research with students to support Pre-test and Post-test data.

SCORING
Assess and analyze Post-Test cycle 2.

Figure 2 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 medium in the classroom had not been used. In addition, researchers can also conclude that students' interest in learning English is quite high.

3. **Discusion**

   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. **Continue With 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 METHOD

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):
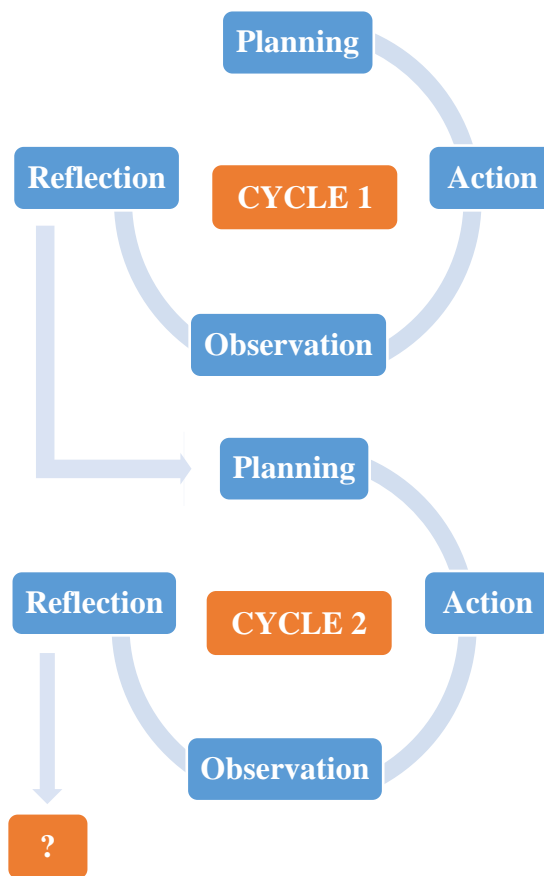
Figure 3 Model of Classroom Action Research (Rokhman et al., 2021)

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 recorded 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 @haioktaf. 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 octave, 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 Collection

Data collection in this research used observation, interviews, tests and documentation:

1. Observation

Observations were carried out before and during 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. **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 criteria of mastery learning (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.

4. **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 : Persentase

F : Number student passed KKM

N : Number of Student in class

E. 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, the data that has been collected is then validated using the 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, tests (Pre-test and Post-test) and the last is documentation.

F. Quota Sampling Technique

In this research, the 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 techniques. 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 the posts taken by TikTok, namely posts presented in two languages (English and Indonesian). In addition, the 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 on the account that had been selected to be the data source. During the data collection, the researcher needs at least 70 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.

G. Research Setting

1. Place of the Research

This research was conducted at SMP Muhammadiyah 3 Yogyakarta which is located at Jalan Captain Piere Tendean No. 19 Wirobrajan, Yogyakarta City, Yogyakarta Special Region 55252.

2. Time of the Research

This research was conducted in February - March 2024 with seventh grade students as the data source. This research was carried out by applying 2 cycles

from Classroom Action Research. To provide clearer details about the research time, it can be seen through the activity schedule table below:

Table 1 Research Schedule

Activities	Month / Week																			
	2023					2024														
	December					January				February				March					
	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5
CAR Proposal Preparation	■	■	■	■		■	■											
Proposal Presentation								■										
Arranging Research Instruments										■	■	■						
Classroom Observation													■					
Data Collection: Cycle 1														■				
Data Collection: Cycle 2															■			
Collect data, assess data and analyze data																■	■	■	■

H. Research Subject and Object

1. Subject of the Research

The subjects of this research were class VII C students at SMP Muhammadiyah 3 Yogyakarta, with a total of 21 female students and 10 male students.

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.

I. Research Instrument

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 and during the research. Observations carried out before the research was carried out aimed to determine the conditions and learning activities of students in the classroom. Meanwhile, observations made during the research were carried out with the aim of recapitulating the learning process and using the learning media used in this research.

a. Before the Research

The observations carried out by the researcher before conducting the research resulted in the following conclusion points:

1) Students pay attention to the teacher when explaining and giving direction to assignments.
2) Students answer questions actively.
3) Students do their assignments well.

b. While the Research

The observations that the researcher carried out during the research resulted in the following conclusion points:

1) Students pay attention to the teacher when explaining the material and using TikTok posting media.

2) Most students have answered questions actively.

3) Students do the assigned tasks well.

2. Interview Sheet

Observation sheets are used to obtain information after and after researchers use learning media. This interview was carried out with resource persons consisting of English subject teachers and 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 study 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.

J. Indicator of Action Success

In this study, the indicators of action success were determined to determine whether this research was successful or not. The indicator of action success in this study is by setting Minimum Criteria of Mastery Learning or General Completeness 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.

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