



APPENDICES

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Appendix 1. Surat Permohonan Izin Penelitian



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET DAN TEKNOLOGI
UNIVERSITAS PENDIDIKAN GANESHA
FAKULTAS BAHASA DAN SENI
 Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116
 Telepon (0362) 21541 Fax. (0362) 27561
 Laman: fbs.undiksha.ac.id

Nomor : 1007/UN48.7.1/DT/2024 1 April 2024

Perihal : Permohonan Izin Penelitian

Yth. Kepala MTsN 2 Buleleng
 di Buleleng

Dalam rangka pengumpulan data untuk menyelesaikan Skripsi/Tugas Akhir, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:

Nama	: Stefanni Nanda Romi
NIM	: 1812021203
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2023/2024
Judul	: The Effect of Popular English Songs in TikTok To Teach Vocabulary in Madrasah Tsanawiyah Negeri 2 Buleleng: A Quasi-Experimental Study

untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin. Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.



a.n. Dekan,
 Wakil Dekan I,
 Dr. Ni Luh Putu Eka Sulistia Dewi, S.Pd., M.Pd.
 NIP. 198104192006042002

Tembusan:

1. Dekan FBS Undiksha Singaraja
2. Kaprodi. Bahasa Asing
3. Sub Bagian Pendidikan FBS

Appendix 2. Lembar Disposisi

KEMENTERIAN AGAMA MADRASAH TSANAWIYAH NEGERI 2 BULELENG PENGASTULAN SERIRIT BULELENG	
LEMBAR DISPOSISI	
Indek : Berkas	Kode :
Tanggal / Surat : 1 April 2024	
Asal Surat : Universitas Pendidikan Ganesha (undiksa)	
Isi Ringkas : Pengumpulan Data / Permohonan Izin Penelitian	
Diterima Tgl :	
Tgl. Penyelesaian :	
Disposisi : <div style="font-size: 1.5em; font-family: cursive;">Mohon & fasilitas</div>	Diteruskan Kepada : <div style="font-size: 1.5em; font-family: cursive;">Ka. TU Wk Kurikulum Wk Humas.</div> <div style="font-size: 2em; font-family: cursive; margin-top: 20px;">P</div>
Sesudah digunakan harap segera dikembalikan :	
Kepada :	
Tanggal :	

Appendix 3. Pre-Test Form

Fill in the blanks with the correct words.

1. Every morning, I ____ up at 6 a.m.
2. After waking up, I ____ my face with cold water.
3. I ____ my teeth twice a day.
4. My mother always ____ breakfast for us.
5. Before going to school, I ____ my uniform.
6. My father ____ me to school by car.
7. At school, I ____ my lessons and take notes.
8. During break time, my friends and I ____ in the schoolyard.
9. I ____ lunch at 12 p.m. in the cafeteria.
10. In the afternoon, I ____ soccer with my friends.
11. After school, I ____ home and take a shower.
12. I ____ my homework before watching TV.
13. In the evening, I ____ dinner with my family.
14. After dinner, I ____ some time with my family.
15. Before sleeping, I ____ a book or listen to music
16. On weekends, I ____ late because I don't have school.
17. Sometimes, I ____ movies with my friends.
18. My mother and I ____ groceries on Sundays.
19. Every night, I ____ my alarm for the next day.
20. Finally, I ____ to bed at 10 p.m.

Appendix 4. Post-Test Form

Fill in the blanks according to the original lyrics of the song.

Adelle-All I Ask

I will my heart at the door

I won't say a word

They've all been said before, you know

So why don't we just pretend?

Like we're not scared of what's coming next

Or scared of having nothing left

....., don't get me wrong

I know there is no tomorrow

All I ask is

If this is my last night with you

..... me like I'm more than just a friend

..... me a memory I can use

Take me by the hand while we do what lovers do

It matters how this ends

'Cause what if I never love again?

I don't need your honesty

It's already in your eyes

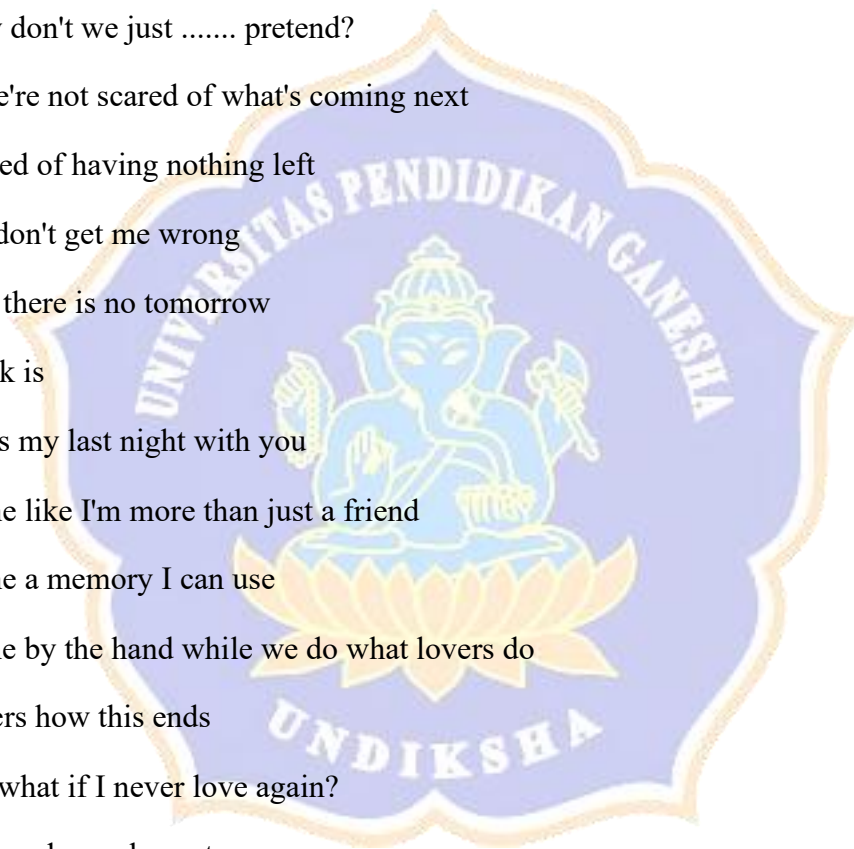
And I'm sure my eyes, they speak for me

No one knows me like you do

And since you're the only one that matters

Tell me who do I run to?

Look, don't get me wrong



I know there is no tomorrow

1. I willmy heart at the door

- a. Leave
- b. Love
- c. Left
- d. Life

2. So why don't we just pretend?

- a. Dry
- b. Fry
- c. Cry
- d. Play

3. don't get me wrong

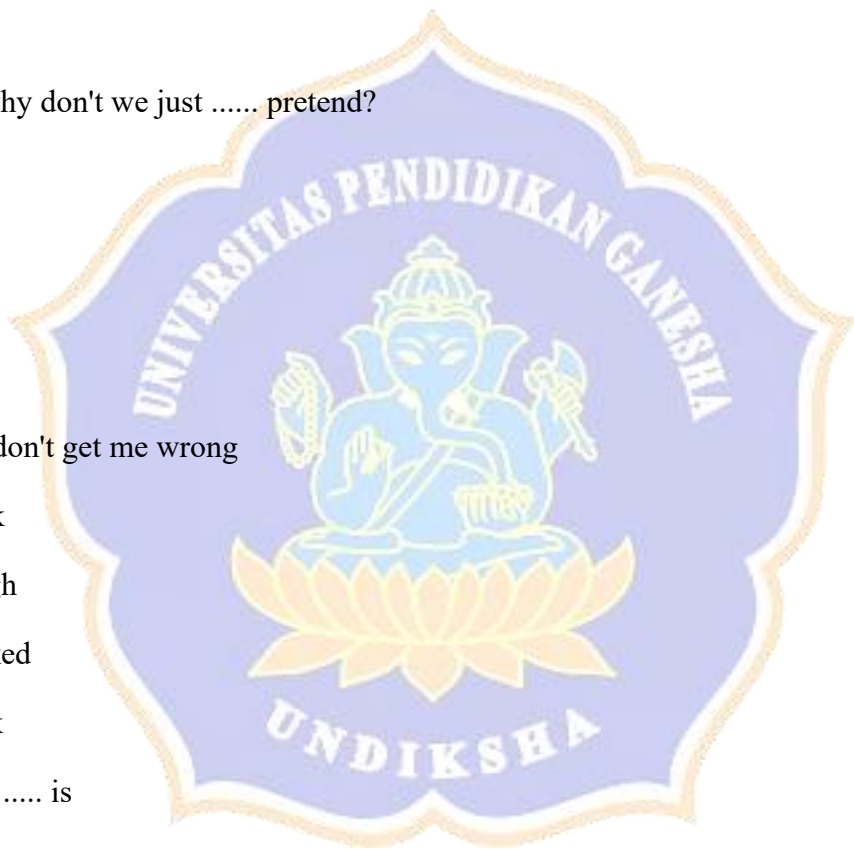
- a. Hook
- b. Laugh
- c. Looked
- d. Look

4. All I is

- a. Ice
- b. Ask
- c. Task
- d. As

5. me like I'm more than just a friend

- a. Would
- b. Hold



c. Bold

d. Gold

6. me a memory I can use

a. Gift

b. Gave

c. Give

d. Forgive

7. And I'm sure my eyes, they for me

a. Spin

b. Speaking

c. Speak

d. Scope

Coldplay-The Scientist

Come up to you, tell you I'm sorry

You don't know how lovely you are

I had to you, tell you I need you

Tell you I set you apart

Tell me your secrets and ask me your questions

Oh, let's to the start

Running in circles, up tails

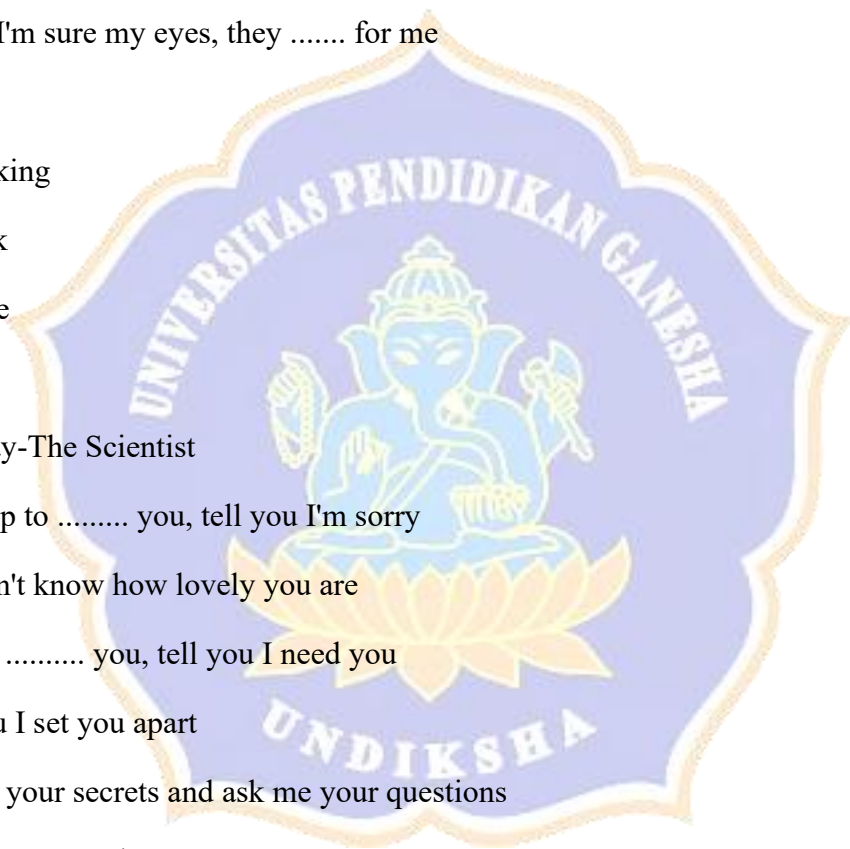
Heads on a science apart

Nobody said it was easy

It's such a shame for us to part

Nobody said it was easy

No one ever said it would be this hard



Oh, take me back to the start

I was just at numbers and figures

..... the puzzles apart

Questions of science, science and progress

Do not speak as loud as my heart

8. Come up to you, tell you I'm sorry

a. Meet

b. Meat

c. Bite

d. Fight

11. I had to you, tell you I need you

a. Find

b. Kind

c. Blind

d. Dine

12. Oh, let's to the start

a. Bite

b. bake

c. go back

d. go bike

13. Running in circles, up tails

a. Coming

b. Cooking

b. Looking

d. Come in



14. I was just at numbers and figures

- a. Glass in
- b. Guessing
- c. Giving
- d. Ghost

15. Pulling the puzzles apart

- a. Fulled
- b. Pulled
- c. Pulling
- d. Full in

Taylor Swift-Anti Hero

I have this thing where I get older but just never wiser

Midnights become my afternoons

When my depression works the graveyard shift

All of the people I've ghosted stand there in the room

I should not be to my own devices

They come with prices and vices

I end up in crisis (tale as old as time)

I up screaming from dreaming

One day I'll as you're leaving

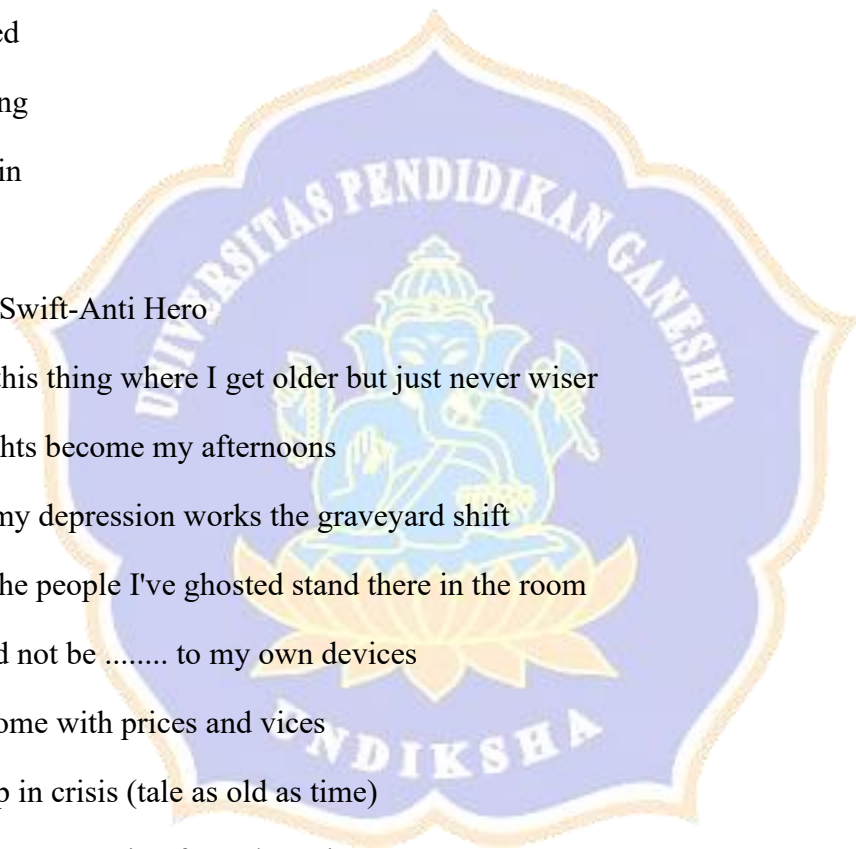
'Cause you got tired of my scheming

(For the last time)

It's me, hi, I'm the problem, it's me

At tea time, everybody agrees

I'll directly at the sun but never in the mirror



It must be exhausting always for the anti-hero

16. I should not be to my own devices

- a. Living
- b. Left
- c. Leave
- d. Like

17. I up screaming from dreaming

- a. Wake
- b. Make
- c. Take
- d. Wig

18. One day I'll as you're leaving

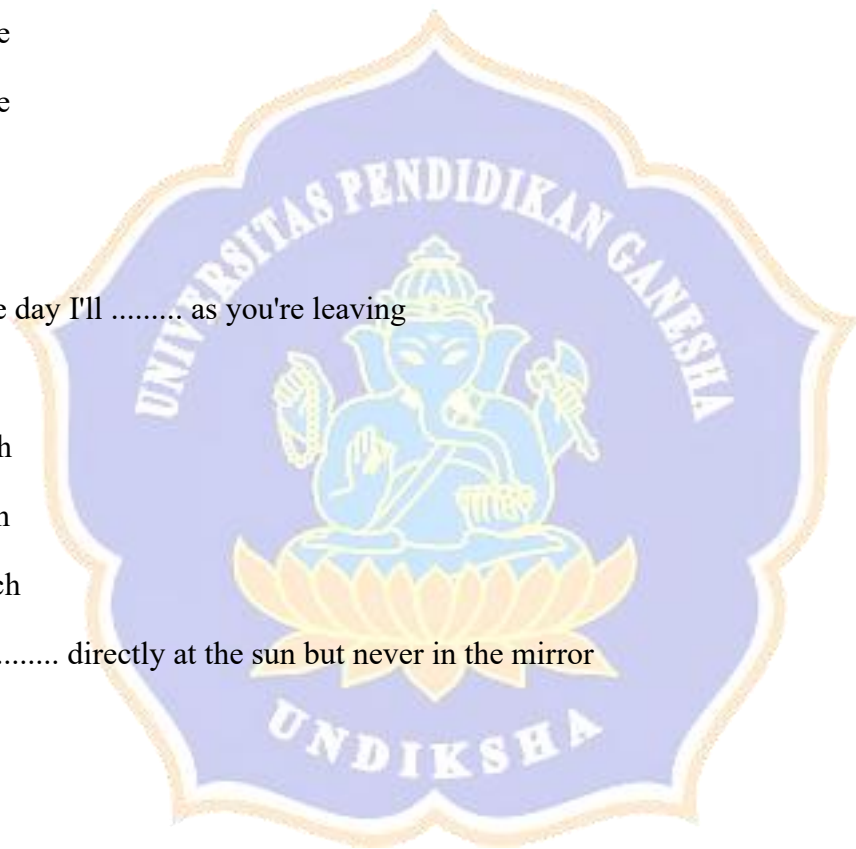
- a. Lack
- b. Batch
- c. Catch
- d. Watch

19. I'll directly at the sun but never in the mirror

- a. Stars
- b. Start
- c. Stare
- d. Share

20. It must be exhausting always for the anti-hero

- a. Rooting
- b. Route
- c. Round
- d. Run



Appendix 5. Instruments of Observation & Interview

Observer : Stefanni Nanda Romi

Date : 12 – 17 April 2024

Observation Class : IX A

Observation Instrument

Observed Aspect	Indicator	Observation Scale	Qualitative Notes
1. Student Participation in Learning Activities	Asking questions related to vocabulary or song content	<input type="checkbox"/> No questions <input type="checkbox"/> Occasional questions <input checked="" type="checkbox"/> Many in-depth questions	Student Sarah asked relevant questions such as "What does "count on" mean in this context?" which sparked discussion and increased student engagement.
	Using new vocabulary in sentences	<input type="checkbox"/> Not using new vocabulary <input type="checkbox"/> Using new vocabulary with difficulty <input checked="" type="checkbox"/> Using new vocabulary fluently and correctly	Fajrul was able to use new vocabulary correctly in sentences, such as "I get it! It means we can rely on our friends." This shows a good understanding of the new vocabulary.
2. Emotional Engagement and Interest in Learning	Students show enthusiasm for the song (e.g., singing along or being excited while listening)	<input type="checkbox"/> Not interested <input type="checkbox"/> Interested occasionally <input checked="" type="checkbox"/> Very interested and showing high enthusiasm	Many students began humming along during "Count On Me," showing strong emotional engagement with the lesson.
	Students discuss the context and theme of the song, relating it to their personal experiences (e.g., friendship or love theme)	<input type="checkbox"/> Not discussing <input type="checkbox"/> Discussing occasionally <input checked="" type="checkbox"/> Actively discussing and sharing experiences	Discussions on friendship in the song were lively. Students shared personal experiences, such as how friends supported them while studying for exams.
3. Social Collaboration in Learning	Students work together in groups to understand new vocabulary (e.g., explaining the meaning of	<input type="checkbox"/> Not collaborating <input type="checkbox"/> Limited collaboration <input checked="" type="checkbox"/> Active collaboration with all group members	In small groups, Ahmad explained the meaning of "vulnerable" and provided relevant examples. Other

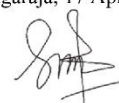
	'vulnerable' in the song context)		students, like Raissa, actively participated, enriching the discussion.
	Students share personal experiences related to new vocabulary (e.g., relating the word 'vulnerable' to their own experiences)	<input type="checkbox"/> Not sharing experiences <input type="checkbox"/> Sharing experiences occasionally <input checked="" type="checkbox"/> Actively and deeply sharing experiences	Students shared meaningful personal experiences related to the word "vulnerable," which deepened their understanding of the vocabulary.
4. Non-Verbal Responses	Students show positive expressions while listening to or understanding new vocabulary (e.g., smiling, nodding, cheerful facial expressions)	<input type="checkbox"/> No positive expressions <input type="checkbox"/> Positive expressions occasionally <input checked="" type="checkbox"/> Clear and frequent positive expressions	Many students smiled and showed cheerful facial expressions while discussing new vocabulary, showing high engagement.
	Students show interest through eye contact, posture, and positive body language (e.g., wide open eyes, leaning forward)	<input type="checkbox"/> Not showing interest <input type="checkbox"/> Showing interest occasionally <input checked="" type="checkbox"/> Fully attentive and interested	During group activities and when the teacher explained vocabulary, many students maintained eye contact and showed attentive body language.
5. Improved Language Skills and Confidence	Students demonstrate improvement in using new vocabulary in everyday conversation (e.g., using the word "reminisce" in conversation)	<input type="checkbox"/> Not using new vocabulary <input type="checkbox"/> Using new vocabulary occasionally <input checked="" type="checkbox"/> Using new vocabulary confidently in conversation	Azzam used the word "reminisce" confidently in conversation, saying "I always reminisce about the good times with my friends," showing practical application of new vocabulary.
	Students feel more confident using the new vocabulary they've learned	<input type="checkbox"/> Not confident <input type="checkbox"/> Confident occasionally <input checked="" type="checkbox"/> Very confident in using new vocabulary	Many students seemed more confident using the new vocabulary after listening to TikTok songs and participating in group discussions. They felt more comfortable speaking and using

			the new words in conversation.

Final Evaluation

Question	Observation Scale
Overall, how would you rate the students' engagement in learning using TikTok songs?	<input type="checkbox"/> Low <input type="checkbox"/> Moderate <input checked="" type="checkbox"/> High

Singaraja, 17 April 2024



Stefanni Nanda Romi

Category	Question	Notes/Findings
A. Introduction	Can you briefly tell me about your experience learning English at Madrasah Tsanawiyah Negeri 2 Buleleng? How do you feel about learning English in general?	-
	What is your opinion on using TikTok as a medium for learning vocabulary?	-
B. Experience with TikTok	How did you feel when you first heard that TikTok would be used for learning vocabulary?	(Sarah felt more interested because TikTok is an app she frequently uses.)
	To what extent do you feel TikTok has influenced how you learn new vocabulary? Do you feel more engaged compared to other methods?	(Zaki felt more excited and engaged because TikTok is a fun platform.)
	Is there a specific TikTok song that really helped you remember vocabulary? Why do you think that song was effective for you?	(Aisha finds it easier to remember vocabulary because she enjoys the song.)
	What makes you feel more involved when listening to TikTok songs during the lesson? Do you feel it's easier to remember the vocabulary taught through the song?	-
C. Emotional and Social Engagement	In learning with TikTok, how do you feel about your emotional engagement? Do you feel more motivated or more interested in learning?	(Aisha felt more motivated and enjoyed learning because she could sing along to a song she liked.)
	In group activities, do you feel more active in discussions and sharing interpretations of vocabulary learned? Can you describe your experience in group activities using TikTok?	(Some students like Fajar felt more active and confident in discussions after using TikTok.)
	How did your classmates react during the learning activities using TikTok? Did they seem more engaged or enthusiastic compared to other learning methods?	-

Category	Question	Notes/Findings
D. Challenges and Difficulties	Did you encounter any difficulties in understanding or remembering certain vocabulary taught through TikTok songs? If so, could you elaborate?	(Fahri mentioned that some vocabulary was hard to understand because of fast or unclear pronunciation.)
	How did you overcome those difficulties? Were there any strategies or methods you found effective?	(Students looked up meanings of difficult words or listened to the song several times to understand the vocabulary.)
E. Comparison with Traditional Methods	How would you compare your learning experience using TikTok with the traditional learning methods you usually do in class?	(Alif felt more focused and less bored learning with TikTok compared to traditional methods.)
	Are there aspects of learning using TikTok that you enjoyed more compared to the regular methods? What made it more engaging?	-
F. Further Use of TikTok in Learning	Do you think TikTok can be used more often in class? Why do you feel that way?	(Andi wants more TikTok songs used to make learning more enjoyable and effective.)
	If you could add anything to the learning with TikTok, what would you add or change?	-
G. Closing	Is there anything else you would like to add regarding your experience learning vocabulary using TikTok?	-
	What message or suggestion would you give to your teacher or classmates about learning with TikTok?	-

Singaraja, 17 April 2024



Stefanni Nanda Romi

Appendix 6. Documentations

