

CHAPTER IV

DATA ANALYSIS AND DISCUSSIONS

A. Data Description

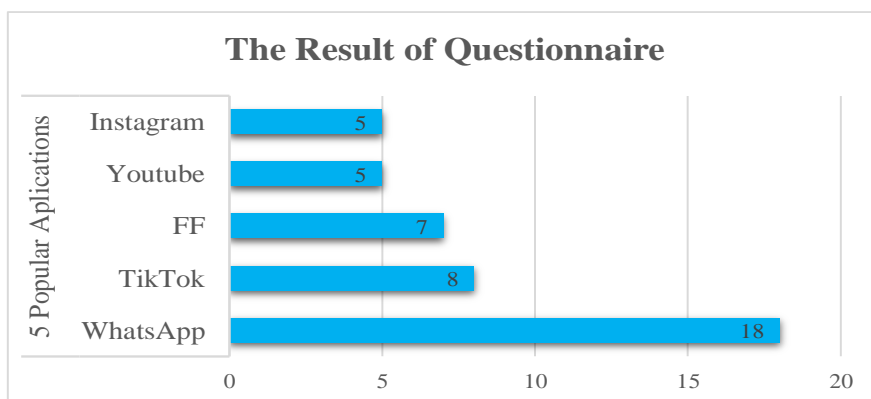
In this chapter, the writer presented the data of the research in the form of descriptive statistics and provided analysis and conclusions from the questionnaire before beginning of the research, pretest, posttest, and practice test that have been presented. The first is the results of the questionnaire before beginning of the research.

Table 4.1 The Results of Questionnaire

| Category | List of Category | Number of Category (People) |
|---|------------------|-----------------------------|
| Ages | 9 Years Old | 1 |
| | 11 Years Old | 3 |
| | 13 Years Old | 5 |
| | 15 Years Old | 4 |
| | 16 Years Old | 2 |
| | 17 Years Old | 3 |
| | 18 Years Old | 2 |
| Gender | Male | 7 |
| | Female | 13 |
| Grades | Primary | 5 |
| | Junior | 5 |
| | Senior | 10 |
| The 5 Popular Applications (during the pandemic) | WhatsApp | 18 |
| | TikTok | 8 |
| | FF Games | 7 |
| | Youtube | 5 |
| | Instagram | 5 |
| Durations | 1-3 hours | 4 |

| | | |
|--------------------------|----------------|----|
| | 4-6 hours | 5 |
| | 7-8 more hours | 11 |
| English Lesson is boring | Yes | 7 |
| | Neutral | 7 |
| | No | 6 |
| Learning English from/at | School | 4 |
| | Movie | 3 |
| | Soc-Med | 3 |

Based on the table above, the 5 popular applications are WhatsApp, TikTok, FF games, Youtube, and Instagram. The TikTok is the most popular application under the WhatsApp during the pandemic, so it is the reason why writers choose Tiktok as a media. The average number of children using that application is for entertainment, so this research purpose to make the children use the application, especially TikTok, for the beneficial advantage which is through learning English via TikTok. Below the bar chart to show more clearly.



Picture 4.1 The 5 Popular Applications

The next is durations, 11 of 20 children use applications 7-8 hours every day and just to find entertainment, not for learning. Then for the English lesson, almost half of the number of children think that English is boring, so the writer wants to make English fun through the things that children like, which is TikTok.

The last is learning English. There are the 3 highest categories to learn English. 4 children learn English at school, 3 children learn English from movies, and 3 children learn English from social media. So, the average number of children just learn English at school. After going home, they do not do the things which relate to English or review the English material that they learn at school. It is writers' purpose to make them learn English unconsciously via TikTok.

The next is statistical description of pretest and posttest. This is a statistical description of pretest and posttest scores.

Table 4.2 Statistical Description of Pretest and Posttest Scores

| Descriptive Statistics | | | | | |
|-------------------------------|----|---------|---------|-------|----------------|
| | N | Minimum | Maximum | Mean | Std. Deviation |
| Pre-Test | 11 | 55 | 75 | 63.18 | 6.030 |
| Post-Test | 11 | 55 | 100 | 78.18 | 14.878 |
| Valid N (listwise) | 11 | | | | |

Desc :

N : Number of sample

Based on descriptive statistics above, it can be concluded that the number of sample are 11 respondents. The lowest score on the pretest is 55 and the lowest score on the posttest is also 55. Whereas for the highest score on pretest and posttest different and improved. The highest score on the pretest is 75 and the highest score on the posttest is 100. This proves that there has been a change or improvement after the treatment.

There has also been an increase in average scores, in which the average score of pretest was only 63.18, after the treatment the average score of posttest became 78.18. This indicates that after the treatment, the average score increases by 15 points.

There is a table of the samples based on pretest and posttest scores.

Table 4.3 The Samples based on Pretest and Posttest Scores

| NO. | SAMPLES | GRADE | PRE-TEST | POST-TEST |
|------------|----------------|--------------|-----------------|------------------|
| 1. | Sample 1 | 9th | 65 | 100 |
| 2. | Sample 2 | 8th | 55 | 55 |
| 3. | Sample 3 | 8th | 60 | 75 |
| 4. | Sample 4 | 8th | 65 | 95 |
| 5. | Sample 5 | 7th | 60 | 70 |
| 6. | Sample 6 | 7th | 75 | 90 |

| | | | | |
|---------------|-----------|-----|-------|-------|
| 7. | Sample 7 | 6th | 65 | 85 |
| 8. | Sample 8 | 6th | 60 | 85 |
| 9. | Sample 9 | 5th | 70 | 70 |
| 10. | Sample 10 | 4th | 65 | 55 |
| 11. | Sample 11 | 3rd | 55 | 80 |
| Mean | | | 63.18 | 78.18 |
| Median | | | 65 | 80 |
| Mode | | | 65 | 55 |

Based on the tables above, from the 11 samples, the median score on the pretest is 65 and the median score on the posttest is 80. Whereas the score of mode on the pretest is 65 and the score of mode on the posttest is 55.

The average samples are increasing from pretest to posttest after the treatment. There are 9 samples showing an increase in scores after treatment, there are samples 1, 3, 4, 5, 6, 7, 8, 10, and 11. Whereas, the samples 2 and 9 the score does not increase, but also does not decrease.

The next is the result of the treatment data in which every sample have some task to watch, like, comment, and do the practical test. Here is a table of tasks that the samples have to do during the treatment.

Table 4.4 The Task during the Treatment

| Samples | Watching, Like and Comment Video | | | | | | | | | | Practice Test | |
|-----------|----------------------------------|----|----|----|----|----|----|----|----|-----|---------------|------------|
| | V1 | V2 | V3 | V4 | V5 | V6 | V7 | V8 | V9 | V10 | Doing a duet | Make Video |
| Sample 1 | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| Sample 2 | √ | | | | | | | | | | | |
| Sample 3 | √ | | | | √ | √ | √ | | | √ | √ | √ |
| Sample 4 | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| Sample 5 | | | | | | | √ | | | | | |
| Sample 6 | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| Sample 7 | √ | √ | √ | √ | √ | √ | √ | √ | √ | | √ | |
| Sample 8 | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | |
| Sample 9 | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| Sample 10 | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| Sample 11 | | | √ | √ | | √ | √ | √ | √ | | √ | √ |

Description :

V : Video

Based on the table above, every samples have to do 12 tasks during the treatment, but only 5 samples have done 12 tasks, that are sample 1, 4, 6, 9, and 10. Whereas the sample 8 has only done 11 tasks, the sample 7 has only done 10 tasks, the sample 11 has only done 8 tasks, the sample 3 has only done 7 tasks, and the sample 2 and sample 5 has only done a tasks.

There are 2 tasks for the practice tests. The first is doing a duet with the writer (there is a tongue twister challenge) and the second is creating a video of the 6 pillars of Iman that writer made in the tenth video. On the task duet of the video tongue twister challenge as much as 9 samples have

done it and only 2 samples did not do. On the task of making the video about the 6 pillars of Iman as much as 7 samples have done it and only 4 samples did not do.

The next is the result of the practice test that has been done by the samples.

Table 4.5 The Result of the Practice Test

| Name | Score of Video 1 | Score of Video 2 |
|-------------|-------------------------|-------------------------|
| Sample 1 | 90 | 95 |
| Sample 2 | | |
| Sample 3 | 81,67 | 83,33 |
| Sample 4 | 85 | 91,67 |
| Sample 5 | | |
| Sample 6 | 88,33 | 90 |
| Sample 7 | 83,33 | |
| Sample 8 | 88,33 | |
| Sample 9 | 91,67 | 95 |
| Sample 10 | 85 | 90 |
| Sample 11 | 91,67 | 90 |

Based on the table above, more samples doing the first task video than the second task video, because the first task video was done in the middle of the treatment while the second task video was done at the end of the treatment. So, the morale of the sample to do the task is down due to the distance between the first video task practice and the second video is quite far.

In addition to pretest, posttest, and practice test, the writer also does the semantic differential scale which is done at the beginning and the ending of the research with the purpose of knowing whether there were any difference of interest in learning English by the respondents before and after the treatment.

Here is a table of semantic differential scale that was done at the beginning of the research.

Semantic Differential Scale Sec 1

Table 4.6 Semantic Differential Scale 1

| No. | Scale | -3 | -2 | -1 | 0 | +1 | +2 | +3 | Scale |
|-------|--|----|----|----|---|----|----|----|--------------------------------------|
| 1 | Learning English at school is difficult | | 1 | 2 | 3 | 4 | 1 | | Learning English at school is easy |
| 2 | Learning English at school is boring | | | 4 | 1 | 1 | | 5 | Learning English at school is fun |
| 3 | I don't want to learning English at school | 1 | | | 2 | 1 | 2 | 5 | I want to learning English at school |
| 4 | I don't like learning English at school | 1 | | 1 | 2 | 1 | 2 | 4 | I like learning English at school |
| Total | | 2 | 1 | 7 | 8 | 7 | 5 | 14 | 44 |
| | | 10 | | | 8 | 26 | | | |

The table above have 7 category of -3, -2, -1, 0, 1, 2, and 3, which means that the more you go to the left side the more negative but the more you go to the right side the more positive and 0 category is neutral.

So, to read this table is divided by 3 sections on the negative, neutral, and positive side. This semantic differential scale was done by 11 samples, each of the sample having 4 points to fill with a tick sign. That makes the total of semantic differential is 40 points (11 samples x 4 points = 44).

Viewed at the first point is learning English at school, 5 samples are more be on the right side, 3 samples neutral, and 3 samples more be on the left side. It can be seen that the right side is more chosen, which means more samples who consider learning English at school is easy.

The next is the second point, 6 samples choose the right side, 1 sample neutral, and 4 samples choose the left side. This means learning English at school is fun for almost all of the samples.

At the third point, 8 samples choose the right side, 2 samples neutral, and 1 sample choose the left side. This means that almost all of the samples want of learn English at school.

The last is the point four, 7 samples choose the right side, 2 samples neutral, and 2 samples choose the left side. This means almost all of the samples like to learn English at school. The next discussion is the results of the semantic differential scale at the end of the research.

Table 4.7 Semantic Differential Scale 2

Semantic Differential Scale Sec 2

| No. | Scale | -3 | -2 | -1 | 0 | +1 | +2 | +3 | Scale |
|-------|---|----|----|----|----|----|----|----|---------------------------------------|
| 1 | Learning English via a TikTok is difficult | 1 | | 2 | 2 | 3 | 2 | 1 | Learning English via a TikTok is easy |
| 2 | Learning English via a TikTok is boring | | 1 | | 2 | 2 | 2 | 4 | Learning English via TikTok is fun |
| 3 | I don't want to learning English via TikTok | | | 2 | 1 | 3 | 2 | 3 | I want to learning English via TikTok |
| 4 | I don't like learning English via TikTok | | | | 4 | 2 | 4 | 1 | I like learning English via TikTok |
| 5 | The content of the video is boring | | | | | | 3 | 8 | The content of the video is fun |
| 6 | I don't understand the content of the video | | 1 | | 2 | 3 | 1 | 4 | I understand the content of the video |
| Total | | 1 | 2 | 4 | 11 | 13 | 14 | 21 | 66 |
| | | 7 | | | 11 | 48 | | | |

This semantic differential scale was done by 11 samples, each of the sample having 6 points to fill with a tick sign. That makes the total of semantic differential is 66 points (11 samples x 6 points = 66).

Based on the first point, 6 samples choose the right side, 2 samples neutral, and 3 samples choose the left side. This means almost all of the samples agree that learning English via TikTok is easy.

The next is the second point, 8 samples choose the right side, 2 samples neutral, and 1 sample choose the left side. This means learning English via TikTok is fun for almost all of the samples.

The third point, 8 samples choose the right side, 1 sample neutral, and 2 samples choose the left side. This means almost all of the samples want to learning English via TikTok.

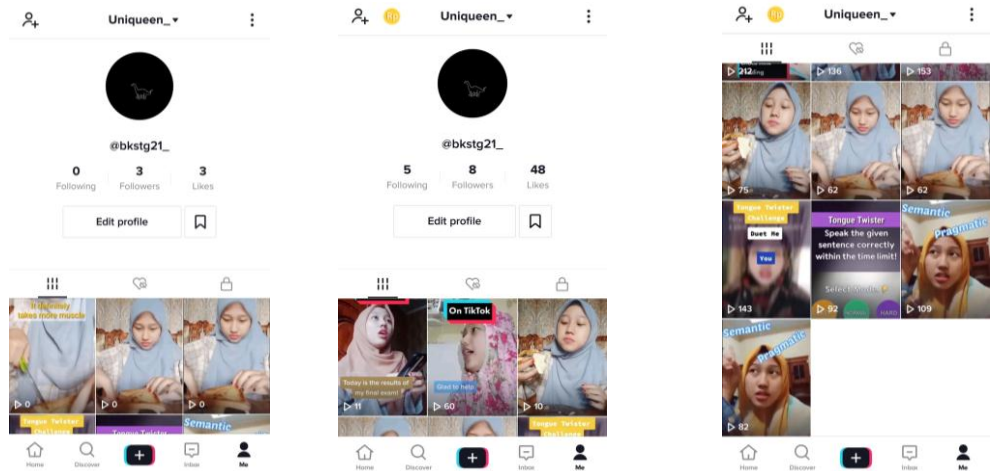
The fourth point, 7 samples choose the right side, 4 samples neutral, and 0 sample choose the left side. This means almost all of the samples more like learning English via TikTok than learning English at school.

The fifth point is one of the highlight point, 11 samples choose the right side, 0 sample neutral, and 0 sample choose the left side. This means all of the samples agree that the content of the video is fun.

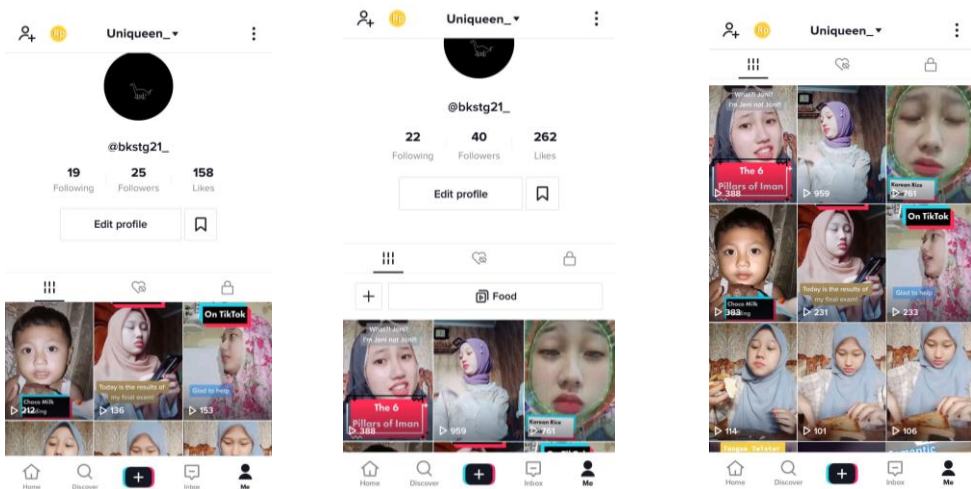
The last point is also one of the highlight point, 8 samples choose the right side, 2 samples neutral, and 1 sample choose the left side. This means almost all of the samples understand the content of the video.

Moreover, the followers of the writer's TikTok account are increasing. The first is 3 followers only, then 8 followers, the increased to 25 followers and now 40 followers. This means an interest in learning English via TikTok, not only affects the respondents but also other TikTok users. The

following is a screenshot to show the increasing number of writer's followers TikTok account.



Picture 4.2 SS of TikTok Account



Picture 4.3 SS of TikTok Account

The conclusions of this data description are :

1. Based on the pretest and posttest scores, there has been an increase in pretest and posttest scores after the treatment.
2. For the practice test, more respondents did the first practice video task than the second video task.
3. The result of semantic differential scale is the respondents are more interested in learning English via TikTok than learning English at school.
4. The number of followers of TikTok is increasing. This means an interest in learning English via TikTok, not only affects the respondents but also other TikTok users.

B. Test the Term of Analysis

Because this research uses the statistical parametric test so that the testing of the analysis requirements using the t test (one sample test), but the requirements for doing the t test (one sample test) must be done tests of normality first. Here is a table of the normality test from the pretest and posttest scores.

Table 4.8 Test of Normality

| | | Tests of Normality | | | | | |
|--------|-----------|---------------------------------|----|-------|--------------|----|------|
| | | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
| | Class | Statistic | df | Sig. | Statistic | df | Sig. |
| Scores | Pre test | .200 | 11 | .200* | .928 | 11 | .389 |
| | Post test | .131 | 11 | .200* | .949 | 11 | .628 |

*If the significance (sig) > 0.05, so the data distribution is normal

*If the significance (sig) < 0.05, so the data distribution is not normal

Based on the Kolmogorov – Smirnov theory, “The rates of rejection of normality at the significance level $\alpha = 0.05$.”¹ According to the data of the table above, the significance from the pretest is 0.200 or 0.2. Based on the requirements of the normality test, the data can be said to be normal distribution if the significance score is more than 0.05 and the significance of the pretest score is 0.2. So, the pretest scores can be said to be normal distributed data. The score of the posttest significance is also 0.200 or 0.2, So the posttest score is normal distribution data.

¹ Zofia Hanusz and Joanna Tarasinska, “Normalization of the Kolmogorov-Smirnov and Shapiro-Wilk Tests of Normality”, *De Gruyter Open*, Vol. 52, No. 2, (Dec, 2015), 90.

C. Hypothetical Test

After doing the test of normality and the result is normal distributed data, then the next step is to do the one sample t test. Below is the table of one sample t test:

Table 4.9 One-Sample Test

| One-Sample Test | | | | | | |
|------------------------|-------|----|-----------------|-----------------|---|-------|
| Test Value = 71.57 | | | | | | |
| | t | df | Sig. (2-tailed) | Mean Difference | 95% Confidence Interval of the Difference | |
| | | | | | Lower | Upper |
| The Total Score | -.329 | 10 | .749 | -.8882 | -6.901 | 5.125 |

Based on the table above, the significance result of one sample t test is 0.749. The basis of the decision in one sample t test is the hypothesis can be accepted or the H_0 is accepted if its significance more than 0.05. Here is the description:

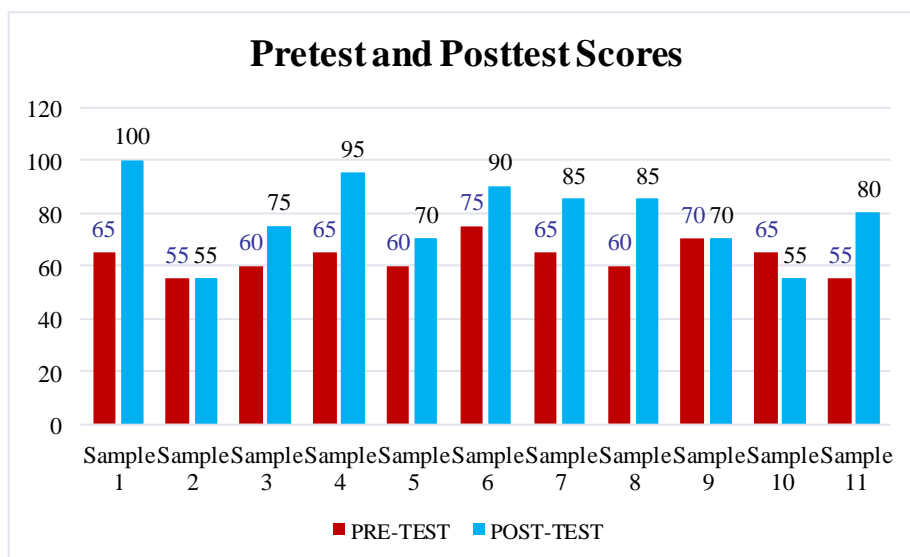
- If the significance value (2-tailed) is < 0.05 , so the H_0 is declined and the H_a is accepted.
- If the significance value (2-tailed) is > 0.05 , so the H_0 is accepted and the H_a is declined.

The results of one sample t test above is 0.749. So, the conclusion of the null hypothesis or H_0 was accepted. H_0 from this research is the TikTok

followers can be a parameter of interest in learning English to NNE-Learner. When the Ho or the research hypothesis is accepted, it means that the purpose of the research is achieved.

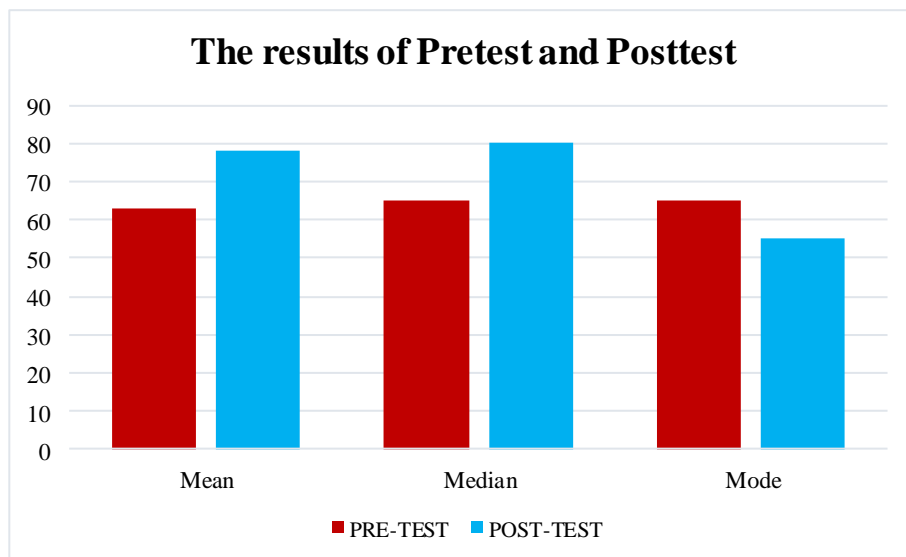
D. Discussions

The conclusion of the data description and the hypothetical test results is an increase in the respondents after the treatment. The first increase can be seen in the pretest and posttest scores, although the lowest scores on pretest and posttest are 55 but the highest score on posttest is greater than the highest score on pretest. Here is the bar chart to show more clearly.



Picture 4.4 Pretest and Posttest Scores

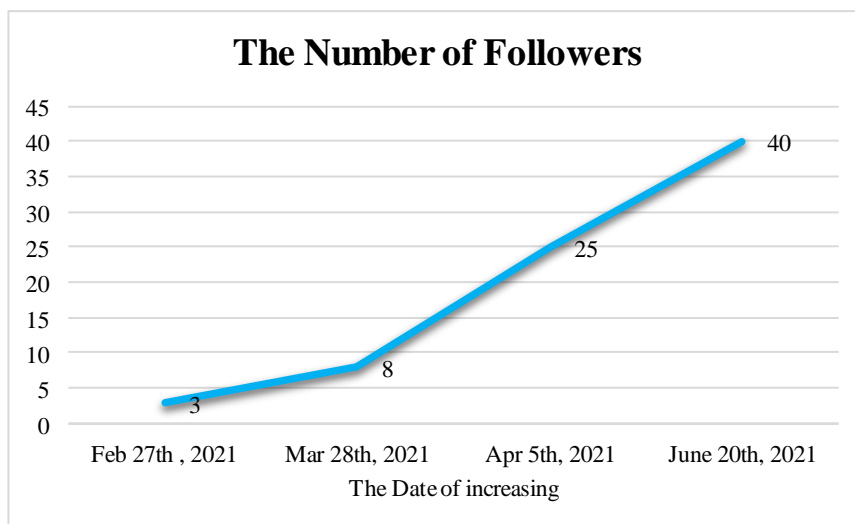
Furthermore, the increase includes the mean, median, and mode of pretest and posttest. Below the bar chart to show more clearly.



Picture 4.5 The Results of Pretest and Posttest

The respondents' interests are good which is from 11 samples, only 2 samples that look passive or less interested. While doing the video practice task, the respondents were surprisingly enthusiastic, although the second video practice task was less enthusiastic and the last improvements in the semantic differential scale indicated that there was an improvement interest of the respondents in learning English via TikTok than learning English at school.

Moreover, the followers of the writer's TikTok account also increased. This means an interest in learning English via TikTok, not only affects the respondents but also other TikTok users. Here is a bar chart to show the increasing number of writer's followers TikTok account.

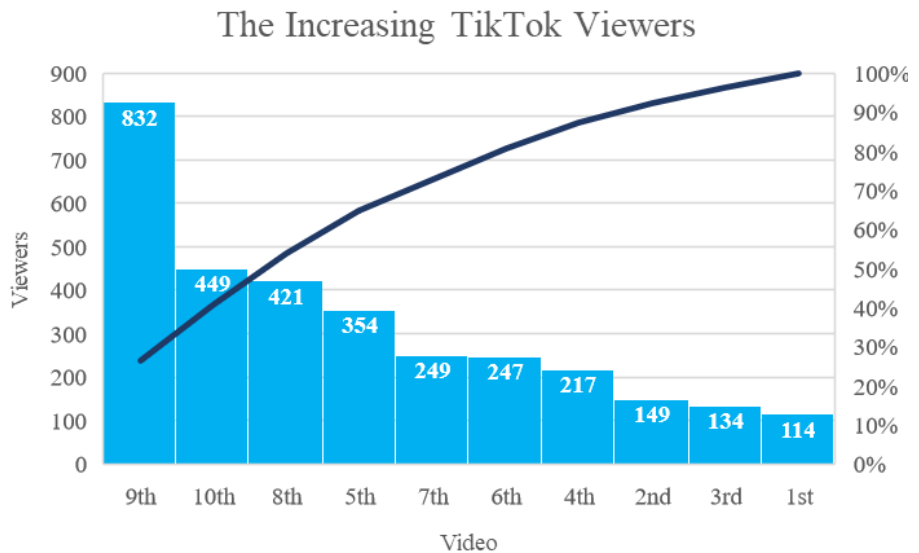


Picture 4.6 The Increasing the Number of Followers

From February 27th to March 28th 2021 followers increased 5 users to 8 followers, and then on April 5th 2021 the followers increased 17 users, so the number of followers to 25 and the last increase of 15 users, so the total number of followers on June 20th 2021 is 40 followers.

The last is the increasing viewers on the writer's TikTok video.

Below the bar chart to show more clearly.



Picture 4.7 The Increasing TikTok Viewers

Based on the combination of the bar chart and the line chart above, there is an increase in the number of TikTok viewers video from the first to the tenth videos and the highest viewers in the ninth video is 799 or 799 impressions. This means that the TikTok video which was created by the writer not only attracts the respondents' interest but also attracts the other TikTok users' interest.

This relates to the theory of Fredy and Angela “If the tutor is friendly and seems interested in guiding the student, in an empathetic environment, the student may have a better disposition to complete the activities of the virtual course”.² That is when writer try to interest children’s English around the writer’s residence through something which children like (TikTok) and give the English materials in a casual manner, then the children are unconsciously learning English and are enjoying themselves when learning English.

So, the conclusion of this chapter is an increase in the respondents after the treatment are:

1. The first increase can be seen in the pretest and posttest scores,
2. The second increase includes the mean, median, and mode of pretest and posttest,
3. The third is increase in the beginning and the ending of the semantic differential scale results which is the respondents are more interested in learning English via TikTok than learning English at school,

² Fandino, “How an”, 6.

4. The fourth is increase the number of writer's TikTok followers which means an interest in learning English via TikTok, not only affects the respondents but also other TikTok users,
5. The last is an increase in the number of TikTok viewers video.

According to Nita, Andiwi, and Yefi "... TikTok application can influence students in increasing self-confidence to appear in public".³ This theory relates with the results of this research, which by using a TikTok can increase the self-confidence of both writer and respondents to appear in public.

³ Palupi, "The Effect", 73.