

THE EFFECTIVENESS OF TIKTOK APPLICATION ON THE SECONDARY SCHOOL STUDENTS' ENGLISH VOCABULARY DEVELOPMENT

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Abstract

The objective of this research is to find out whether TikTok Application is effective to develop secondary school students' vocabulary. This research adapts Pre-Experimental design by using Pre-test and Post-test to measure students' vocabulary abilities before and after the treatment where students are shown English vocabulary learning content for 4 weeks. It was conducted in SMP Kartika XX-2 Makassar and there were 22 students from class IX B who were the samples in this study. The research findings show that the mean Pre-test score is 55.00 where there are only 5 students who get the Good score category. Meanwhile, the mean score from the Post-test is 82.50 and students who obtained the Very Good - Good score category increase to 21 people. Based on this data, it can be concluded that the TikTok application is effective in developing students' English vocabulary with an improvement of 50%.

Key words—TikTok Application, Vocabulary Development

INTRODUCTION

In learning English as a foreign language, vocabulary plays an extremely important role in 4 skills, they are Reading, Writing, Listening and Speaking. It comes on the surface, someone will not be able to express something and communicate well if they do not have enough vocabulary. According to (Omonova, 2020), when someone wants to use English well and effectively, they must have a rich vocabulary. Therefore, it is necessary for everyone, especially for English language students to enrich and mastering a lot of vocabulary in English as a foreign language. It is because vocabulary that will make a person more fluent in English.

Mastering a lot of vocabulary will make it easier for someone, especially the students to read, write, listen, and speak English. By enriching vocabulary, students will be very easy to understand the context both in spoken and written terms. Despite mastering and enriching English vocabulary has never been easy, considering that compared to Indonesian which only has 127.000 vocabulary, while English has more than 1 million vocabulary. Learning a second language, especially English, of course requires students to learn from the smallest things, especially because in Indonesia, English is not the main language. Like a toddler who starts the process of speaking by increasing his vocabulary every day.

However in reality, students' mastery of English vocabulary, especially in the junior high school students, is still deficient, even from the basic vocabulary which is generally found in everyday life. This situation will be a big challenge for the teachers and the students themselves, considering that the lack of student vocabulary is caused by several factors. One of them is the fact that there are still many students who are the "victims" of the abolition of English as a compulsory

subject for elementary school students by the Ministry of Education and Culture in the 2013 curriculum which has been in force since 2013/2014. The abolition of English as a compulsory elementary school subject in the curriculum actually just made the students even more unfamiliar with English vocabulary which they should have mastered at the secondary school level. So, this situation makes it more difficult for them to understand the material which at a certain level in junior high school classes is already getting harder for those who have absolutely no basic English. Like a baby who learns to walk without crawling, students who have never touched English at all in elementary school will be far behind, both in terms of sentence construction, until the most basic aspects such as vocabulary. Whereas the quality of a person's language skills clearly depends on the quantity and quality of the vocabulary they have. It means that without having adequate vocabulary, students will experience difficulties in achieving basic English competence. Conversely, the more English vocabulary students master and understand, the easier it will be for them to learn and understand this language.

The writer found a similar thing in the English vocabulary mastery of junior high school students in Makassar, especially in the 9th grade students of SMP Kartika XX-2 MAKASSAR which is also the target of this research. In general, there are several factors that are the reason they do not have enough English vocabulary to improve their English speaking skills. One of them is because these students have never received English lessons when they were at the elementary level, so that their vocabulary knowledge is so much less. Thus, it can be said that students of IX B class at SMP KARTIKA XX-2 Makassar are beginners in learning English, so they still feel unfamiliar with words in English. In addition, this is also believed to occur because the use of media is very lacking due to the unavailability of learning media. As the result, there are many ways that students can do to improve their vocabulary development. One of them is learning the vocabulary through the learning medium.

Students are able to develop vocabulary through various ways and learning media which will certainly help them. The incorporation of educational materials into the teaching and learning experience has the potential to spark fresh enthusiasm and curiosity, inspire motivation, and invigorate learning engagements. Additionally, it can elicit psychological responses in students, ultimately enhancing the efficiency of message delivery and lesson content comprehension during that period (Ichsan et al., 2021)

Currently, with the development of technology and digital, there are many means of learning, so developing English vocabulary through audio-visuals and can be accessed anywhere. One of them is through social media. As of June 2022, there are more than 3.96 billion social media users worldwide and will continue to grow as time goes by and the development of smartphones. So that social media are considered to be very helpful for students in absorbing vocabulary from various languages, especially English. Mainly because of the features offered by various applications on social media which are very easy to use, efficient and certainly fun for students.

One of the most widely used social media is the TikTok application. TikTok is also an audio-visual social medium that originated in China and is currently being used in almost all circles, from children to adults, even in the elderly. This app was released last September 2016 and as time goes by, as well as the features and convenience it offers its users to easily share their videos and content, this app is becoming more and more famous and worldwide. Quoted from Business of Apps, By 2021 TikTok has 1.2 billion Monthly Active Users (MAU) from around the world and is expected to reach 1.8 billion by the end of 2022 in which the number of users aged 10-19 is 28%, and 20-29 is 35%. This number is not a small number, especially because the age

range of 10-29 is a productive age and of course has a very high need for English. While in Indonesia itself, Quoted from dataindonesia.id, Indonesia is the second country with the largest number of TikTok users in the world. As of April 2022, there are 99.1 million active users of the TikTok application with an average of 23.1 hours per month on TikTok. It is very clear that almost all humans use TikTok as a means of entertainment, learning, advertising, and more.

Therefore, it can be concluded that this research is very important to research because it will provide insight into the effectiveness of the TikTok application for developing student vocabulary, in this case, students of SMP Kartika XX-2 Makassar who are the objects of this research.

With the background that has been formulated before, that currently, social media especially TikTok is one of the audio-visual learning medium that is quite popular among students and has enormous benefits in increasing vocabulary. So the researcher decides to know the effectiveness of this application to the students' vocabulary development, especially in the ninth grade of SMP KARTIKA XX-2 MAKASSAR. There are a lot of recent research that talk about the influence of TikTok as the learning media. However, there are still lack of research that have examined the effectiveness of TikTok on the secondary school students' English vocabulary development themselves. Therefore, the research question in this research is "Is using TikTok effective to develop the secondary school students' English vocabulary?"

LITERATURE REVIEW

1. Vocabulary

Vocabulary as the main aspect of those skills, making it the most crucial component of language. "Language Skills consist of listening, speaking, reading, and writing, and language components consist of vocabulary, structure and pronunciation" Lengkoan (2017, p. 41-50).

According to (Kusrini, 2012) vocabulary is the main key in language learning and is very important to learn. Vocabulary is what ultimately that makes up the grammar and is the key to what the English students' hear, say, and read. Vocabulary is fundamental in a language, therefore, it is very important to master and teach vocabulary from an early age. Meanwhile, based on the opinion from (Alizadeh, 2016) vocabulary can be defined as knowledge about words and the meaning of these words which are sorted alphabetically.

"Vocabulary refers to words we use to communicate in oral and print language. Receptive vocabulary refers to the words we understand through reading and listening. Productive vocabulary refers to the words we use to communicate through writing and speaking" Hanson and Padua (2011, p.5)

2. Classification of Vocabulary

a. Part of Speech

According to Roziqin (2013, p. 23) states "the term parts of speech shows the function of a word in a sentence." Therefore, every English student must have a good understanding of the parts of speech in order to maximize their vocabulary.

(Dewanta, 2020) Olivia, Meehan and Colombres state that there are several categories that exist in this part of speech, where each category of them not only explains the meaning of the word, but how the word can be used. The main parts of speech are verbs, nouns, adjectives, adverbs, determiners, conjunctions, prepositions and pronouns. (*An Introductory Course: English Grammar*, 2019)

b. Active and Passive Vocabulary

Active vocabulary includes words “readily used and clearly understood by an individual when speaking and writing” (Nurutdinova et al., 2020) this active vocabulary is often referred to as a “motivated vocabulary” because this type of vocabulary is used in the active domain and without stimulus. We use this active vocabulary when we want to produce a word, either spoken or written. Active vocabulary can also be defined as words that are commonly known, understood and used in a language.

“Having passive vocabulary knowledge enables one to perceive the form of the word and retrieve its meaning(s).” (Mokhtar et al., 2010) is different from active vocabulary where English students play an active role in producing words such as saying or writing words, this passive vocabulary makes English students the opposite, in which they only receive the vocabulary. Meanwhile, the active vocabulary is vocabulary that is commonly used in everyday life, then passive vocabulary is vocabulary that we often listen to both orally and in writing, but are still very rarely used and directly applied to everyday life.

3. Vocabulary Development

According to (Syafrizal & Haerudin, 2018), in the process of developing this vocabulary, students will be much happier if they use creative and interesting media for them. In learning new vocabulary, everyone, especially students who are still at a young age, needs a lot of practice and connecting the words according to the context, so that the new vocabulary that has been obtained can be easily applied when writing and speaking.

a. Receptive Vocabulary

According to (Maskor & Baharudin, 2016) Receptive vocabulary knowledge is known and understood its meaning by students when reading text or listening to the text. Students know and recognize the meaning of words that caused them to understand the text they have read but not used to speak and write.

"The receptive vocabulary is defined as the vocabulary type reader encounters during reading and listening. They are the words which the readers and listeners use to comprehend given messages. Such vocabularies are strongly related to receptive the language skills." Dakhi and Fitria (2019, p.18)

b. Productive Vocabulary

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4. TikTok Application

According to (Xiuwen & Razali, 2021) TikTok have helped provide a platform for sharing knowledge as well as educating people with innovative teaching mode enhancing youngsters' learning motivations and iinterests. Meanwhile, (Bahri et al., 2022) stated that TikTok is a social

media platform that allows users to create short videos accompanied by a wide selection of features such as music, filter stickers and several other creative features.

Hutamy, et al (2021) Tiktok is a destination for short videos that can be used by anyone with a smartphone. This short video platform gets a lot of attention from the community as it is the most downloaded application. "Tiktok is an application designed and created to present a variety of interesting video works, in which there are features for editing a video with music, effects, sound, and stickers and so on." (Rasyid, n.d.)

5. TikTok as the learning medium and English vocabulary development

Basically there are five main learning processes, namely educators (communicators), students (communicants), learning materials, learning media, and learning objectives. (Dewanta, 2020) without media, the learning process will not go well.

According to (Dakhi & Fitria, 2019) Sanaky (2011: 4) the purpose of learning media as a learning aid is as follows:

- a. Simplify the learning process in class
- b. Increase the efficiency of the learning process
- c. Maintaining the relevance of subject matter to learning objectives
- d. Help the concentration of learners in the learning process

So the purpose of using learning media is to make it easier for teachers to convey a subject matter, so that it can streamline the learning process and help students accept a concept or teaching material (Sanaky, AH, Hujair, 2011).

According to Aji (2018, p. 433) TikTok is close to and close to school-age children (students). It is suspected that the Tik Tok application is an interactive matter for students. Based on these indications, a hypothesis can be drawn that the TikTok application meets the criteria of a good learning media, which is interesting and close to students.

Referring to (Hadi & Indriani, 2021) who have conducted research on the influence of the TikTok application on the speaking skills of EFL's students, it can be concluded that with the TikTok features and many capabilities, this app may be used to help kids learn English and make good use of it.

Based on data from the research results of Warini, et al (2020) it can be concluded that TikTok has proven to be a medium for learning English, especially in aspects and discussions regarding Vocabulary, Grammar, Pronunciation, common mistakes, and English facts.

6. Research Hypotheses

The researcher formulates the hypotheses to be tested as follows:

H₀ : There is no difference of the ninth grade students' English vocabulary in SMP Kartika XX-2 Makassar before and after the use of TikTok as the learning medium.

H₁ : There is a difference of the ninth grade students' English vocabulary in SMP Kartika XX-2 Makassar before and after the use of TikTok as the learning medium.

METHOD

Research Design

The research method used by the researcher in this research is a quantitative method. The quantitative method is the collection of data in the form of mathematical numbers that are used to

develop and analyze the resulting data so that accurate conclusions can be drawn about a problem or phenomenon.

Therefore, to maximize the data collection that the researcher do in this research is a type of Pre-experimental quantitative method with a research design, namely the One-Group Pre Test-Post Test because the researcher wants to know the impact of TikTok on students' English vocabulary development.

Place and Time of the Research

The researcher conducted this research on August 2023 at SMP Kartika XX-2 Makassar, exactly at JL. Urip Soemoharjo, Pampang, Kec. Panakukkang, Makassar.

Population and Sample

Population is the entire group of people who are targeted in research. The population used in this research were all of the ninth grade students in SMP Kartika XX-2 Makassar which consisted of 58 students with 3 class, they are IX A, IX B, and IX C.

Due to the large number of population, researcher used Random Sampling where researcher took samples from class IX B, where the total of sample in this research was 22 students.

Research Instrument

The instrument used by the researcher in this research was the Vocabulary Test to determine the impact of TikTok application on the development of English Student vocabulary. There was a Pre-test to measure students' vocabulary before using TikTok as a medium for developing English vocabulary and a Post-test to measure vocabulary after using the application. The researcher used students' worksheets to collect the data to make it easier for the data collection.

Technique of Data Collection

In this research, data on students' vocabulary development using the TikTok application were collected by tests and vocabulary components which are the most difficult to master by the ninth grade of SMP Kartika XX-2 Makassar. In this research, researcher collected data using a worksheet containing 20 multiple choice questions with four choices in each number with different components to measure students' English vocabulary abilities. The students were given 35 minutes to answer all of the questions.

According to Nation (2001) there are 3 important categories or aspects in English vocabulary, those are use, form, and meaning. Therefore, the researcher will use these categories as a reference in collecting and making tests.

To know students' vocabulary in each cycle, researcher used statistic analysis with following steps:

- a. Researcher evaluated and categorized students' skills and vocabulary development in accordance with Hughes' suggestion in Juita (2011), which provided detail explanation of the criteria.

Table 3.2 The Measurement of Vocabulary

Classification	Score	Criteria
Excellent	5	Use of vocabulary to mastery English vocabulary

Good	4	Sometimes use to mastery English vocabulary although its not fluent
Average	3	Frequently the wrong words, discussion somewhat limited vocabulary
Poor	2	Misuse of word and very limited vocabulary make comprehension quite difficult
Very poor	1	Vocabulary limitations so extreme as to make discussion virtually impossible

b. In scoring the students' answer sheet of the test, researcher uses following formula:

$$\text{Score} : \frac{\text{Students' correct answer}}{\text{Total number of item}} \times 100$$

c. Students' score classification are using the table from (Ufrah, 2009, p. 32) in Juita (2011)

Table 3.3 Students' Score Classification

No	Classification	Score
1	Very good	90-100
2	Good	70-89
3	Fair	50-69
4	Poor	30-49
5	Very poor	10-29

Technique of Data Analysis

Researcher uses quantitative data analysis to ease research in order to describe, synthesize, interpret and also analyze existing data. There are two types of statistical quantitative data used to analyze data in this research, namely descriptive and inferential.

1. Descriptive Statistics

This descriptive statistic is the earliest method to be executed. With these descriptive statistics, researcher will find it easier to describe the available data. This research uses the Deviation Standard to facilitate the researcher to analyze the size of the spread of the data obtained.

$$S = \sqrt{\frac{\sum (x_i - \bar{x})^2}{n}}$$

2. Inferential Statistics

Inferential statistical analysis generally becomes a follow-up analysis after the descriptive analysis is carried out. In this analysis, the researcher can estimate or predict the value for a population based solely on the sample. So this is what then makes inferential statistics used in hypothesis testing. These inferential statistics can be used to predict differences between groups, relationships between variables, and much more. In this research, to process the data that is available and obtained by researcher, the **SPSS (Statistical Program for Social Science)** application is used with the T-Test.

FINDINGS

The results of this research show the effectiveness of the TikTok application on the vocabulary development of the third-grade students of SMP Kartika XX-2 Makassar, especially in class IX B. Students' vocabulary development using this application can be seen based on the following explanation.

The researcher obtained data through Pre-test and Post-test. The Pre-test was given to IX B students as a sample before the treatment; then, the Post-test was given after the treatment by the researcher. In this research, the treatment was done by showing students TikTok videos containing English vocabulary learning content and then asking them to observe and memorize the vocabulary. Treatment was carried out for four weeks, then gave a Post-test to the sample to see the effect of the treatment that had been given. 22 students became the sample in this research and are students from IX B SMP Kartika XX-2 Makassar.

a) The Development of students' vocabulary

The vocabulary development of students in class IXB SMP Kartika XX-2 Makassar before and after treatment using TikTok application to see the effectiveness of the application on students' vocabulary development is shown in the following table:

Table 4.1 Students' Improvement in Vocabulary			
NO	Test	Mean Score	Improvement
1	Pre-test	55.00	50%
2	Post-test	82.50	

Based on Table 4.1, it shows an increase of 50% experienced by IX B students of SMP Kartika XX-2 Makassar after treatment using the TikTok application to develop their English vocabulary. The mean score of the 22 students' Pre-test results is 55.00, and the mean score of their Post-test results is 82.50. This figure is quite high because the result of the Pre-test was lower than the standard minimum of the school, while the result of the Post-test was higher than the standard minum (75).

b) Students' Frequency and Precentage Score of Pre-test and Post-test

The researcher gave the Pre-test to the students before the treatment and then gave the Post-test. The results of the students' tests were calculated based on the table below, which shows the frequency and percentage of students' Pre-test and Post-test results.

Table 4.2 The Rate of Frequency and Precentage of Students' Score						
No	Classification	Range	Pre-test		Post-test	
			F	%	F	%
1	Very good	90-100	-	-	6	27%
2	Good	70-89	5	23%	15	68%
3	Fair	50-69	11	50%	1	5%
4	Poor	30-49	6	27%	-	-
5	Very poor	10-29	-	-	-	-

Total	22	100%	22	100%
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Based on Table 4.2, it can be interpreted that there were 6 out of 22 students who got Poor score with the percentage of (27%), 11 students got Fair score with the percentage of (50%), 5 students got Good score with the percentage of (23%), and no students who got Very Good score. Meanwhile, in the Post-test, no student got Very Poor and Poor score, only 1 student with the percentage of (5%) got Fair score, 15 students got Good score with the percentage of (68%), and 6 students with a percentage of (27%) got Very Good score. From the data, the students' score before using the TikTok application to learn English vocabulary is lower than after using TikTok. The data shows that students' Post-test results improved compared to before students were given treatment (Pre-test).

The results of the students' vocabulary test using the Minimum Completeness Criteria (KKM) after using the TikTok application can be seen in Table 4.3.

Table 4.3 Criteria for Completeness of Post-test

No	Skor	Category	Frequency	Percentage (%)
1.	≥ 75	Complete	19	86 %
2.	< 75	Not Complete	3	14 %
		Total	22	100 %

Table 4.3 shows that 19 out of 22 students got a Post-test score above the Minimum Completeness Criteria (KKM), which is 75. So, the result percentage of the students was 86%, which means students reached the classical completeness value.

c) Mean Score and Standard Deviation of Students' Pre-test and Post-test

Table 4.4 Mean Score and Standard Deviation

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test	55.00	22	11.443	2.440
	Post Test	82.50	22	8.557	1.824

Based on table 4.3, it shows that the Mean Score of the Pre-test was 55.00 with a standard deviation 11.443 while the Mean Score on the Post-test was 82.50 with a Standard Deviation 8.557. So it can be concluded that there was an increase in students' English vocabulary from Pre-test to Post-test.

d) Paired Samples Test

To determine the significance difference between students' Pre-test and Post-test results, researchers conducted paired sample tests as follows:

Table 4.5 Paired Samples Test

		Paired Samples Test					t	df	Sig. (2-tailed)
		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre Test	-	7.676	1.637	-	-	-	21	.000
		27.50			30.90	24.0	16		
	- Post Test	0			4	96	.8 03		

Based on table 4.4, it shows that the value of Sig. (2-tailed) is $0.000 < 0.05$. It can be concluded that H_0 was rejected and H_1 was accepted, which means there was a different score before and after using the TikTok application to develop students' English vocabulary.

e) N-Gain (Normalized Gain)

To find out the effectiveness of the use TikTok application to develop students' English vocabulary, this is the students' N-Gain category:

Table 4.6 Students' N-Gain Category

Interval	Category	Frequency	Percentage (%)
$g < 0,3$	Low	0	0,00
$0,3 \leq g < 0,7$	Medium	22	100,00
$g \geq 0,7$	High	0	0,00

Table 4.7 Result of N-Gain Score

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Ngain_Score	22	.45	1.00	.6221	.14002
Ngain_Persen	22	45.45	100.00	62.2066	14.00188
Valid N (listwise)	22				

Based on table 4.7, it shows that the average N-Gain score obtained by 22 students was 0.62, which means it was in the medium category.

CONCLUSION

Based on the research that has been conducted, 6 out of 22 students, or equal to 27% of 100% students obtained Poor scores on the Pre-test, 11 students got Fair scores with the percentage of (50%), and 5 students got Good scores and no students with Very Good score. Meanwhile, in the Post-test, no student got Very Poor-Poor score, only 1 student obtained Fair score, 15 students with a percentage of (68%) got a Good score, and 6 students got a Very Good score. This data shows that students' scores were improved before and after the treatment, with mean score of the Pre-test was 55.00 and Post-test was 82.50.

The mean score of the Post-test in this research was 82.50 and showed that the students' scores were higher than the Minimum Completeness Criteria (KKM); the N-Gain was 0.62 or medium. Meanwhile, the classical completeness value in this research was 86%. So, after 4 weeks of treatment and based on the effectiveness criteria, it shows that the TikTok application effectively developed the English vocabulary in class IX B of SMP Kartika XX-2 Makassar.

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