
IMPROVING STUDENTS' VOCABULARY USING TIKTOK AT XITH OF VOCATIONAL HIGH SCHOOL 4 BUNGO

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ABSTRAK

Penelitian ini membahas permasalahan siswa di SMK Negeri 4 Bungo. Penelitian ini bertujuan untuk membantu siswa dan guru dalam pembelajaran bahasa inggris khususnya dalam memperkaya kosakata, karena dari observasi yang telah dilakukan peneliti, kosakata yang diketahui siswa sangat sedikit sehingga sangat mempengaruhi siswa ketika ingin melanjutkan pelajaran. Peneliti memilih Tik Tok sebagai media pembelajaran di SMKN 4 Bungo karena aplikasi TikTok dapat diolah menjadi sebuah media pembelajaran yang menarik dan interaktif bagi siswa. Metode penelitian yang digunakan adalah penelitian tindakan kelas untuk meningkatkan kualitas pembelajaran dan membantu pemberdayaan guru dalam memecahkan masalah pembelajaran di sekolah. Penelitian ini berlangsung dalam dua siklus tindakan. Siklus pertama terjadi pada hari Senin tanggal 17 Juli 2023 dan tanggal 24 Juli 2023; siklus II terjadi pada hari senin tanggal 31 Juli 2023 dan tanggal 7 Agustus 2023. Subyek penelitian ini berjumlah 11 siswa yang terdiri dari 3 siswa perempuan dan 8 siswa laki-laki kelas XI MM SMKN 4 Bungo. Berdasarkan hasil penelitian dari pre-test yang dilakukan sebelum treatment, hanya 2 siswa yang mendapat nilai di atas Kriteria Ketuntasan Minimal (KKM). Setelah peneliti melakukan siklus 1 dan menerapkan treatment, kemudian melakukan post-test, diperoleh hasil 6 siswa yang mendapat nilai di atas Kriteria Ketuntasan Minimal (KKM). Dan pada siklus 2 terdapat 9 orang yang mendapat nilai di atas KKM. Jadi peningkatan aktivitas belajar siswa dari pre test, siklus I, ke siklus II adalah sebesar 80%. Dari hasil analisis data dapat disimpulkan bahwa penelitian tindakan kelas dengan menggunakan aplikasi Tik Tok dapat memperkaya kosa kata siswa.

Kata Kunci: Peningkatan Kosakata, Kosakata, TikTok

ABSTRACT

This research discusses the problems of students at State Vocational High School 4 Bungo. This research aims to help students and teachers in English lessons, especially in enriching vocabulary, because from the observations that have been made by researchers, the vocabulary known by students is very low, which greatly affects students when they want to continue the lesson. Researchers chose Tik Tok as a learning medium at Vocational High School 4 Bungo because the TikTok application can be processed into an interesting and interactive learning medium for students. The research method used is classroom action research to improve the quality of learning and help empower teachers to solve learning problems at school. This research took place in two cycles of action. The first cycle occurred on

Monday, July 17, 2023, and July 24, 2023; the second cycle occurred on Monday, July 31, 2023, and August 7, 2023. The subjects of this study were 11 students, consisting of 3 female students and 8 male students in class XI MM Vocational High School 4 Bungo. Based on the results of the pre-test conducted before treatment, only 2 students scored above the Minimum Completeness Criteria (KKM). After the researcher conducted cycle 1 and applied the treatment, then conducted a post-test, the results obtained were 6 students who scored above the Minimum Completeness Criteria (KKM). And in cycle 2, there were 9 people who scored above the KKM. So, the increase in student learning activities from pre-test, cycle I, to cycle II is 80%. From the results of the data analysis, it can be concluded that classroom action research using the Tik Tok application can enrich students' vocabulary.

Keyword: Improving Vocabulary, Vocabulary, TikTok

INTRODUCTION

The basic purpose of communication is to convey the intended message of the speaker toward the listener. Language is a mean of communication in human life plays an important role to improve the quality of all aspects in social life. In Indonesia, English is the first foreign language which is taught formally from the elementary to the university level.

As a foreign language, English is one of the compulsory subjects for all schools in Indonesia, it is stated in the independent curriculum which was recently implemented by the Minister of Education. That's because English is the language used to communicate internationally. Especially at the senior high school, as well as vocational high schools (SMK). The vocational school students are expected to master their English communicative competence as one of the provisions to be professional workers at national or multinational companies and institutions. For the students of Vocational School, English must be their ability to reach the wide world. As the world becomes more interconnected, the need to communicate in a readily understood language becomes more urgent than ever.

The role of English language plays a big part in bringing people together from around the world. English language training becomes an important part of vocational high school students as it provides them with advantages in further learning and in getting a job in order to communicate well, the students need to have large vocabulary. As Thornbury (2006) stated that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. Because vocabulary is a vital aspect in language, it appears in every skill of language listening, speaking, reading and writing skill. Mastering vocabulary is very important for the students who learn English as a foreign language. That is why everybody who learns English or a certain language should know the words. The mastery of vocabulary can support them in speaking when they are communicating to people can write and translate the meaning of

words when they definite English. If they do not know the meaning of words, they will not be able to speak, write and translate anything English. The students can be said gaining progress in English, the mastery of vocabulary.

Moreover, large vocabulary makes a significant contribution to almost all of the aspect of language. Nevertheless, many students in Vocational school have very limited vocabulary. It was found problem that most of students were lack of vocabulary. They found difficulties in using English as the target language. Certainly, learning requires both motivation and strategy optimally.

A vocabulary is a set of familiar words within a person's language. Large vocabularies help us to express our ideas precisely, vividly and without repeating ourselves in composition Burton, S.H, (1992). Moreover, Vocabulary is very essential for success to comprehend the language well, speak better, or composed a good writing; it is expected that learners have to increase their vocabulary by around 1000 words a year National, P. (1990). As Vocabulary is very important thing because it can listing of the words used in some enterprise, a language user's knowledge of words and the system of techniques or symbols serving as a means of expression (as in arts or crafts); "he introduced a wide vocabulary of techniques". Vocabulary also the set of words they are familiar with in a language. A vocabulary usually grows and evolves with age, and serves as a useful and fundamental tool for communication and acquiring knowledge. Learning vocabulary is one of the first steps of learning a second language, yet one never reaches the last step of vocabulary acquisition. Whether in one's native language or a second language, the acquisition of new vocabulary is a continuous process. Many methods can help one acquire new vocabulary. That is why teaching vocabulary plays an important role to communicate in English successfully.

Vocational high school 4 Bungo is a vocational high school located in the Tanjung Agung area and has been around for 18 years. The results of pre- observations on

December 8, 2022 at the school. The condition of this school is different from the condition of schools in general, there are old habits that cannot be changed, for example, discipline in this school is very lacking, it is difficult to comply with regulations, the teaching and learning process is irregular. didn't go well. Students are only concerned with practice according to their respective vocational, then in other general subjects they are ignored. In English lessons, they also face the same difficulties in the learning process, even the students' mastery of English at this school is very weak, interacting only using basic English, they are weak, reading, listening, writing and speaking are all weak.

In the digital era, teachers can use technological advances as a source of learning and learning in learning English in the form of software applications. Currently, there are many learning media that can be used by teachers to explain

the subject matter, like YouTube videos, pictures, grammar cards, etc. These various media help students to understand the material easily. In this study the researcher will use TikTok as a media in learning English Vocabulary. This is due to the increasing number of TikTok users every day. They had 150 million daily active users (500 million monthly active users) as of June 2018, and it was the world's most downloaded app in the first quarter of 2018, with an estimated 45.8 million downloads recycle your tec (2022). TikTok is a video based application where users can watch, create and share videos to other platforms. There is a wide variety of TikTok videos such as health intelligence, food recipes, daily life hacks, dance, lip sync, beauty and education. This application is drawn attention of millennium which the majority of millennials are school age children. This study focuses on teaching vocabulary mastery in online media using the TikTok application which is a free application that can be used in learning English. By using this application, students can improve their vocabulary mastery by making videos and viewing videos provided by the TikTok application. The purpose of this application is studied under the title "Improving Students

Vocabulary by Using TikTok at Eleventh Grade of Vocational High School 4 Bungo".

METHOD

To get the required data this research was conducted used classroom action research (CAR). Classroom action research is research conducted by teachers in their own classrooms through self-reflection, with the aim of improving performance as a teacher, so that learning outcomes increase and student interest and reasoning also increase. (Aqib, 2007)

There are several classroom action research models that are still often used in education according to Sudrajat (2008), including: (1) Kurt Lewin model, (2) Kemmis and Mc Taggart model, (3) John Elliot model, and (4) Dave Ebbutt model. The type of research used in this research was classroom action research modeled by Kurt Lewin (Asrori, 2020). Classroom action research was first introduced by Kurt Lewin in 1946. The core concept of classroom action research introduced by Kurt Lewin is that in one cycle consists of four steps, namely: (1) planning, (2) action, (3) observing, (4) reflection (Lewin, 1990).

Kurt Lewin's model is the main reference or basis for various other action research models, especially classroom action research. It is said so, because it was Kurt Lewin who first introduced action research.

This research has been conducted at Bungo State Vocational High School 4 which is located on Durian street, Tanjung Agung, Kec. Muko-Muko Bathin VII. The reason the researcher chose this location, because there were problems regarding the condition of students' English that did not reach the minimum completeness criteria (KKM), so the researcher was interested in conducting research.

This research was conducted in the odd semester of the 2023/2024 school year in class XI MM SMK Negeri 4 Bungo. The research has been conducted in two cycles, in the first cycle two meetings were held, namely on July 17, 2023 and July 24, 2023. Then in the second cycle there were also two meetings, namely on July 31, 2023 and July 7,

2023. Each meeting has a duration of 2x40 minutes (90 minutes).

The research subjects were target in data collection. Data was collected from teacher activities while taught and student activities in the learned process. The research subject was the even semester of 2023/2024 at XI MM Vocational High School 4 Bungo. The number of students is 3 girls and 8 boys.

RESEARCH FINDINGS AND DISCUSSIONS

4.1. The Preliminary Study

This chapter presents result. In this case, it discussed the way to improve students' vocabulary using TikTok at XIth of Vocational High School 4 Bungo in academic year 2023/2024.

4.2. The First Cycle of Classroom Action Research

In the first cycle of this classroom action research was conducted in two meetings, the duration in one meeting was 2x40 minutes, it carried out on July 20, 2023 and July 24, 2023. There were some differences in each. Before presenting the classroom action research procedure, the researcher gave a pre-test after the students studied as usual with their English teacher. And then the research procedure included four stages, namely planning, action, observation, and reflection to start research and apply TikTok as a learning media.

a. First meeting

1. Planning

Before conducted the research, the researcher prepared the research instrument as follows: (1) Lesson plan, designed the steps in doing action. This should be done in order to control the taught process, the researcher used the lesson plan as guidance for the researcher's activities in the classroom.

(2) Material, researchers prepare learning materials in accordance with the curriculum used by the school, researchers understand the material to be taught so that they can explain it properly and correctly to students so

that students can also understand the lesson well. researchers also explain about using TikTok as a learning medium. (3) Observation sheet for classroom observation, this observation sheet was prepared in order to know the condition of the teaching learning process when researcher apply TikTok as a learning media.

2. Action

The first meeting of cycle I action was held on Thursday, July 17, 2023. The researcher implemented the teaching learning process based on the lesson plan had been made. In this phase, there were some activities done by researcher, they were: (1) The researcher explained the material. The researcher explained material about suggestions and offers expressions. (2) The researcher explained about TikTok and TikTok as a learning medium, then explained what was done used TikTok. (3) Students were divided into groups, in one group there were two or three people to made a dialog or video about suggestions and offers. (4) The researcher asked students to start making dialogs and make videos that will be uploaded to TikTok. (5) The researcher helps students if there ware difficulties in making dialogs or making videos.

3. Observation

In the first meeting, the observer tried to notice all activities in the physical classroom activity. It might be about the researcher and students performances, class situation and students' response.

From the observation sheet, the researcher found that students were interested in learning to use TikTok, and students were active during the teaching and learning process, the class situation was good because students

paid attention to the researcher's explanation. only at the first meeting were some students confused about what kind of video to make, after further explanation given by the researcher, students seemed to understand better how to make videos to upload to TikTok.

4. Reflection

Researcher and observer discuss the implementation of the action, analyze observation finding, reflection of students learning activities and learning to determine follow up.

b. second meeting

1. Planning

At the second meeting, the researcher prepared the following research instruments: (1) Learning Implementation Plan (RPP), designing steps in taking classroom action. (2) Material, researchers repeat the material in the first meeting so that students remember it again. (3) Observation sheet for the second meeting is different from the first meeting for classroom observation, this is to see an increase in student activity from the first meeting. (4) tests (pretest and post-test), Pre-test is a test given to students before researchers apply TikTok as a learning medium, while post-test is a test given to students after researchers apply TikTok as a learning medium.

2. Action

The second meeting of cycle I was held on Monday, July 24, 2023. Researchers carry out the teaching and learning process based on the lesson plan that has been made. At this stage, there are several activities carried out by researchers, namely: (1) The researcher explained the material. Researchers review material about expressions of suggestions and offers. (2) Students watched the video from the first meeting, translated it together. (3) The researcher helps students if there is anything they don't understand or vocabulary they don't understand.

3. Observation

In the second meeting, observers tried to pay more attention to all activities in classroom physical activity. Be it regarding the performance of researchers and students, classroom situations, and student responses. After the teaching and learning process was completed, the researcher conducted a post-test I as the second action of the first cycle to

find out how well the students' ability to enrich vocabulary by using TikTok as a learning medium.

From the observation sheet, the researcher found that students were interested in using TikTok as a learning media, some students were active and could add to their vocabulary by repeating the dialog they made to upload to TikTok. in this first cycle students only listened, no one asked questions before the researcher asked, students still had difficulty making dialogs and difficulty making videos, the researcher tried to help students to make dialogs and videos, with limited time so they could not finish the video during class time, and students finished it during recess.

4. Reflection

The researcher tried to modify the action so that students succeeded in enriching vocabulary with 80% (8 students) successfully passing the Minimum

Completeness Criteria (KKM), because the results of post-test I showed that only 6 students passed the Minimum Completeness Criteria (KKM).

C. Results from teacher and students observation sheets cycle I

Observation of teaching and learning process activities was carried out every time the activity took place. Observations were made based on the observation sheet that had been prepared. In the observation sheet there are three components of the assessment, namely the initial activity, the core activity and the final activity. From all components there are 22 observation items. Each item given will be assessed as implemented (yes) or not implemented (no).

Based on the observation of teacher performance, it can be seen that the teacher has carried out learning activities well. In the first meeting of learning, the teacher carried out activities in accordance with the lesson plan that had been prepared before learning, in the initial activities, the teacher was still in introducing the students, then in the core activities, the explanation given by the teacher was clear and good, it was just a lack of

response from students. In the final activity the teacher carried out activities well but was a little monotonous so that students only answered when asked by the teacher, at the first meeting, it can be concluded that the activities carried out by the teacher were in the good category.

While at the second meeting, in the initial activity, the teacher tries to build relationships with students, asking things that build student activity, then in the core activity, the teacher re-explains by giving more time to students to ask questions. And in the final activity the teacher can build student activeness more than the previous meeting, the teacher's activities in this second meeting are still in

the good category, The first meeting achieved a score of 45,83 and the second meeting achieved a score of 62,5. Teachers have carried out their duties well starting from opening learning, carrying out core learning activities, to closing learning.

Observation of the student learning process takes place every time learning activities use TikTok as a learning medium. When students are given learning using TikTok, students seem interested in using TikTok as a learning medium, it's just that students are still not active in class. From the results of the observation sheet, the initial activities of students only answer when the teacher asks, pay attention to the teacher's explanation, and work on instructions from the teacher, students are still classified as less active when in class. In the core activities, when students make dialogues and videos, the activities of students memorizing dialogues to make videos can increase their vocabulary without them knowing it, even though some students have not finished the video. In the final activity, students only pay attention to the teacher without asking about the difficulties they face when making dialogs and videos.

Whereas in the second meeting, when students saw the results of the videos they made and also the videos that their friends made, there were several students who asked about vocabulary that they did not know, from the results of the observation sheet, it was

seen that student activeness in class increased from the previous meeting. In the initial activity, most students answered what the teacher asked and asked back, then in the core activity, students interacted between the teacher and several students before they took the post test. And in the final activity, students pay attention to the conclusions conveyed by the teacher, details of the first meeting reached a score of 45.45, the second meeting reached a score of 59.09.

CONCLUSION AND RECOMMENDATION

This chapter presented the conclusion and suggestions of this research. The conclusion formulated from research questions, while suggestions provided some ideas addressed to English teachers and further researcher related to the teacher's acts in performing teaching and learning process also for the students.

Conclusion

The title of this research is improving students' vocabulary using TikTok at eleventh of vocational high school 4 Bungo in the academic year 2023/2024. The number of students is 3 girls and 8 boys. By using the classroom action research method. Researchers can draw the following conclusions:

Based on the results of research conducted in class IX MM of the State Vocational High School 4 Bungo in the 2023/2023 school year, in the process of using TikTok as a learning media can enrich students' vocabulary, because when students make videos to upload to TikTok, students memorize dialogues and understand them in order to produce good videos to upload, so that they can increase students' vocabulary.

The improvement experienced by students is like being more active when learning English, students want to know new vocabulary to understand the dialog they make, and the improvement can be seen from the results of the post-test they do. can be evidenced from the following facts.

First fact, in the pre-test results only 2 students passed the minimum completeness

criteria, after the application of TikTok as a learning medium and then the cycle 1 post-test, student scores increased, there were 6 students who passed the minimum completeness criteria. Because these results have not met the success indicators of the study, the researchers continued the cycle 2 research by adding new tactics in using TikTok as a learning medium. The results in cycle 2, there were 9 people who passed the minimum completeness criteria.

The second fact, the results of the observation sheet show that the classroom conditions during the teaching and learning process create a positive atmosphere in the classroom, make students creative in finding ideas and also show that students give a positive response to the application of TikTok as a learning media to enrich students' vocabulary.

For teacher

Teachers can consider TikTok as a learning media, based on the results that have been carried out by researchers, the use of TikTok as a learning media can actually bring a more fun, enthusiastic atmosphere and create a pleasant learning atmosphere for students, then teachers as facilitators are expected to consider using TikTok as an effort to improve students' English skills, especially in enriching students' vocabulary. The use of learning media will be better if it adapts to the characteristics and interests of students, which in general, young people today are more interested in using social media, one of which is TikTok. Teachers should be able to create a conducive classroom atmosphere, by involving students in explanations and interacting with students more often.

Recommendation

For students

The students are expected not to be shy to ask about vocabulary they do not know. Expanding vocabulary for the first step in order to understand English and then be able to make sentences, this is the key to being able to communicate in English, it can be

concluded that the first key to being able to speak English is to master a lot of vocabulary. The students are expected to often practically use English in daily activities such as talking to friends anywhere and anytime. and the students should not be afraid of making mistakes.

For future researcher

Future researchers can use the results of this study as a reference so that it can facilitate the next research. The results of this study are expected to provide benefits to other researchers that the development of application technology such as TikTok has benefits and uses for English language learning media to students, then this application is also very easy to use. Currently TikTok is the number one application in Indonesia which is very influential on many people, especially young people now. therefore, researchers hope to have a positive impact that the TikTok application can be used as a medium for learning English both at school and at home.

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