

# THE USE OF TIKTOK APPLICATION: THE IMPACT ON STUDENTS' VOCABULARY AND ATTITUDE

Yossi Rahmawati<sup>1</sup>, Khoirul Anwar<sup>2</sup>

University of Muhammadiyah Gresik

<sup>1</sup> yossi\_180403@umg.ac.id, <sup>2</sup> khoirulanwar@umg.ac.id

## Abstract

TikTok has become one of the most popular social media platforms for sharing short videos. Many relevant studies have suggested that social media integrated with short videos can help increase their mastery of English. Therefore, this study aims to know whether the TikTok application can improve students' vocabulary and investigate their attitude towards learning English through the TikTok application. The researcher employed quantitative approaches in this study, including a one-group pretest-posttest design and a semi-structured interview as a measuring instrument. The subject of this study was sixth-grade students of Phanang-Phakerng School Thailand. The result showed that the improvement percentage was 95%, which means that the TikTok application effectively affects students' learning outcomes in mastering vocabulary. Based on the interview results, the participants showed positive attitudes toward learning English through the TikTok application. Therefore, this result of this study could give an alternative strategy to the teacher to teach vocabulary by using the TikTok application in the classroom due to the students' positive attitudes.

**Keywords:** TikTok, Vocabulary, Students' Attitude

## INTRODUCTION

Humanity has been alive with their communication skills and words from ancient times until the present. The foundation of communication is vocabulary. Language users utilize vocabulary to communicate their thoughts, ideas, and perspectives. Vocabulary is a product of the human mind. Compared to other aspects of language, vocabulary appears to be more critical and urgent than grammatical function, at least from a linguistic viewpoint (Dakhi & Fitria, 2019). The impact of vocabulary in learning a foreign language cannot be overstated. It's a component that ties together the four language abilities of reading, speaking, writing, and listening to speak effectively in a foreign language. Vocabulary is the foundational skill that pupils must master before moving on to other language skills. When it comes to learning a language, vocabulary is highly crucial. When acquiring vocabulary, students should focus on the element of words. The most critical aspect of learning is the learner's language, particularly words and vocabulary. Furthermore, Rahman (2021) believes that students' vocabulary mastery is not only expected to understand the words but also their meanings, which is especially relevant to vocabulary and sentences that are frequently used or found on social media, particularly TikTok. Students perform better in language when they have a more extensive vocabulary. They can form their English and consider English one of their school subjects by studying vocabulary.

The majority of language skills necessitate an extensive vocabulary. Without a broad vocabulary, learners or students will not communicate effectively using the grammar and language functions they have acquired. It means that learning a second or foreign language requires a firm grasp of vocabulary. We will know the meaning and grasp what a person is saying if we master vocabulary. Without knowing and comprehending the language, it is

challenging to master the other competencies (Rahman, 2021). On the other hand, learning vocabulary is frequently regarded as time-consuming and challenging. Therefore, learning should be designed as attractive as possible, interactive, and facilitate various activities in understanding the materials. In this case, the teacher must organize each learning component well to achieve the learning goal. It is critical to master the target language, to acquire and grasp the vocabulary. Many students learning a target language such as English have difficulty understanding the relationship between the new vocabulary they have learned and the function of the vocabulary or word. As a result, they cannot apply their new vocabulary in their minds by using it in communication. Therefore, the teacher's role is to teach vocabulary to students through audio or videos.

Many studies agreed that video is one of several types of instructional material that may help students learn more effectively. Because it is accessible and allows students to pause and re-watch content as needed. Yükselir & Kömür (2017) mentioned that video could be a powerful tool for communicating information in an appealing audiovisual manner. Inadvertently, poorly prepared pre-class educational videos may obstruct the learning process. When watching long duration of videos, for example, some pupils grow disengaged and do not watch the entire video. Other students remark that videos are impersonal and cut off from the teacher on screen. As a result, people sit idly watching and overlook essential notions. According to various studies on multimedia learning, students are engaged for roughly 6 minutes when watching videos. As a result, more extended topics should be divided into shorter chunks of no more than 6 minutes. Students will have a stronger connection with the instructor on screen and will be more engaged with videos that take a more conversational approach. Many studies agreed that most EFL students believe that using social media with short videos can help them improve their English skills. It cannot know which virtual learning solution is suitable for their pupils or curriculum area. So, the teacher must carefully consider the different types of functions and determine the platform that is relevant to the student's needs.

During the covid-19 pandemic, social media combined with short videos served an educational purpose in assisting English as a Foreign Language learners in improving their English communication skills, particularly among college students. TikTok is one of the most widely utilized social media platforms currently. Xiuwen & Razali (2021) TikTok is a popular social media software that allows users to make, watch, and share short films up to three minutes long on their smartphones. TikTok was created in 2017 and has since become the fastest growing social media app, with users in over 150 countries. TikTok is a user-friendly interface for making, editing, and sharing short films, as well as the ability to comment on and share material with the TikTok community. TikTok videos are brief, simple to make, and easy to share. There are numerous examples of teachers in primary and secondary schools and higher education institutions using TikTok's short movies to teach various complex topics. The TikTok platform has over 800 million users, according to the TikTok team's data. It was the most popular app in 2020, with users spending an average of 41 minutes per day using it. Because most users are between 14 and 30, the app can be used as an educational tool.

TikTok users are divided into content makers, content surfers, and learner-creators. TikTok is an easy-to-use interface for making, editing, and sharing short films; users can also comment on and share material with the rest of the TikTok community (Khlaif & Salha, 2021). The findings from Xu, Yan, & Zhang's (2019) research have indicated that TikTok has helped provide a platform for sharing knowledge and educating people with innovative teaching modes, enhancing students' learning motivation and interests via a short video. According to Zaitun, Hadi, & Indriani (2021), TikTok can be an interactive learning medium to boost

students' confidence in studying English. Other studies from Pratiwi, Ufairah, & Sopiah (2021) also agreed that the TikTok application is very influential because this application is practical, provides benefits, and makes learning easy and fun. It may be argued that TikTok has various features to help students learn English and use the TikTok program positively. Based on the statement above, this study chooses the TikTok application as the relevant media to share creative and innovative learning videos.

According to (Khlaif & Salha, 2021), short TikTok videos are revolutionizing how skills are taught and mastered among people with comparable characteristics, allowing for new kinds of communication through visually engaging materials. Teachers at primary and secondary schools and higher education institutions must be familiar with TikTok's current popularity and future potential. They should consider how to include TikTok videos into teaching techniques. Above all, incorporating TikTok into teaching and learning processes stimulates the creation of innovative content that follows instructional design principles. As a result, short instructional movies created for teaching can be customized to meet learning objectives and aid student learning; this strategy may aid learners in comprehending complicated topics and acquiring new creative abilities and knowledge. Khlaif and Salha also agreed on the usage of TikTok in educational settings. Students have a good attitude toward the app because they have previously used it to acquire various skills and knowledge in their daily lives.

An inclination or tendency to respond positively or negatively to a given thing, such as an idea, object, person, or situation, is commonly defined as attitude. As a result, a student's attitude refers to their propensity to respond in a particular manner to a given situation. According to Abidin, Pour-Mohammadi, & Alzwari (2012), there are two types of linguistic attitudes in language learning: positive and negative. When students have a positive attitude, they are more enthusiastic or eager to study the language. Meanwhile, a negative attitude denotes a circumstance in which kids are quiet and unwilling to participate in language learning exercises. The student's response can naturally range from positive to negative or good to bad. Students have strong feelings about the language they want to learn and the people who speak it. In recent studies, Abidin et al. (2012) and Hosseini & Pourmandnia (2013) have incorporated the theories of attitudes proposed by Baker (1992) and Brown (1994) having three components: affective, behavioral, and cognitive. According to Maio, Haddock, & Verplanken (2010), the affective component of attitude relates to feelings or emotions imprinted on an attitude object.

Meanwhile, the behavioral component of attitudes refers to previous actions or experiences with an attitude object. The cognitive component of attitudes, on the other hand, relates to the beliefs, thoughts, and characteristics we identify with an item. It can be concluded from the previous research that students' attitudes towards learning English using videos are essential. It helps students improve their skills in learning English.

Therefore, based on the urgency and relevance of the research background, this study aimed to examine (1) How is the TikTok application used to improve students' vocabulary skills? (2) What are students' attitudes towards learning English using the TikTok application?

## **METHOD**

This study employed quantitative research, a type of research known as the pre-experimental approach. One-group pretest-posttest design was selected in this study. The one-group pre-test and post-test design involved a single group that was pre-test, exposed to a treatment, and post-test. The setting of this study was in Phanang-Phakerng School, Thailand. The research was conducted on December 2021. The consideration of selecting the Phanang-Phakerng School is collaborative research between Thailand and the University of Muhammadiyah Gresik, in which the author was assigned to that school. The total number population was 53 students from

grade 1 until grade 6. Thus, the researcher chose students' sixth-grader to be the participants. The total number of sixth-grader students in Phanang-Phakerng School Thailand was nine students. The participants were between the ages of 11 and 12. However, the total number of participants is minimal because Phanang-Phakerng School is not big in capacity due to the school being located in a remote area, so the researcher took the most significant sample from all classes, specifically in grade 6, which consisted of 9 students. The research was conducted in a school where the students do not use English as daily communication, and their proficiency in learning English is still low.

Tests and interviews were employed to gather data to answer the research questions. The researcher utilized a pre-and post-test to assess the students' vocabulary. Students' progress and the outcomes of teaching and learning activities are evaluated through these assessments. In the pre-test, the researcher tests some of the vocabularies that focus on the meaning. The purpose of the pre-test is to assess the students' vocabulary before they are given treatment. In the treatment section, the researcher provides the material through the TikTok Application. There were four meetings for the treatment, each treatment was given one topic, and each subject was held in sessions. The post-test will be done after all treatments are given to the students. The post-test methods are comparable to the pre-test procedures to determine the students' ability to learn vocabulary after treatment. Pre-test and post-test contain 20 questions in the form of multiple choices.

Subsequently, a semi-structured interview was conducted in the last meeting to know the students' attitudes toward learning English using the TikTok Application. So in this study, the question in the interview was made by adapting a question from Yandi (2015) with her research entitled "Attitudes Towards Learning English: A Study of Second Year Students at Banyubiru 1 State Junior High School". The interview was conducted after the post-test was done. It took roughly 10-15 minutes to complete the interview. The interview was done with all the students in the sixth grade of Phanang-Phakerng School, Thailand.

### **Data Collection Technique**

To obtain data, the researcher used tests and interviews. There were six meetings in this research. It consists of one meeting for pre-test at the first meeting, four meetings for treatment at the second until the fifth meeting, and one meeting after post-test at the last meeting. Each meeting will be last 60 minutes.

#### a. Pre-test

At the first meeting, the researcher will give a pre-test consisting of 20 questions about vocabulary in the form of multiple-choice in Google Form. The researcher distributes the link to the student's class group.

#### b. Treatment

##### *Opening*

- 1) The researcher explained the goal of the research.
- 2) Then, the researcher explained the English material.
- 3) The researcher gave a pre-test to the students.

##### *Steps of learning*

- 1) The researcher explained how to learn using the TikTok application.
- 2) The researcher led the students to see the video material through TikTok and will watch it together in the class.
- 3) The students will observe the video from the TikTok vocabulary account.
- 4) The researcher conducted a question-and-answer session.

##### *Closing*

- 1) The researcher summarizes the English material that has been learned through TikTok.
- 2) Evaluation
- c. Post-test  
The students were given a post-test by the researcher after they had received all of the treatments. The students are assigned to write and memorize the exact words in the pre-test. The post-test result was calculated to see if the students' vocabulary has increased due to learning through TikTok.
- d. Interview  
The interview was conducted after the post-test was done. The goal is that the researcher wants to know the students' attitude toward learning English using the TikTok Application.

**Data Analysis**

The data collected through the pre-test and post-test were analyzed qualitatively by the researcher. In contrast, the data collected through the pre-test and post-test were analyzed statistically by the researcher. The researcher used the design from Gay et al. (2006) as follows:

Table 1. One Group Pretest-Posttest Design

Group	Pre-Test	Treatment	Post-Test
N	O <sub>1</sub>	X	O <sub>2</sub>

(Gay, 2006: 257)

- N : Sample
- O<sub>1</sub>: Pre-test
- O<sub>2</sub>: Post-test
- X : The treatment

This study also applied some formulas to process the data:

- a) Identifying the student's correct answer of pre-test and post-test.

$$\text{Score} = \frac{\text{Students' Correct Answer}}{\text{Total number of items}} \times 100$$

- b) Sorting the students' scores into the following categories.

No.	Classification	Score
1.	Excellent	80-100
2.	Good	70-79
3.	Average	60-69
4.	Poor	50-59
5.	Very Poor	0-49

**Table 2.** Classification of Students' Score

- c) Calculate the average score of the students' vocabulary mastery.

$$\bar{X} = \frac{\sum X}{N}$$

(Gay, 2006: 320)

- $\bar{X}$  : Mean score
- $\sum X$  : The sum of all scores
- N : The number of students

d) Calculate the percentage of students' improvement based on the pre-test and post-test.

$$P (\%) = \frac{x^2 - x^1}{x^1} \times 100\%$$

P : The percentage of the students' increased score

$x^1$  : The total score of pre-test

$x^2$  : The total score of post-test

## RESULTS AND DISCUSSION

### Results

The results of this study consist of students' pre-test and post-test results, the rate percentage of students' scores, and the test of significance.

#### Students' Result of Pre-Test and Post-Test

Before the treatment, a pre-test was administered to determine the students' ability to master vocabulary. The test revealed that the highest score was 85, while the lowest was 20.

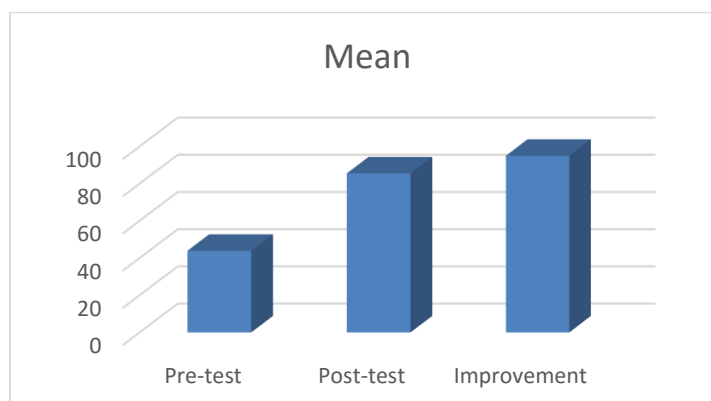
After receiving treatment, a post-test was also administered to determine the students' capacity to master vocabulary. The highest score was 100, while the lowest score was 75. As a result, the percentage improvement can be shown in the table below:

**Table 3**  
The Improvement Percentage of Students' Score

Indicator	Mean Score		Improvement (%)
	Pre-test	Post-test	
<b>Vocabulary</b> (Countable nouns – Uncountable nouns and There is – There are)	43.9	85.5	95%

The chart below shows how the students' vocabulary has improved after being taught using the TikTok method:

**Figure 1**  
The Mean Score of Pre-Test and Post-Test





The chart indicated that the students' vocabulary mean score improved significantly between the pre-test and post-test. The pre-test mean score was 49.5, and the post-test mean score was 85.5. The pre-test to post-test improvement was 95%, indicating that the objective of improving students' vocabulary had been achieved.

**The Rate Percentage of the Students' Score**

The following table shows the rate percentages of the students' pre-test and post-test scores:

**Table 4**  
The Rate Percentage of Students' Pre-test and Post-test

No.	Classification	Score	Pre-Test		Post-Test	
			F	%	F	%
1.	Excellent	80-100	1	11.11%	8	88.89%
2.	Good	70-79	1	11.11%	1	11.11%
3.	Average	60-69	1	11.11%	-	-
4.	Poor	50-59	-	-	-	-
5.	Very Poor	0-49	6	66.67%	-	-
$\Sigma$			<b>9</b>	<b>100%</b>	<b>9</b>	<b>100%</b>

**Table 4** showed that in the pre-test, 1 student (11.11%) was assigned to the 'excellent' category, 1 student (11.11%) to the 'good' category, 1 student (11.11%) to the 'average' category, and 6 students (66.67%) to the 'very poor' category. While in the post-test that was done after treatment, 8 students (88.89%) were in the 'excellent' category and 1 student (11.11%) was in the 'good' category. Based on the findings, it can be stated that the post-test rate percentage was higher than the pre-test rate percentage. In other words, the students' scores after receiving treatment were significantly different from their scores before receiving treatment using the TikTok approach.

**Test of Significance (Paired Sample T-test)**

**Paired Samples Test**

**Table 5**  
Test of Significant

Pair	Pre - Post	Mean	Std. Deviation	Std. Error Mean	Paired Differences		T	df	Sig. (2-tailed)
					95% Confidence Interval of the Difference Lower	Upper			
1		41.667	22.776	7.592	-59.174	-24.159	-5.488	8	.001

Based on the result above, the value of Sig. (2-tailed) 0.001 < 0.05, then there is significance difference. There is enough evidence to conclude that the Null Hypothesis (H<sub>0</sub>) was rejected,

whereas the Alternative Hypothesis ( $H_1$ ) was accepted. In other words, using the TikTok application to improve students' vocabulary has proven effective.

### Students Attitude Towards Learning English through TikTok

Nine students of sixth-graders from Phanang-Phakerng School are interviewed to examine their attitudes towards learning English using the TikTok application. The interview questions are listed in the following table:

**Table 6.** Interview Questions

The Aspect of Attitude	No.	Questions
Affective	1.	How do you feel after getting a new strategy to learn English through the TikTok application?
	2.	Do you feel proud to be able to learn English through watching videos in the TikTok application?
	3.	Do you feel excited to come to class when English is taught using the TikTok application?
Behavioral	4.	Are you using the TikTok application more often to practice English with friends or teachers?
	5.	Do you look forward to learning more about English in TikTok application?
	6.	Do you able to finish your assignment/homework if the material is in the form of videos?
Cognitive	7.	Is learning English using the TikTok application is easy?
	8.	Do you think that English is an important world language to communication?
	9.	Do you agree that watching videos using the TikTok application in English lessons helps you to improve your vocabulary a lot?
	10.	What benefits do you get after learning English through the TikTok application?

After the post-test was done, the interview was conducted to answer the second research question. After interviewing all respondents, three primary aspects of attitudes emerged. The following are the aspects that were investigated:

#### 1. Affective Aspects

Affective aspects encourage students to be more enthusiastic about learning English with the TikTok application. Almost all participants answered that they felt excited when taught English using the TikTok application. They enjoy using TikTok as teaching media. They agree that studying using TikTok is so much fun. Naratthapong, one of the students, said, "I feel so happy because learning English using video through TikTok application is fun and entertaining." Also, during the teaching and learning process, all of the students were seen to show their excitement to be a part of the learning process. Those who responded that they felt happy and enthusiastic about joining the learning process while completing a specific task reflected their positive attitude during the teaching and learning process.



## 2. Behavioral Aspects

Behavioral aspects refer to past behavior or experiences regarding an attitude object. All participants principally answer that they use the TikTok application to practice English with friends or teachers. Wiphawadee, one of the students, affirmed, "I often rehearsed the English language. I did it with friends and teacher in school." They said they could do homework/assignments if the material were in video form. According to them, it is easier to learn the material through videos because videos can be paused and repeated. In this interview, many students mentioned, "Yes, I will look forward to learning more about English in the TikTok application." "I want to know more about English vocabulary in the TikTok application." Based on the interview results, most students agree that they want to look more at English vocabulary videos through the TikTok application since the media is easy to use. They can imitate how to pronounce words correctly and adequately. Several indicators of a positive attitude are also shown in their behaviors during the teaching-learning process. All of the students concentrated on the teacher's explanation during the teacher's material presentation. They listened carefully to the teacher's explanations and asked questions if they had questions about the material. Furthermore, when the teacher asked more questions to assess their comprehension of the material, all students appeared excited to answer.

## 3. Cognitive Aspects

The students believe that learning English using the TikTok application is easy, from the interview results. Most of them agree that watching videos using the TikTok application in English lessons helps them to improve their vocabulary a lot. When the researcher asked about the benefits that they get after learning English through the TikTok application, they had a different answer. Decho said that using TikTok helped him learn spoken English. Meanwhile, Sirinapha stated that TikTok is beneficial because she can experience learning English in a fun way. Some say, "After learning English through TikTok, it makes us want to know more about English and look forward to new vocabulary in English so that we can increase the vocabulary that we did not know before." According to the findings, most students applied cognitive aspects in the process of understanding the learning material. For example, students attempted to complete the task by connecting what they had learned previously, including vocabulary, situation, and information.

## Discussion

The focus of this study was to improve students' vocabulary in term nouns (countable and uncountable nouns, there is – there are) with the process of learning using TikTok; the score of the pre-test was 43,9. After being given treatment vocabulary on TikTok, the post-test score was 85,5. The percentage of improvement can be seen in **Table 3**. Thus, using the TikTok application improves students' vocabulary as an alternative to communicating learning techniques. According to the study results, the TikTok application positively impacts the learning outcomes of English students in terms of vocabulary mastery.

The results show that using videos can be an effective strategy to assist students to learn English from an affective aspect. This result is related to Lialikhova (2014), who teachers may prevent video or film showing in classrooms from becoming pleasure with no learning experience claims, using videos efficiently with educational objectives in mind. The findings also revealed that practically all participants were enthusiastic about learning English. This finding is in line with Feng and Chen (2009)'s argument that the learning process is an emotional one that affects students' perspectives and attitudes about the learning process. The majority of the participants liked, enjoyed, and even felt proud of learning English with the TikTok application. In this case,

the researcher concluded that most of the students tend to have a positive attitude about the affective aspects of TikTok to learn English.

From the behavioral aspect of attitude, the interview result shows that most students agree that they want to look more at English vocabulary videos through the TikTok application since the media is easy to use. They can imitate how to pronounce words correctly and adequately. In line with Lialikhova (2014) statements', the videos provided the students with examples of how to use specific words in context was more beneficial than pre-teaching vocabulary without any context. And also, all participants principally answer that they use the TikTok application more often to practice English with friends or teachers and will look forward to learning more about English in TikTok application. Those ideas are comparable to Zacharias (2004). He believes that materials provided in language classrooms indirectly assist students in learning more about what has been studied, thus improving their language learning abilities. In conclusion, based on the indicators reflected in students' behavior, it can be stated that students have a positive attitude about learning English through the TikTok app.

Based on the cognitive aspect of attitude, the result shows that all students agree that learning through TikTok videos can help them improve their vocabulary because it encourages them to imitate the correct pattern for particular words that they may encounter in their daily lives. In line with this, Lialikhova (2014) believes that videos can motivate students during the learning process since they show them how to utilize language in a real-life context. Moreover, all participants agreed that English is an important world language to communicate. This was similar to Crystal (2013)'s statement Nowadays, English is a global language spoken by more people than any other language. These increased students' understanding of the need to learn English and, as a result, encouraged them to learn English more. As a result, it can be inferred that students displayed a positive attitude during the teaching and learning process in terms of cognitive aspects.

From the explanation above, it could be deduced that the students had a positive attitude towards learning English through TikTok video activities since all the interview questions were responded to positively by the students. This research strengthens the findings found in the previous studies. Research by Nurul, Novi & Hanifah (2021) has resulted in the participants from higher education giving positive attitudes towards introducing TikTok as video aids into EFL classroom teaching. Meanwhile, according to McNulty and Lazarevic (2012), as cited in Lialikhova (2014), the videos could have represented authentic materials, resulting in higher motivation because authentic materials increase learners' concentration and involvement in learning activities more effectively than artificial materials. So, that is why students have positive attitudes toward using videos in a vocabulary lesson. Alwehaibi's (2015) theories also agreed that employing videos in the classroom creates a positive atmosphere that motivates students to learn.

## **CONCLUSION**

Based on the results and discussion, the researcher concluded that using TikTok application activities to improve students' vocabulary was successful. The mean score in the post-test validated it. With a t-test value of Sig. (2-tailed)  $0.001 < 0.05$ , the mean score before and after treatment went from 43.9 to 85.5, indicating that the student's vocabulary differed significantly. This discovery of using TikTok application activities to teach vocabulary is a good strategy. As a result, it can be concluded that using the TikTok application approach to increase vocabulary

in the sixth grade of Thailand's Phanang-Phakerng School was successful in improving students' vocabulary.

The objective of this research was also to learn about the students' attitudes regarding learning English through the TikTok application. The results show that the students have a positive attitude toward using TikTok to learn English. The affective, behavioral, and cognitive aspects of attitudes were used to classify the data. The majority of the students had good attitudes regarding these three components. According to the interview, most students agreed that the TikTok application might make English learning more enjoyable. They also agree that the TikTok app will help them improve their English skills. Similarly, they agree that there might be many benefits they get after learning English through TikTok, such as TikTok can help learn spoken English.

Due to the students' positive attitudes, the results of this study could provide an alternate way for the teacher to teach vocabulary by using the TikTok application in the classroom. However, the study discovered that various difficulties could arise during the teaching and learning process. To make TikTok useful for students' learning, the teacher should prepare well in advance. The researcher welcomes any further research to determine whether or not students still have positive attitudes toward using the TikTok app to learn English. Nonetheless, it is clear that this study also has limitations. This study employed only a small number of students as the sample because the school is not significant in capacity due to the school being located in a remote area. Therefore, further research with a larger sample scale could be conducted in the future. A further study may be considered to determine whether there is a chance of 'attitude changes' from positive to negative attitudes, particularly among students who communicate in their native language daily.

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