

## **Educational Video Quality on TikTok for Vocabulary Teaching**

**Bella Syifa Zulfia**

[bellasyf@gmail.com](mailto:bellasyf@gmail.com)

**Yokke Andini**

[yokkeandini@uin-antasari.ac.id](mailto:yokkeandini@uin-antasari.ac.id)

Antasari State Islamic University of Banjarmasin, Indonesia

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### **Corresponding Author:**

[yokkeandini@uin-antasari.ac.id](mailto:yokkeandini@uin-antasari.ac.id)

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This research aimed to find out the quality of the educational videos and the quality of vocabulary teaching contents taught on the TikTok account. This research conducted online, on the TikTok account @jagobahasa.com. These data sources are limited to vocabulary teaching videos posted within the last three years. The researcher selected video samples randomly with the existing criteria. The criteria used to assess the quality were theories by Brame and Lopez. The study revealed that elements in the video showed a significant match against the criteria of educational video and criteria for vocabulary teaching contents. The educational videos provided cognitive load, student engagement and active learning. Meanwhile, the quality of the vocabulary teaching contents taught was nearly comprehensive, including teaching vocabulary of frequency, range, availability and expediency, learnability, and cultural factors. However, for the use of guiding questions, making videos as homework, and specific needs or interests of learners were not available.

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## INTRODUCTION

One of the uses of digital technology is educational videos. Rajadel (2017) highlighted the utility of videos in the learning process, emphasizing their efficacy as a training tool, making educational videos vital for teaching. Elements that correspond to the purpose for which the video is provided impact the quality of the video. Educational videos, for example, have their unique aspects in the production process. Brame (2016) claims that there are three components to constructing educational videos, which may assist instructors in maximizing the effectiveness of instructional video production. The three components are cognitive load, student engagement, and active learning.

**Tabel 1.** Components of educational video construction

No.	Cognitive Load	Example
1.	Signaling	• Provided text and symbol
2.	Segmenting	• Short video and pausing feature
3.	Weeding	• Do not uses music, intricate backgrounds, or supplemental features inside an animation
4.	Matching Modality	• The use of audio/verbal or image/visual
No.	Student Engagement	
1.	Short Video	• Less then six minutes duration
2.	Conversational Language	• Use non formal language
3.	Talk Swifly with Enthusiasm	• Speaking rates 31-156 words per minute and body gesture
No.	Active Learning	
1.	Use Interactive Questions	• Questions for evaluation students understanding
2.	Use Interactive Features	• The use of “chapter”
3.	Use Guiding Questions	• Give questions before explaining the material
4.	Make Video as Homework	• Assign tasks/homework in the video

In addition to the quality of the educational videos, the quality of the contents being taught also important. Such as vocabulary has a significant role in the English language and it plays a vital part in communication competence. Possessing a large vocabulary will facilitate the development of four English skills: listening, speaking, reading, and writing. While making content decisions,

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educators must choose which vocabulary to teach (McCarthy, 1990). Now, several criteria may be used to pick the precise phrases that will be taught. Lopez (1995) indicates some characteristics that may be used in the process of selecting vocabulary to teach : frequency, range, availability and expediency, specific needs and interest of learners, learnability, and cultural factors.

**Tabel 2.** Vocabulary selection characteristics

No	Content	Example
1.	Frequency	<ul style="list-style-type: none"> <li>Vocabulary most prevalent and often used like weekdays, family terms, and other typical vocabulary groupings; bodily experiences and individual emotions.</li> </ul>
2.	Range	<ul style="list-style-type: none"> <li>Vocabulary that is unusual or rarely heard.</li> </ul>
3.	Availability and Expediency	<ul style="list-style-type: none"> <li>Teach vocabulary that minimize confusion and misunderstanding. Having receptive knowledge of words like "sweater," "jumper," and "pullover," for instance</li> </ul>
4.	Specific Needs or Interests of	<ul style="list-style-type: none"> <li>Vocabulary for specific, interest or related to the level of learners</li> </ul>
5.	Learners Learnability	<ul style="list-style-type: none"> <li>Vocabulary with spelling difficulties, phonological difficulties, complex syntactical qualities, inability to associate objects with one world experience or culture, and words with similar meanings that are difficult to distinguish like "make/do" (synonym and antonym)</li> </ul>
6.	Cultural Factors	<ul style="list-style-type: none"> <li>Vocabulary from different culture such as British and American</li> </ul>

There are a lot of educational videos can be found in video-based applications such as TikTok. People utilize social media programs for four key reasons: amusement, engagement, informational value, and intellectual value (Yang, 2020). As a result of this phenomenon, many educators use TikTok as an intellectual value by becoming content creators of teaching materials based on their areas of expertise. For example, the account @jagobahasa.com has 1.5 million followers and is well-known in Indonesia. This account teaches English

and assists users in improving their English abilities, particularly vocabulary expansion.

Several previous studies have examined the quality of educational videos, such as Rice et al. al (2019) evaluated the impact of a quiz question in an educational video. The findings demonstrated strong acceptance for embedded quizzes within videos. Shoufan (2018) also investigated into the extent of how YouTube's educational videos support cognitive features. The findings showed that only four out of ten investigated features were significant for video cognitive value (VCV). In addition, Alghameeti (2022) investigated TikTok as an effective technology tool in english vocabulary expansion. The results showed that students' attitudes toward using TikTok to acquire English vocabulary are positive.

Based on previous findings, the researcher concluded that previous studies only assessed the quality of an educational video without considering the quality of the content being taught. Therefore, the differences in this study, the researcher is interested in analyzing the quality of the educational video and also the quality of the vocabulary teaching contents being taught in TikTok account @jagobahasa.com used two theories that have been mentioned above.

## **METHOD**

In this study used qualitative research with content analysis tehnikue. Conducted online on TikTok account @jagobahasa.com. These data sources are confined to vocabulary teaching videos and posted within the last three years with 47 videos sample. The researcher collected the data through the documentary analysis technique with several steps: watching, identifying, classification. This study employs Hutchinson and Waters (1987), data analysis in material evaluation consists of four basic processes. There are defining criteria, subjective analysis, objective analysis, and matching.

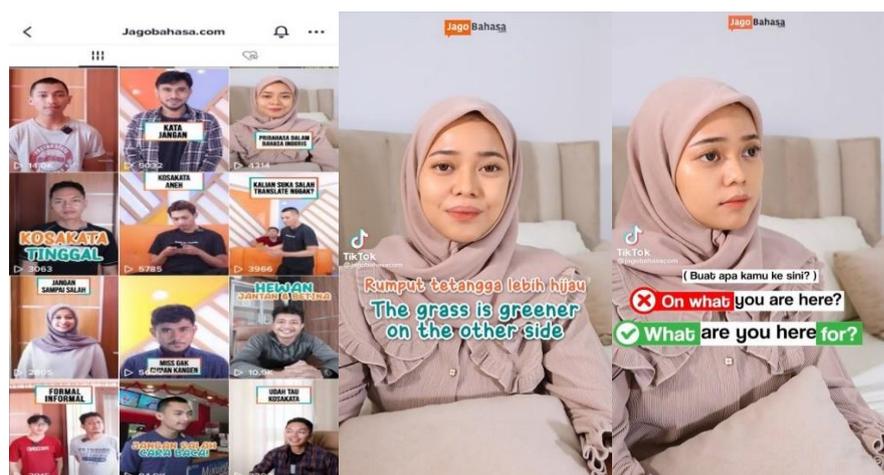
## FINDINGS AND DISCUSSIONS

### The Quality of Educational Videos on TikTok Account @jagobahasa.com.

Based on the findings, the quality of educational videos on the TikTok account @jagobahasa.com consistently meets the educational video criteria suggested by Brame (2016) even though some elements are not available. Researcher linked the elements in the videos with the guidelines by Brame (2016) there are cognitive loads, student engagement, and active learning.

### Cognitive Load

Signaling, segmenting, weeding, and matching modality are the four techniques listed in the cognitive load section that is required to provide cognitive load in educational videos. The method of signaling first. In this analysis, the researchers discovered signaling techniques in all educational videos on the TikTok account @jagobahasa.com. The texts are used for title and subtitles and symbols is used to highlight appropriate and inappropriate English or Indonesian vocabulary for viewers or followers of the TikTok account @jagobahasa.com.



**Figures 1.** Text and Symbol Used on TikTok Account @jagobahasa.com

Without text, it is possible to argue that the information being given is inadequate or doesn't even meet learning goals. To help students understand the proper writing of the vocabulary being taught, the text in the video is positioned

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while the speakers speaking. In contrast to text components, symbols are rarely used in this account. However, in several videos requires symbols to clarify the distinction between proper and bad phrases to prevent students from being confused by the information they are given. This statement is supported by Zhang (2022) showed that the availability of text and similar elements is required to improve the quality of educational videos.

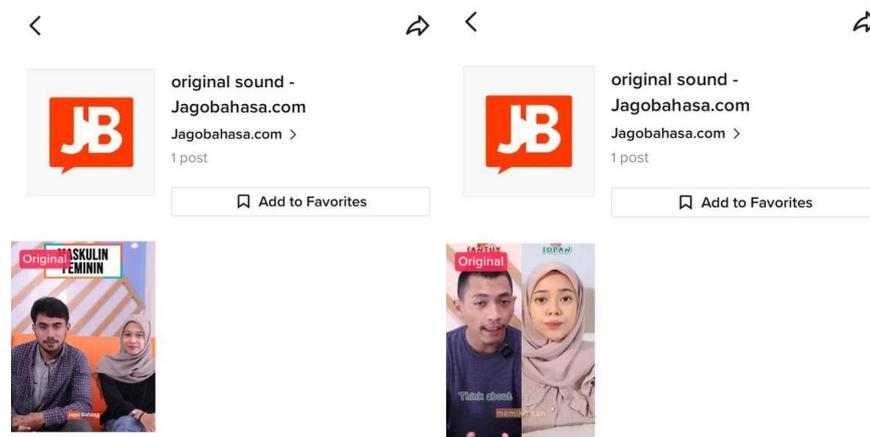
Furthermore, segmenting techniques (Brame, 2016). This technique was available in the educational videos on the TikTok account @jagobahasa.com. Based on the findings, over the past three years, videos posted have an average duration of under one minute.

**Table 3.** The Sample Short Videos Used Less Than One Minute in TikTok Account @jagobahasa.com

<b>Title</b>	<b>Time posted</b>	<b>Duration</b>	<b>Link video</b>
<i>Bahasa Indonesia kalo dibahasa Inggris</i>	8 <sup>th</sup> May, 2021	33 sec	<a href="https://vt.TikTok.com/ZS8S ATdVr/">https://vt.TikTok.com/ZS8S ATdVr/</a>
<i>Perbedaan American dan British</i>	9 <sup>th</sup> August, 2022	31 sec	<a href="https://vt.TikTok.com/ZS8S ATDsG/">https://vt.TikTok.com/ZS8S ATDsG/</a>
<i>3 kata yang mirip</i>	16 <sup>th</sup> January 2023	48 sec	<a href="https://vt.TikTok.com/ZS8S AvdH6/">https://vt.TikTok.com/ZS8S AvdH6/</a>

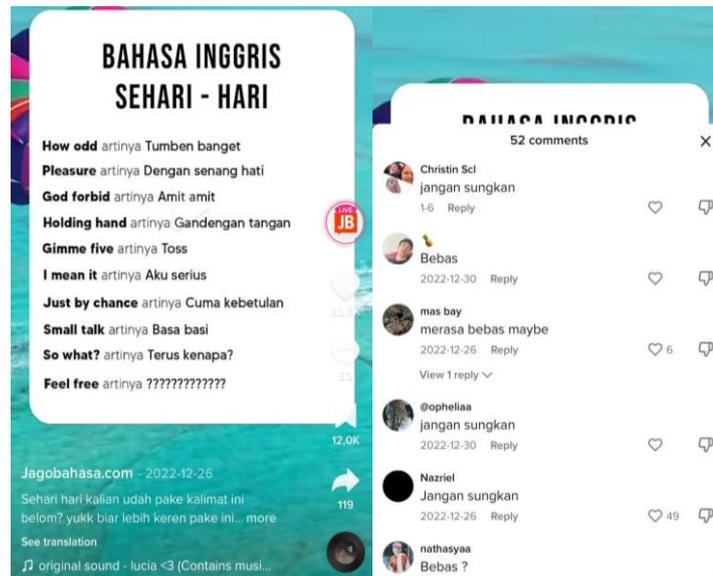
With videos lasting less than one minute, it will be simpler for students to retain new information and manage their cognitive load properly. Compared to long durations that can make students unable to control important information due to a large amount of material being taught. besides the short videos, the "pause" feature also helps manage cognitive load and this feature has been provided in this application. In essence, all videos on TikTok have implemented the segmenting technique from the start this account was formed, not only on this account but on whole accounts on TikTok. Because basically, TikTok is a social platform that is packaged in the form of short videos (Yang, et al. 2019).

Meanwhile, weeding techniques or removal music, intricate backgrounds, or supplemental features. Based on Brame (2016), actually this method is involved when video editing, and educators must consider the information on the students' standards. The goal is to reduce extraneous loads such as things that don't need to be used for an educational video. Based on the findings, this technique is indirectly applied. The evidence are shown below.



**Figures 2.** Original Sounds on TikTok Account @jagobahasa.com

The majority of the videos lack background music so that viewers may concentrate more on the speakers' words. However, a few of the videos also have music since they are text-only or lack presenters. On the TikTok @jagobahasa.com account, music is used in text videos, although this has no impact on learning purposes because first those videos are rarely uploaded. Based on average video uploads, only three to five times a month, these text videos are posted.



**Figures 3.** Text-Video on TikTok Account @jagobahasa.com Used Background Music

As demonstrated in figures 3, the viewers are actively responding to the questions that arised in the video text. Next, the backgrounds in each video are varied and not intricate.



**Figure 4.** Backgrounds Used on TikTok Account @jagobahasa.com

The backgrounds are used generally as a plain background, an original background, or a green screen background depending on the content being taught. Moreover, there were no excessively numerous animations that had no connection to the content. Evidence can be seen below.

The use of the weeding technique is yet to be confirmed from the pieces of evidence found by the researcher. However, the suitability of the criteria may declare that educational videos on the TikTok account @jagobahasa.com contained the cognitive value.

The last of the cognitive load criteria is the matching modality technique. The application of this technique is the use of audio/verbal or visual/image in educational videos (Brame, 2016). Based on the findings, verbal and non-verbal communication is more prevalent in this account. This is due to the availability of adequate speakers which totaled eight teachers. The use of verbal communication is closely related to the use of signaling, where the sentences spoken by the speakers are reproduced in the text format shown in the video. Such as explained in the signaling technique. These two techniques are very effective in improving the quality of better educational videos. This is also supported by Mayer (2014) in his book on “multimedia instruction” that videos may be more effective if they combine visuals with an audio narrative rather than just showing images and texts.



**Figure 5.** Visuals or Images Used on TikTok Account @jagobahasa.com

### Student Engagement

Next, student engagement. To realize student involvement in educational videos, Brame (2016) suggests three ways: short videos, using conversational language, and talk swiftly with enthusiasm. Based on the findings of the three

categories available in educational videos on the @jagobahasa.com account. First, the application of short videos. It turns out that short videos not only boost students' cognitive load but also contribute to their engagement. A video runtime of less than one minute is an efficient way to increase student engagement with video-based learning. In accordance with the findings of Guo et al. (2014), the average effective watching duration for learning videos is less than six minutes, based on more than six million viewing sessions. This engagement may be seen by the fact that each video has a very significant number of views and has more than one million followers.

The second point to mention is the usage of conversational language (Brame, 2016). Since conversational language is simpler to grasp than formal language, it may boost students' self-confidence. This conversational language is used in educational videos on the TikTok account @jagobahasa.com.

*“di American ngomong mobil itu bukan car tapi mereka lebih seneng nyebutnya ride. Jadilah dirimu sendiri, kalo American biasanya nggak pakai be yourself tapi mereka bilangnya keep it real. Mau bilang salahku itu bukan my mistake tapi kalo American lebih suka bilangnya my bad. Keren biasanya bilangnya cool tapi american lebih suka diganti kata sick. Nah kalau bestfriend bahasa gaulnya gimana ?” (S1)*

*Speaker 1 : Ivana mau nanya, to feel blue itu ngerasa biru ya ? Speaker 2 : bukan, itu maksudnya lagi sedih. Speaker 1 : oh iya terus gue kemarin itu curhat sama teman gue terus dia bilang I feel you itu artinya apaan sih? Dia merasakan aku atau gimana ?, emang aku bisa dirasain ?. Speaker 2 : I feel you itu artinya aku tau kok jadi aku ngerti apa yang kamu rasain gitu. Speaker 1: nah terus ada orang yang tiba-tiba ngechat aku pas dia gempa, yang terjadi kemarin itu dengan angka 411 maksudnya apaan itu?. Speaker 2 : nah itu artinya orang itu nanyain infonya kaya gimana, what's the info. Speaker1 : terus yang terakhir*

*YOLO itu maksudnya apaan sih, YOLO YOLO I dont know?. Speaker 2 :  
ada yang tahu ga ya YOLO itu apa? (S2)*

With this conversational language, the activeness of students can be seen from the comments from the audiences who always give good reviews. However, language styles such as the script above not always required in educational videos on the TikTok @jagobahasa.com account for teaching vocabulary because some videos directly mentioned the vocabulary and its translations without explanatory dialogue or monologues.

*“Surat tanah-title deed, ijazah-certificate, surat PHK-pink slip, surat panggilan-summons, surat perjanjian-letter of agreement, surat nikah-marriage certificate, nah kalau surat cinta apasih kalian yang jawab?”(S3)*

Based on the third script, it can be concluded that all videos use conversational language to provoke student engagement, even though it is only at the end of the video when the speakers ask questions to the audience.

Lastly, talk swiftly and with enthusiasm. Student engagement is dependent on the teacher's speaking speed, this is not to push the instructor to talk faster, but rather to increase enthusiasm (Guo et al, 2014). In this account, the researcher found the teachers used the ideal tempo of speech and raised the enthusiasm of the viewers with body gestures. The researcher divided the two parts for the average range of words spoken in each video. For videos that contain explanations such as scripts (S1) 61 words with 30 seconds duration and (S2) 119 words with 38 seconds duration. But, for videos such as script (S3) 24 words 23 seconds duration. From the results of the average use of words in a video of approximately 1 minute, the tempo of speech used by teachers on the TikTok @jagobahasa.com account is ideal, neither fast nor slow.



**Figure 6.** Body Gestures and Expression Used by The Instructors' TikTok Account @jagobahasa.com

Furthermore, enthusiasm and student engagement in speaking speed are correlated with teacher enthusiasm. Instructors @jagobahasa.com have high enthusiasm when teaching. This statement is supported by Carmichael et al. (2018), Social presence theory claims that social interaction induced by nonverbal cues such as eye contact, facial expressions, and gestures may lead to greater levels of engagement. A corresponding study by Guo, et al (2014) showed speaking rates ranging from 31-156 words per minute. also, this account shows the same thing, the average speaking speed is 30-120 per less than one minute.

### Active Learning

Active learning is the last point by Brame (2016) for producing more effective educational videos. This tutorial offers four methods, such as the use of interactive questions, interactive features, guiding questions, and videos as homework. Based on the results, just two components were available. The use interactive questions that are available at the end of each video. The questions asked are always pertinent to the content of the video.

**Table 3.** The Sample Videos Used Interactive Questions on TikTok Account @jagobahasa.com

<b>Title</b>	<b>Time posted</b>	<b>Questions</b>	<b>Evidence</b>
<i>Kosakata pinjaman online</i>	26 <sup>th</sup> October, 2021	Gali lubang tutup lubang ? I have no idea, can you guys help me, comments below if you know?	
<i>Kosakata perasaan</i>	24 <sup>th</sup> july, 2022	Hati itu heart, nah kalo jalan itu way. Tapi kalo hati hati di jalan apa ya ?	
<i>Sopan vs Santuy</i>	25 <sup>th</sup> January 2023	Speaker 1: maybe (b aja English) Speaker 2: I don't know?	

This is beneficial for the self-evaluation of student understanding (Brame, 2016) and for enhancing students' memories (Rice, et al. 2019). Furthermore, for the usage of interactive features such as labels or chapters not present in this account, but back to the purpose of active learning, students will be able to control their progress while utilizing interactive features. The researcher concludes that the label or chapter, which is an example of an interactive feature in educational videos, is the same as the use of titles in every video in this account, which are interactive features in active learning not just for chapters or labels in educational videos, but for all features that allow students to control their learning. The videos on this account are distinct from educational videos for subjects school. Hence,

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the last of the two requirements cannot be identified, since the subject being taught is universally applicable to teaching English skills to all learners. Thus, the usage of guided questions and videos as homework to improve students' active learning is not met. Maybe these two categories are more suited for educational videos, such as lecture sessions. For further details, the researcher provided a table about the criteria were used.

**Table 4.** The Quality of The Vocabulary Teaching Content on TikTok Account @jagobahasa.com

<b>Cognitive Load</b>	<b>Criteria</b>
Signaling	Available
Segmenting	Available
Weeding	Uncertain
Matching Modality	Available
<b>Student Engagement</b>	
Short Video	Available
Conversational Language	Available
Talk Swifly with Enthusiasm	Available
<b>Active Learning</b>	
Use Interactive Questions	Available
Use Interactive Features	Available
Use Guiding Questions	Not Available
Make Video as Homework	Not Available

#### **The Quality of The Vocabulary Teaching Contents on TikTok Account @jagobahasa.com.**

The findings of the analysis clearly proved that five of the six criteria by Lopez (1995) for selecting vocabulary to be taught were found in this study. The first characteristic is frequency. Word frequency is the most important and first vocabulary taught to English learners. This statement is supported by Honeyfield (1997), word frequency is still an important criterion for selecting vocabulary for language teaching. for example, availability, familiarity, coverage, etc tend to be used as frequency complements. Examples of word frequency are weekdays, family terms, other typical vocabulary groupings, and individual bodily and

emotional experiences. From table below it can be seen that word frequency are taught in several videos on the TikTok @jagobahasa.com account.

**Table 5.** The Sample of Frequency Vocabulary Taught on TikTok Account @jagobahasa.com

<b>Title</b>	<b>Vocabulary</b>
<i>Variasi day</i>	<i>Day : Hari</i> <i>Today : Hari ini</i> <i>Day one : Hari pertama</i> <i>Daydream : Melamun</i> <i>Bigday : Hari besar</i> <i>All day : Seharian</i> <i>Day care : Tempat penitipan anak</i> <i>Day and Night : Siang dan malam</i>
<i>Macam-macam rasa</i>	<i>Hambar: Bland</i> <i>Lezat: Tasty</i> <i>Gurih: Savor</i> <i>Pahit: Bitter</i> <i>Pedas: Spicy</i> <i>Asam: Sour</i> <i>Asin: Salty</i>
<i>Kosakata Alam</i>	<i>Kolam : Fond</i> <i>Sungai : River</i> <i>Samudra : Ocean</i> <i>Gurun : Desert</i> <i>Bukit : Hill</i> <i>Danau : Lake</i> <i>Air terjun : Waterfall</i> <i>Tepi Pantai : Coast</i> <i>Goa : Cave</i>
<i>Kata tahu</i>	<i>Tahu makanan: tofu</i> <i>Mengetahui: to know</i> <i>Pengetahuan : Knowledge</i> <i>Memberi tahu : To tell/ to inform</i> <i>Ketahuan : Get caught</i> <i>Sok tau: Know-it-all</i>
<i>Ungkapan sehari-hari</i>	<i>Cuma bercanda : Just kidding</i> <i>Sekali lagi : Once more</i> <i>Ada yang lain? : Is there anything else?</i> <i>Menginap : Spend the night</i> <i>Cepatlah : Hurry up/ Chop-chop</i> <i>Jangan sungkan-sungkan : Feel free</i> <i>Awas : Watch out</i>

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Second, range. The term is used for vocabulary unusual or rarely heard by learners (Lopez, 1995). This analysis is based on the perspective of followers of the TikTok account @jagobahasa.com which is the most they learn English as a second language. From table 4, the researcher found English words narrower range by Indonesian people. Specifically, those words are unfamiliar but need to be learned.

**Table 6.** The Sample of Range Vocabulary Taught on TikTok Account @jagobahasa.com

<b>Title</b>	<b>Vocabulary</b>
<i>Macam-macam cedera</i>	<i>Keseleo : Sprain Memar : Bruise Luka : Cut Luka gores : Craze Patah/ Retak : Fracture Cedera leher : Whiplash Kulit melepuh : Blister Luka bakar : Burn</i>
<i>Kosakata telur</i>	<i>Kuning telur : Yolk Putih telur : Egg white Telur mata sapi : Sunny side up Telur rebus : Poached egg Telur urak-arik : Scrambled eggs Telur dadar : Omelet Telur asin : Salted egg</i>
<i>Macam-macam ke</i>	<i>Kerokan: Body scraping Kesurupan: Possessed Kedodoran : Oversized Keceplosan : Blurt out Kesemutan : Pins and needles</i>
<i>Tanda baca</i>	<i>(;) Semicolon : Titik koma (") Quotation marks : Tanda kutip (-) Em dash : Tanda strip panjang (') Apostrophe : Tanda petik (()) Round brackets : Tanda kurung bulat ([ ]) Square brackers :Tanda kurung siku (/) Blacklash : Garis miring (#) Hastag : Tanda pagar (%) Percent : Persen (&lt;) Less than : Kurang dari (&gt;) Greater than : Lebih dari (&amp;) Empersand : Simbol untuk dan</i>

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<b>Title</b>	<b>Vocabulary</b>
	<i>(\$) Dollar sign : Tanda dollar</i>
<i>Kata ulang</i>	<i>Terengah-engah : To pant</i> <i>Terbata-bata : To stammer</i> <i>Bertele-tele : Wordy / Long-winded</i> <i>Semena-mena : Arbitrarily</i> <i>Tawar-menawar : Bargaining</i> <i>Deg-degan : Heartbeating</i>

Third, availability and expediency. To reduce student confusion or misunderstanding, vocabulary phrases like availability and expediency must be taught. Having receptive knowledge of words like "sweater," "jumper," and "pullover," for instance. These criteria are taught to provide a proper understanding of confusing vocabulary (Lopez, 1995). The same thing was also found in research by Yarema (2013), availability and expediency offer learners knowledge that is useful for future communication. The findings of the analysis showed that teachers on the @jagolanguage.com account provide clear explanations of the vocabulary being taught. Evidenced by the scripts in table 6.

**Table 7.** The Sample of Availability and Expediency Vocabulary Taught on TikTok Account @jagobahasa.com

<b>Title</b>	<b>Scripts</b>
<i>Kata pakai like</i>	<p>1. <i>(Likeable : Menyenangkan/gampang disukai)</i> <i>Speaker 1 : Like suka, able bisa. bisa suka?</i> <i>Speaker 2 : Likeable artinya yang disukai. Olive is a likeable girl.</i> <i>(Olive adalah gadis yang menyenangkan)</i></p> <p>2. <i>(Like crazy : sangat)</i> <i>Speaker 1 : Hah suka gila, Maksudnya?</i> <i>Speaker 2 : Like crazy artinya sangat. I miss you like crazy.</i> <i>(Aku sangat merindukanmu)</i></p> <p>3. <i>(Like a shot : sangat cepat)</i> <i>Speaker 1 : Like a shot? Waduh bahaya nih suka nembak</i> <i>Speaker 2 : Like a shot artinya sangat cepat. Call me if you need me, I'll come like a shot.</i> <i>(Kabariku jika kamu butuh, aku akan datang dengan sangat cepat)</i></p> <p>4. <i>(And such like : dan sejenisnya)</i> <i>Speaker 1 : eee seperti suka, maksudnya apatuh?</i></p>

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	<p><i>Speaker 2 : and such like artinya dan sejenisnya. We sell healthy snacks such as dried fruit, apple peanut butter, pumpkin seed, and such like.</i>  <i>(Kami menjual makanan sehat seperti buah kering, apel selai kacang, biji labu dan sejenisnya)</i></p>
<p><i>Kalian suka salah tranlate gak?</i></p>	<p><i>Speaker 1 : matahari tenggelam itu bukan sun sink</i>  <i>Speaker 2 : itu sunset</i>  <i>Speaker 1 : kalo misal bintang jatuh bukan fallen star</i>  <i>Speaker 2 : itu shooting star</i>  <i>Speaker 1 : nirkabel itu bukan without cable</i>  <i>Speaker 2 : itu wireless</i>  <i>Speaker 1 : celana dalam bukan inner pants</i>  <i>Speaker 2 : itu underwear</i>  <i>Speaker 1 : kalo meja makan bukan eat table</i>  <i>Speaker 2 : itu dining table</i>  <i>Speaker 1 : kalo pencakar langit bukan sky scratcher</i>  <i>Speaker 2 : itu skyscraper</i>  <i>Speaker 1 : kalo makanan ringan ?</i></p>
<p><i>Hewan jantan dan betina</i></p>	<p><i>Kucing jantan : Tom</i>  <i>Kucing betina : Queen</i>  <i>Ayam jantan : Rooster</i>  <i>Ayam betina : Hen</i>  <i>Singa jantan : Lion</i>  <i>Singa betina : Lioness</i>  <i>Kuda jantan : Stallion</i>  <i>Kuda betina : Mare</i>  <i>Anjing jantan : dog</i>  <i>Anjing betina : ???</i></p>
<p><i>3 kata hampir sama</i></p>	<p><i>Tekan : press</i>  <i>Tertekan : Stressed out</i>  <i>Tekanan : pressure</i></p> <p><i>Cuma : just</i>  <i>Percuma : useless</i>  <i>Cuma-Cuma : for free</i></p> <p><i>Minta-minta : beg</i>  <i>Permintaan : request</i>  <i>Minta : ???</i></p>
<p><i>Jangan artiin satu-satu</i></p>	<p><i>Speaker 1 : masuk angin itu enter wind bukan ?</i>  <i>Speaker 2 : bukan yang bener itu catch a cold</i>  <i>Speaker 1 : kalo sarapan pagi eat morning ?</i>  <i>Speaker 2 : kepanjangan yang bener tu breakfast</i></p>

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*Bella Syifa Zulfia*

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*Speaker 1 : eee meja kerja work table ?*  
*Speaker 2 : itu juga kepanjangan yang bener desk*  
*Speaker 1 : oke oke terakhir matahari eye day bener gak?*  
*Speaker 2 : emangnya bener matahari itu eye day?*

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Fourth, the specific needs or interests of learners. The interests or needs of learners mostly rely on the learners themselves. For this criteria, the researcher was unable to acquire vocabulary teaching material that was split based on the learner's English proficiency level. Yet, this does not imply that the vocabulary teaching contents on TikTok @jagobahasa.com are of poor quality. This criterion simply does not match the account background where this account is intended for all English learners and is not bound by any community or organization.

Fifth, learnability, the example identified for this criterion is the contents of synonyms and antonyms. Other than that, words with spelling, phonological, or syntactical difficulties were not available because the contents were intended for learning speaking and pronunciation. So, researchers only concentrate on terms that are similar and difficult to distinguish. In educational videos on TikTok account @jagobahasa.com detected teaching vocabulary of synonyms or antonyms contents, such as learnability characteristics.

**Table 8.** The Sample of Learnability Vocabulary Taught on TikTok Account @jagobahasa.com

<i><b>Title</b></i>	<i><b>Vocabulary</b></i>
<i>Synonym</i>	<i>Menyelesaikan : Complete / Finish</i> <i>Rumit : Complex / Complicated</i> <i>Berbahaya : Dangerous / Unsafe</i> <i>Membahayakan : Danger / Harm</i> <i>Memutuskan : Determine / Decide</i> <i>Pasti : Definite / Certain</i>
<i>Antonim Bahasa Inggris</i>	<i>Awake Bangun, Asleep Tertidur</i> <i>Back Belakang, In Front of Didepan</i> <i>Backward Kebelakang, Forward Kedepan</i> <i>Beauty Kecantikan, Ugliness Kejelekan</i> <i>Before Sebelum, After Sesudah</i> <i>Allow Mengizinkan, Forbid Melarang</i>
<i>Satu kata dua makna</i>	<i>Tanda dan tanda tangan : Sign</i>

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*Bella Syifa Zulfia*

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<i><b>Title</b></i>	<i><b>Vocabulary</b></i>
	<i>Dasi dan bergandengan tangan : Tie</i> <i>Jam tangan dan menonton : Watch</i> <i>Perusahaan dan mentah : Firm</i> <i>Lalat dan terbang : Fly</i>
<i>Sopan vs santuy</i>	<i>Memikirkan : Think about (santuy) Consider (sopan)</i> <i>Beruntung : Lucky (santuy) Fortunate (sopan)</i> <i>Pertama : At first (santuy) Initially (sopan)</i> <i>Menghubungkan : Link up (santuy) Connect (sopan)</i> <i>Salah : Wrong (santuy) Inccorect (sopan)</i> <i>Sedikit : A bit (santuy) A little (sopan)</i> <i>Murah : Cheap (santuy) Inexpensive (sopan)</i> <i>Mengelola : Deal with (santuy) Manage (sopan)</i> <i>Membicarakan : Talk about (santuy) Discuss (sopan)</i> <i>Menetapkan : Settle for (santuy) Determine (sopan)</i> <i>Tantangan : Dare (santuy) Challenge (sopan)</i>
<i>Formal vs Informal</i>	<i>Omong-omong : Nevertheless (formal) Anyway (informal)</i> <i>Mendirikan : Establish (formal) Set up (informal)</i> <i>Menolak: Reject (formal) Say no (informal)</i> <i>Menunda: Postpone (formal) Put off (informal)</i> <i>Cukup baik/ Bagus : Acceptable (formal) All right (informal)</i> <i>Ingin : Desire (formal) Want (informal)</i> <i>Penglihatan : Vision (formal) Sight (Informal)</i> <i>Terlihat : Appear (formal) Seem (informal)</i> <i>Lebih buruk: inferior (formal) Worse (informal)</i>

This information is very beneficial for avoiding mistakes in the usage of words while speaking or writing and for enhancing pupils' ability to remember new terms. This statement is backed by Tajik (2013), Teaching synonyms and antonyms may have a favorable effect on students' long-term memory for words and reinforce their experience learning foreign language vocabulary.

Sixth, cultural factors. So many different cultures impact the evolution of English. The distinction between American and British English is the most well-known topic for teaching vocabulary on the @jagobahasa.com account.

**Table 9.** The Sample of Cultural Factors Vocabulary Taught on TikTok Account @jagobahasa.com

<b>Title</b>	<b>Vocabulary</b>
<i>Perbedaan American dan British English</i>	<p><i>Speaker 1 : bahasa Inggrisnya universitas itu apa?</i>  <i>Speaker 2 : kalo di British nyebutnya university, tapi kalo American lebih suka nyebutnya college</i>  <i>Speaker1 : kalo dosen ?</i>  <i>Speaker 2 : kalo British lebih suka nyebutinnya itu lecturer, American lebih suka nyebutnya professor</i>  <i>Speaker 1 : sekolah dasar ?</i>  <i>Speaker 2 : British nyebut sekolah dasar itu primary school, American nyebutnya elementary school</i></p>
<i>British vs American</i>	<p><i>Permen kapas : Candyfloss (British) Cotton candy (American)</i>  <i>Kripik : Crisps (B) Chips (A)</i>  <i>Empeng : Dummy (B) Pacifier (A)</i>  <i>Kain lap : Flannel (B) Washcloth (A)</i>  <i>Poni Rambut : Fringe (B) Bangs (A)</i>  <i>Memanggang : Grill (B) Broil (A)</i>  <i>Plat nomor : Number plate (B) License plate (A)</i>  <i>Kode pos : Postcode (B) Zip code (A)</i>  <i>Troli Belanja : Shopping trolley (B) Shopping cart (A)</i>  <i>Sekolah negeri : State school (B) Public school (A)</i></p>
<i>British vs American</i>	<p><i>Selotip : Scotch tape (B) Sellotape (A)</i>  <i>Agar-agar : Jell-o (B) Jelly (A)</i>  <i>Penghapus : Eraser (B) Rubber (A)</i>  <i>Tirai : Drapes (B) Curtains (A)</i>  <i>Popok : Diaper (B) Nappy (A)</i></p>
<i>American vs British</i>	<p><i>Jalan kereta api : Railroad (A) Railway (B)</i>  <i>Jalan memutar : Detour (A) Diversion (B)</i>  <i>Jembatan layang : Overpass (A) Flyover (B)</i>  <i>Memiliki tubuh yang bagus : Ripped (A) Hench (B)</i>  <i>Tas selempang : Fanny pack (A) Bum bag (B)</i>  <i>Permukaan jalan : Pavement (A) Road surface (B)</i>  <i>Paket : Package (A) parcel (B)</i>  <i>Z : Zee (A) Zed (B)</i>  <i>Riwayat : Resume (A) Curriculum Vitae (B)</i>  <i>Pengacara : Attorney at law (A) Solicitor (B)</i>  <i>Kereta gandeng : Trailer (A) Caravan (B)</i>  <i>Uang saku : Allowance (A) Packet money (B)</i>  <i>Bekal makan siang : Sack lunch (A) Packed lunch (B)</i></p>
<i>British vs American</i>	<p><i>Rompi : Waishcoat (B) Vest (A)</i>  <i>Kaus dalam : Vest (B) Undershirt (A)</i>  <i>Piyama : Pyjamas (B) Pajamas (A)</i>  <i>Baju tidur : Night dress (B) Nightgown (A)</i></p>

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<b>Title</b>	<b>Vocabulary</b>
	<i>Tuksedo : Dinner jacket (B) Tuxedo (A)</i>
	<i>Celana : Trousers (B) Pants (A)</i>
	<i>Bretel : Braces (B) Suspenders (A)</i>

The interest of the Indonesian people with linguistic distinctions is one of the reasons why this account is studied based on cultural vocabulary. Based on the findings of Parjas et al. (2018), students need higher access to the contrasts between American and British English. Lecturers need to make students pay more attention to differences in the variety of English. in this case, related to vocabulary. The availability of information about the differences between English versus America on this account indicates that the content being taught matches the demands of second-language students in Indonesia. For further details, the researcher offered a table for simple information about the criteria that were available.

**Table 10.** The Quality of The Vocabulary Teaching Contens on TikTok Account @jagobahasa.com

<b>No</b>	<b>Content</b>	<b>Criteria</b>
1.	Frequency	Available
2.	Range	Available
3.	Availability and Expediency	Available
4.	Specific Needs or Interests of Learners	Not Available
5.	Learnability	Available
6.	Cultural Factors	Available

## CONCLUSIONS AND SUGGESTIONS

Overall, the elements in the educational videos on the TikTok account @jagobahasa.com showed a significant match against the provided criteria by Brame. Criteria were available such as the application of segmenting, signaling, weeding, and matching modality provided cognitive load for students. the application of short videos, conversational language and talk swiftly with enthusiasm increased student engagement while teaching. Also, the use of interactive questions and features enhanced active learning for the viewers on this

account. Only two points of active learning criteria were not discovered use guiding questions and make videos as homework.

The quality of the vocabulary teaching contents on the TikTok account @jagobahasa.com nearly comprehensive and almost met all criteria by Lopez such as teaching vocabulary frequency, range, availability and expediency, learnability, and cultural factors are effective materials for teaching vocabulary contents. There is only one criterion about specific needs or interests of learners was not taught.

It is fully suggested that students can use the TikTok application as a tool for learning English, especially the TikTok account @jagobahasa.com. In addition, it also suggested that other English teachers can take advantages of this research for teaching English vocabulary with video. On the other side, it is suggested that other researchers can use this study as a reference to conduct further research. The researcher suggested other researchers analyze other English Accounts on the TikTok application in different English skills such as speaking, listening, reading, or writing.

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