

THE IMPLEMENTATION OF TIKTOK AS MEDIA TEACHING TO IMPROVE STUDENTS' SPEAKING ABILITY

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Abstract: This research has the purpose of improving students' English pronunciation by using TikTok application as the media. This research is in the form of quantitative which designate the result in the form of numbers tables and charts not in the form of word. The data of this research comes from SMP Negeri 2 Tondano as the population, while focusing on the students of Class IX A which consist of 24 students as the sampling of the research. In administering this research, the researcher used pre-test and post-test design to find out the improvement of students' pronunciation by using TikTok application as the media. Pre-test and post-test design is considered as the most suitable for this research which aims to find out improvements from students. The result of the study explains that the students made improvements in pronunciation by 41% while using TikTok application as the media for improving their pronunciation in English. It can be concluded that TikTok application can improve students' pronunciation in English.

Keywords: *Pronunciation, Speaking Ability, TikTok, Teaching Media*

INTRODUCTION

Language is often used in expressing someone's idea, feeling and even emotion. Another definition of language is, a system that is constructed from sounds and words in order to convey thoughts and feelings. English is widely recognized as a global language, utilized as the national language in numerous countries. Consequently, a majority of individuals across the world employ English as a means of communication when interacting with people from different nations, solidifying its status as an international language.

As a foreign language subject in high schools in Indonesia, English is considered as a difficult-to-be-studied subject as it is completely different in the form of structure, pronunciation and vocabulary from Bahasa Indonesia. In learning languages, especially English, there are four main skills; listening, speaking, reading and writing. Speaking as one of the main skills in learning English, can be defined as a process of oral communication in conveying ideas and opinions of someone (Perdana and Rianti, 2021).

Speaking serves as a fundamental tool for individuals to engage in communication with others. Its ubiquity has woven it into our daily routines. According to Dionar and Adnan (2018), speaking is the main element of learning a language. There exists an assumption that mastery in language acquisition is often gauged by achieving proficiency in speaking. Furthermore, the ability to speak is considered the primary skill for effective communication. Without speech, communication as we know it would not exist.

There are three elements of language; pronunciation, grammar and vocabulary. Pronunciation is one of the components of language. Pronunciation is a way of saying a word or how a word is produced as a sound. There are several importance of sound is, first, sound is important because in certain languages sound is used as a code. Second, it is used in comprehending the contextual meaning. So pronunciation can be concluded as a way to sound language meaningfully (Betty Marlina Sihombing & Purba, 2018).

Based on the observations that have been made, the researcher found that most of the students of SMP NEGERI 2 TONDANO had difficulty in pronouncing the vocabulary. Even though the teacher has taught how to produce the correct sound of the word, students' forgot about it because they do not practice it often and also rarely practice it in their day life.

Basically, in teaching students how to pronounce a foreign language that is understandable, the teacher must be creative in making the class fun and interesting. In this study, the researcher utilized the TikTok application as a platform to enhance student pronunciation. The aim was to leverage the popularity of trending apps like TikTok to cultivate greater student interest and facilitate an easier understanding of English pronunciation. Based on the explanation above, it is important to conduct a research on using TikTok application to improve students' speaking ability. This research was taken at the IXA SMP NEGERI 2 TONDANO in academic year 2023/2024

THEORETICAL FRAMEWORK

Speaking

Mastering speaking is a fundamental language skill crucial for English as a Foreign Language learners, given its paramount importance in communication. Proficiency in spoken English is highly valuable as it stands as the most widely used language globally. This proficiency not only enhances one's knowledge and abilities but also significantly facilitates employment opportunities. Furthermore, fluent English speakers can seamlessly

communicate and engage with other individual worldwide, making international travel much more accessible and enjoyable (Susnawati, Marhaeni, and Ramendra, 2020).

Speaking serves as a means for individuals to engage in communication with others, a ubiquitous activity integrated into our daily lives. According to Marzuki, Jabu, and Basri (2018), speaking is often perceived as the most challenging skill compared to others, primarily because it requires the development of not only constructing grammatically correct sentences but also mastering the accurate pronunciation of those sentences. Furthermore, based on Mukminatien (1999) cited in Hardi (2019), the complexity of speaking skills lies in its encompassing nature, involving mastery across diverse language components (Grammar, vocabulary, pronunciation and ect). According to Marleni (2021), speaking holds significant importance as a skill for effectively expressing ideas during communication. Meanwhile, from Chaney (1998) in Efrizal (2012), speaking involves the creation and exchange of meanings through both verbal and non-verbal symbols within various contexts. The primary objective of speaking is communication, thereby necessitating the effective transmission of thoughts and emotions.

Speaking is a means to verbally express and exchange ideas and emotions. It encompasses a range of skills including vocabulary, pronunciation, accuracy, and fluency, all of which students must proficiently grasp. Particularly in foreign language acquisition, speaking is an indispensable activity for individuals of all ages, enabling comprehension of foreign speakers and fostering global communication.

There are several indicators of speaking; pronunciation, vocabulary, grammar, comprehensibility and fluency. Pronunciation is what speakers concern with as it comprises rules to utter words accurately (Harmer in Nurani & Rosyada, 2015); vocabulary encompasses three senses; refers to the entirety of words comprising a language, it denotes all the words an individual knows or utilizes within a specific context, book, or subject, lastly, it represents a compilation of words along with their corresponding meanings (Hornby in Asyiah, 2017); grammar is often considered the cornerstone of language learning for individual acquiring a second language, (Singh et al., 2017); comprehensibility refers to the capability to understand, grasp, or comprehend the speaker's intended message and effectively convey it to others (Cahyaningrum, 2020); and fluency which is the capacity to speak continuously without frequent pauses or interruptions, maintaining a smooth flow of conversation (Fillmore in Pratiwi, 2021).

Pronunciation

According to Rachmawati & Cahyani, (2021), English pronunciation is a procedure for pronouncing words in English. Pronunciation can also be referred to as a technique in pronouncing an English word like a native speaker. If a word is pronounced in a different way, then its meaning can be different from what is actually meant. Therefore, learning in mastering pronunciation skills is really needed to be correct and in accordance with native speakers, Rachmawati & Cahyani, (2021).

However, in Indonesia, English pronunciation is simply harder for Indonesian to learn since it has different phonemes that are different from *Bahasa Indonesia* (Setyowati et al., 2017). In learning English pronunciation is important for these three reasons. First, learning pronunciation can improve understanding. Second, when a limited number of voices, voice groups, and intonation forms have been mastered, unlimited uses will be possible. Third, it can be very helpful in motivating to communicate like a native speaker.

Media

Learning media encompass teaching and learning tools that stimulate students' thoughts, emotions, attention, and skills, thereby aiding the learning process. Primarily, these tools serve to present content in a clearer, engaging manner to prevent monotony and enhance comprehension. They should surpass sensory limitations and time constraints, fostering a conducive learning environment.

Careful consideration should be given to selecting learning media for educational activities. Learning tools must adhere to specific criteria to effectively stimulate students' curiosity and facilitate thinking and learning. Standards for learning media include aligning with the content of learning materials, being accessible to teachers, allowing for practical application by teachers, and being consistent with students' cognitive abilities and thinking skills. Djamarah (2002) divides media into different types, namely:

1. Audio media are media that rely solely on audio functionality, such as tape recorders.
2. Visual media, that is, media that rely solely on vision in visual form.
3. Audio-visual media, that is, films, video tapes, VCDs and other media that contain sound elements and moving images. Audiovisual media is also known as video media. Video is a popular media for many people these days. According to Anderson

Ronald (1994: 99), visual media is a series of electronic images accompanied by audio and visual elements.

TikTok as a Learning Media

TikTok is a Chinese-origin music video platform that debuted in September 2016. It has gained immense popularity and is among the most frequently downloaded applications. According to Byte Dance Advertising data, the user base for TikTok in Indonesia reached 92.07 million in 2022.

While TikTok is popular among school-age children (students), and it does engage users interactively, it's essential to note that its suitability as a learning medium, particularly for English Language Learning, might vary. Although it captures attention and is appealing to students due to its interactive nature, TikTok's primary focus is entertainment and short-form content rather than structured educational materials. While it could be leveraged creatively by educators, it may not inherently fulfill all criteria as a dedicated educational learning tool for language learning purposes (Taubah, 2020).

Certainly, TikTok, despite being primarily an entertainment platform, does offer some advantages when utilized as a learning medium, according to Dewanta, (2020) : (1) TikTok can be utilized to address audio-visual requirements in language learning, particularly for enhancing listening skills. Through its platform, TikTok offers audio-visual content that can aid learners in improving their listening comprehension by exposing them to diverse accents, speech patterns, and colloquial language use; (2) TikTok can assist learners in processing words to effectively express intentions, ideas, thoughts, and emotions in a manner tailored to their needs; (3) learners can utilize the edit feature on TikTok to present data, ideas, or impressions in a descriptive format focusing on an object, (4) for in-depth reading practice and comprehensive news consumption in TikTok, learners might benefit more from dedicated news websites, articles, or apps specifically designed for news reading and analysis.

TikTok can serve as an effective learning tool for several reasons. Firstly, it aligns with students' learning requirements by capturing their interest due to its novelty and diverse features that can be integrated into educational contexts. Secondly, TikTok's attributes are well-suited for the developmental needs and characteristics of millennial students, who are digitally immersed and value interactive, visually engaging content. Its usage can cater to their learning preferences and adapt to their familiarity with the digital landscape, promoting a more engaging and relatable learning experience.

However, the use of TikTok in learning must remain under the supervision of the teacher in choosing content that suits the needs of students in the classroom and pay attention to the quality of the content that students. Due to concerns regarding its content not being suitable for children, reports and complaints from numerous users highlighted the presence of inappropriate and negative content, unsuitable for young audiences.

According Yusuf (cited in Mahnun 2012), states that one of the primary steps for teachers in effectively utilizing media is to identify and choose media that align with children's learning requirements and captivate their interests. The TikTok application, as a form of learning media, is accessible on mobile devices running on both Android and iOS operating systems. This flexibility allows for learning to take place anytime and anywhere, falling under the category of mobile learning-based media, offering enhanced accessibility and convenience for educational purposes. This is in accordance with the definition of mobile learning stated by O'Malley (in Setyadi 2017), which is a learning that learners do not stay in one place or learning activities that occur when learners make use of mobile technology devices.

TikTok can be used to improve pronunciation as TikTok contains many videos that are already in English which helps the students to learn, especially in English pronunciation. Teaching pronunciation is important because words can have different meanings depending on how they are pronounced.

Mastering pronunciation proves to be one of the most challenging aspects when learning English. Mistakes in pronunciation have the potential to alter the meaning of a sentence. The Oxford dictionary defines pronunciation as the specific manner in which a language, its words, and sounds are articulated or spoken Setyowati et al., (2017). Every individual has a unique way of conveying thoughts and ideas. Hence, educational tools need to be tailored effectively to enhance students' comprehensive skills. The TikTok application offers users the convenience and adaptability to integrate background sounds seamlessly. Leveraging these functionalities, TikTok facilitates the expression and communication of intentions, ideas, and emotions. Users can compile and refine content according to the audience's requirements, allowing for the transmission of a wide range of thoughts and feelings, (Aji, 2018). One example of the use of the Tik Tok application is in the basic competence of procedure text. First, the teacher gives the procedure text to the students to be observed. After that, students were asked to make videos from the available procedure texts. The videos that have been made by students are then recorded through

the feature provided in the TikTok application to find out whether the pronunciation on the video is correct or not.

There are several benefits in teaching English pronunciation using TikTok as the media. According to Dewanta in Puspa Nuari, (2022), using Tiktok as learning media has several advantages: (1) utilizing audio visuals in the TikTok application in learning language by listening; (2) by using TikTok students also improve themselves in processing words to convey expression, intentions, ideas, thoughts and feelings; (3) the edit feature contained in TikTok can be used by students to present data, ideas, or impressions in the form of a description of an object, (4) the TikTok application can be used as a learning media in news reading practice. Another argument by Miftachul Taubah in Puspa Nuari, (2022), states that by using TikTok users have ease and flexibility in language skills.

RESEARCH METHOD

The author's investigation was carried out using quantitative research. "Quantitative research methods can be interpreted as the research method used based on the philosophy of positivism to examine the population or a particular sample," Sugiono (2010:14) stated. "The sampling technique is generally carried out at random, using a data collection instrument and quantitative research data analysis or statistics with the aim of testing the hypothesis set." With a pre-experimental design, researchers employ quantitative research techniques. A one group pretest-posttest design was adopted as the pre-experimental strategy.

In this research, the researcher applied quantitative research. Quantitative research is a method whose data contains numbers and the analysis used is statistical. According to Sugiyono (2015:14) that the quantitative method involves applying positivist philosophy in research to investigate a specific population or sample. It employs random sampling techniques using various instruments to collect data, which is subsequently analyzed using statistical methods.

In this study, the researcher utilized a pre-experimental research design that included both pre-test and post-test assessments to gauge students' pronunciation abilities. Furthermore, at the final session, the researcher employed a test to assess the progress made by students through the utilization of the TikTok application. The research design is presented as follows:

Q1 X Q2

Where:

Q1: Pre-Test score

X: Treatment

Q2: Post-Test score

1. Pre-Test

The students were given an oral test as a pre-test to assess the students' pronunciation ability in English. The pre-test was conducted at the first meeting and only requires two meeting.

2. Treatment

The treatment that was given after the students did the pre-test is that the teacher tells what pronunciation is. Then the teacher explains what the TikTok application is and explains how to use it, then the teacher given some exercises in the form of procedure text used the TikTok application

3. Post-Test

Post-test was given to students after receiving treatment to find out how the TikTok application has an impact on English learning, especially in improving students' pronunciation.

The population the researcher used in this research were students' of class IXA SMP NEGERI 2 TONDANO in academic year 2023/2024. Furthermore, the researcher used purposive sampling as the sample of this research. The reason was because, based on information from one of the teachers this class most of the students' has a fairly low level of pronunciation compared to other classes.

In analyzing the data the researcher used applied quantitative method. In analyzing the data, the researcher used means score formula, the formula can be seen as follows:

$$\bar{X} = \frac{\Sigma X}{n}$$

Where:

\bar{X} : Mean score

ΣX : Total of score

n : Number of student

The researcher analyzes the data using the Mean score method, and after computing the mean score, the Q1 and Q2 mean scores are compared to determine whether there is any improvement. While the way to calculate the score in pre-test and Post-test comes from how students' can pronounce the words with correctly or wrong. The form is as follows:

$$Score = \frac{B}{N} X 10$$

Where:

B : Number of items correctly

N : Number of test items

10 : Total score

The data presented in frequency distribution and was depicted through Graphic Polygon.

FINDINGS AND DISCUSSIONS

In this section the researcher show the improvement of students in pronunciation after applied tiktok application at SMP NEGERI 2 TONDANO. The results and analysis of research data were made based on data obtained from research activities that had been carried out for twice meetings. The process starts from taking pre-test data at the beginning of entering class before doing the treatment. The pre-test consists of 17 vocabulary. Then students read every word contained in the question. In the next meetings, learning was carried out by applying the TikTok application as a learning media and then was given a post test to determine the students' abilities after being given treatment, the questions in the post-test is the same as the pre-test. The following describes the results of the analysis of the data that has been collected during the implementation of the research.

These findings came from data analysis after researcher performed study at school twice. During the first meeting, the researcher delivered 17 unfamiliar vocabulary, and students were asked to read it aloud. And the second meeting the researcher used the treatment, the researcher asked the students to open the video who teach English

pronunciation that already researcher prepared based on the vocabulary from the pre-test. To measure improvement, the researcher used the same vocabulary from the pre-test in post-test that was delivered during the most recent meeting.

Students' Score in Pre-Test and Post-Test

No	Name Of Students	Pre-Test Q1	Post-Test Q2	Gained Score
1	Arkqeyline E.A.R	5	10	5
2	Avril Angel. M	7	10	3
3	Chelsea M. Musu	4	8	4
4	Cessar Rama. S	11	16	5
5	Darren C. M	5	7	2
6	Erlangga M. T	7	10	3
7	Fahry F. L	3	8	5
8	Grein I. Amos	5	9	4
9	Gishella A. B	7	9	2
10	Kendrick N. L. T	5	7	2
11	Kristo Matindas	8	14	6
12	Marchia L. S Goni	4	8	4
13	Mikhael S. M	8	15	7
14	Nabil F. Armen	7	10	5
15	Nadila Hasan	5	10	5
16	Prayshe E. Paath	3	7	4
17	Princess Kirei. K	9	15	6
18	Queensi C. J. K	9	14	5
19	Rama F. Sulu	5	9	4
20	Trisixtiee L. F. M	6	8	2
21	Vania Injili. G	4	9	5
22	Virginia E. R	7	10	4
23	Yehezkiel. L	7	9	2
24	Janetsi Polii	6	8	2
	Total	$\Sigma Q1 = 147$	$\Sigma Q2 = 243$	

The result above show that there is a significant difference between the pre-test and post-test. The pre-test and post-test were administered to 24 students in this study. It can be observed that the lowest score in the pre-test was 3, whereas 3 persons received

4, the highest score was 11 which was attained by only one person. Furthermore, the highest score gained by students in the post-test was 16, which was acquired by only one person, while two students received 15 and two students received 14 and six students received 10. The following computation of Pre-test and Post-test mean score data presented below in table:

The Computation of Mean score (\bar{X}) of Pre-Test (Q1) and Post-Test (Q2)

Mean Score of Pre-Test = $\bar{X} = \frac{\Sigma X}{n}$	Mean Score of Post-Test = $\bar{X} = \frac{\Sigma X}{n}$
$\Sigma X = 147$ $N = 24$ $\frac{\Sigma x}{n} = \frac{147}{24}$ $\bar{x} = \frac{\Sigma X}{n} = \frac{147}{24} = 6.1$	$\Sigma X = 243$ $N = 24$ $\frac{\Sigma x}{n} = \frac{164}{20}$ $\bar{x} = \frac{\Sigma X}{n} = \frac{243}{24} = 10.1$

Based on these findings, the researcher conclude that there was a substantial rise from the prior Pre-test Mean score of 6.1 to 10.1 in the Post-test Mean score. This proves that the use of learning media has a positive impact on increasing enthusiasm for learning.

In the next table the researcher wants to describe Frequency Distribution Matrix of Pre-test (Q1). The following results of the data Frequency Distribution Matrix of Pre-test (Q1) presented below in table.

Frequency Distribution Matrix of Pre-test (Q1)

Score	Tally	Frequency	Freq-%
11	I	1	5%
9	II	2	
8	II	2	8%
7	III I	6	25%

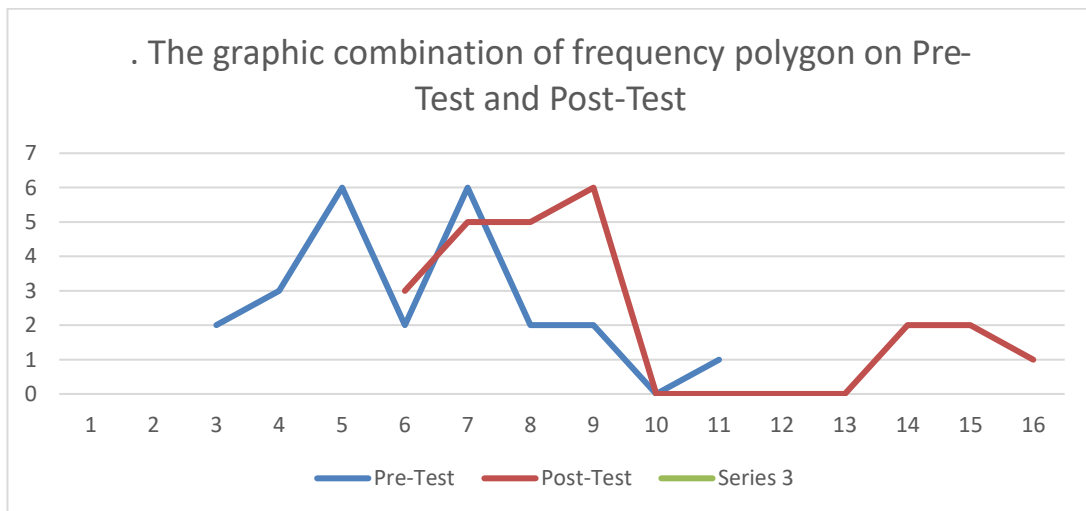
An obvious conclusion that can be derived from the statistics above is that there has been an increase. After evaluating students' poor Pre-test scores, the researcher used the Tiktok English Video to complete the Treatment, and there was a change in score, with 2 or 8% of 24 students having low Post-test scores. The average improved significantly with a score of 3-6 points. Here, around 25% of students get high scores, while approximately 41% perceive improvements following the Pre-test. The Tiktok feature Videos who teach English, according to the Post-test data, is effective in improving students' pronunciation.

The results of the following summary of the final results from the Post oral-test students presented below.

Data from Students' Pots Oral-Test Summary (Q2)

Fluency	Pronunciation and accent	Vocabulary	Categories
B - Volume waves -There some frequently Hesitations: a slight search for words	Pronunciation is good. Good effort at accent	Good Language Control	Good

The combination of frequency polygon in Pre-Test and Post-Test presented below in figure.



According to the graph in figure, the highest Pre-test score is 11 and the lowest is 3, while the greatest Post-test score is 16 and the lowest is 7. As demonstrated, the English Tiktok Videos Feature is an excellent learning media and may be suggested as a helpful media in learning English, particularly pronunciation.

CONCLUSION

Based on the findings, it is concluded that applying TikTok in teaching English can improve students' pronunciation in class IX A (Binsus) at SMP NEGERI 2 TONDANO. This is evidenced by the results of the students' scores. It is shown from the mean or average score of the students that there is an increase. The students' pre- test was gotten 147 and the students' post-test was gotten 243. The post-test score shows higher score than the pre-test. As a result, that using TikTok has a significant effect on students' pronunciation in SMP NEGERI 2 TONDANO, therefore the implementation of Tiktok as media teaching is effective in improving students' pronunciation and may be recommended as new technique of learning English.

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