

REFERENCES

- Adnan., S., and Ismail. (2021). Investigating the usefulness of TikTok as an educational tool. *International Journal of Practices in Teaching and Learning* (IJPTL), 1(2), 1-5.
- Anumanthan, and Hashim. (2022). Improving the learning of regular verbs through TikTok among primary school ESL pupils. *Creative Education*, 13(3), 896-912.
- Bakhsh, S. A. (2016). Using games as a tool in teaching vocabulary to young learners. *English Language Teaching*, 9(7).
- Banditvilai, and Choosri. (2016). Enhancing students' language skills through blended learning." *The Electronic Journal of E-Learning* 14:220.
- Baranowska, K. (2021). Learning most with least effort: subtitles and cognitive load. *ELT Journal*, 74(2), 105–115.
- Bryman, A. (2016). Social research methods: *Oxford University Press*.
- Chen., & Kang, H. (2023). Utilization of TikTok for oral English learning. *Journal of Education, Humanities and Social Sciences*, 8, 1643-1648.
- Dewa, C. B., & Safitri, L. A. (2021). Pemanfaatan media sosial tiktok sebagai media promosi industri kuliner di yogyakarta pada masa pandemi covid-19 (studi kasus akun tiktok javafoodie). *Khasanah Ilmu-Jurnal Pariwisata Dan Budaya*, 12(1), 65-71.
- Duan, C. (2023). TikTok a new way of English learning. *Journal of Education, Humanities and Social Sciences*, 8, 127–133.
- Edwards (2009), How to teach vocabulary. Pearson: *Pearson Education*.
- Erarslan, A. (2019). Instagram as an education platform for EFL learners. *Turkish Online Journal of Educational Technology-TOJET*, 18(3), 54-69.
- Fahdin. (2020). Student's perception toward the use Of TikTok in learning English vocabulary. *International Conference Labma Scientific Fair 2020*, Yogyakarta

- Febliyansyah, (2023). Students' perceptions on the use of TikTok application for digital storytelling as speaking learning Media. *Linguists: Journal of Linguistics and Language Teaching*, 9(1), 117-128.
- Ferstephanie, J., & Pratiwi, T. L. (2021). TikTok effect to develop students' motivation in speaking ability. *English Education. English Journal for Teaching and Learning*, 9(02), 162-178.
- French, (1983). Techniques in teaching vocabulary. New York: Oxford University
- Handrianto, C., & Rahman, M. A. (2018). Project based learning. A review of Literature on its outcomes and implementation Issues. *LET: Linguistics, Literature and English Teaching Journal*, 8(2), 110-129.
- Herlisya, D., & Wiratno, P. (2022). Having good speaking English through Tik Tok application. *Journal Corner of Education, Linguistics, and Literature*, 1(3), 191-198.
- Hornby, A.S. (1995). Oxford advanced learners dictionary of current English. London: *Oxford University Press*.
- Husain, H., Sani., & Perdana, (2022). TikTok in academic libraries: applications and implications.
- Inggihpangestu. (2022, September 01). Mengenal Apa Itu TikTok, Sejarah dan Beberapa Fitur-fiturnya. Retrieved March 13, 2024, from <https://idmetafora.com/id/blog/read/1353/Mengenal-Apa-Itu-TikTok-Sejarah-dan-Beberapa-Fitur-fiturnya.html#:~:text=Mengenal%20Apa%20Itu%20TikTok%2C%20Sejarah%20dan%20Beberapa%20Fitur-fiturnya,fitur%20TikTok%20...%204%20Manfaat%20Tik%20Tok%20>
- Khlaif, Z. N., Salha, S., & Kouraichi, B. (2021). Emergency remote learning during COVID-19 crisis: students' engagement. *Education and Information Technologies*, 26(6), 7033-7055.
- Kukulska-Hulme, A., & Traxler, J. (Eds.). (2005). Mobile learning: A handbook for educators and trainers. *Psychology Press*.

- Lee, A. H., & Lyster, R. (2016). Effects of different types of corrective feedback on receptive skills in a second language: *A Speech Perception Training Study*. *Language learning*, 66(4), 809-833.
- Mei, K. L., & Aziz, A. A. (2022). Students' perception on using TikTok application as an English learning tool. *International Journal of Academic Research in Progressive Education and Development*, 11(4), 166–190
- Miftahul, (2020) Aplikasi tiktok sebagai media pembelajaran Maharah Kalam mu'allim. *Jurnal Pendidikan Islam* Vol.2 (1), p, 59
- Nofrika, I. (2019). EFL students“ voices: The role of YouTube in developing English competences. *Journal of Foreign Languange Teaching and Learning*, 4(1), 57–73.
- Novitasari, N., & Addinna, A. (2022). Students' perception on the use of TikTok for learning English. *Journal of English Language Teaching*, 11(4), 566-579 Press.
- Pandela & Riadi (2020). Browser forensics on web-based tiktok applications. *International Journal of Computer Applications*, 175(34), 47-52.
- Purnamasari, A. (2018). What EFL learners say about YouTube use to improve pronunciation in a blended learning environment. *JET (Journal of English Teaching)*, 4(3), 205-215.
- Purnamasari, A. (2019). Pre-service EFL teachers' perception of using Facebook group for learning. *Journal of English Teaching*, 5(2), 104-114.
- Qiong. (2017). A brief introduction to perception. *Studies in Literature and Language*, 15(4), 18-28.
- Rama, M. A., Hamdani, Z., & Prihatini, C. (2023). Students' perception on the use Of TikTok as an effective learning media in improving students' vocabulary. *Journal on Education*, 5(4), 17079-17086.

- Safitri, M. (2021). Students' perception of the use of social media for learning English (A case study at the Eleventh-Grade Students of SMA Al-Hasra in Academic Year 2020/2021) (Bachelor's thesis, Jakarta: Fitk Uin Syarif Hidayatullah Jakarta).
- Sanusi, A. I., Nugraha, M. A., & Maulida, I. (2023). TikTok application as an English learning media: Students perception. *Reall-Research on Applied Linguistics and Literature*, 2(2), 85-97.
- Shin, D. S. (2018). Social media & English learners' academic literacy development. *Multicultural Education*, 25(2), 13-16.
- Yang, H. (2020). Secondary-school students' perspectives of utilizing TikTok for English learning in and beyond the EFL classroom.

