

dictionary or specialized glossary of the entire word bank of a language. However, the words that communicate meanings.

Vocabulary appears to be more necessary and urgent than other components of language, at least from a linguistic point of view (Dakhi & Fitria, 2019). It is impossible to overestimate the value of vocabulary in foreign language learning. It is a component that links the four language abilities of reading, speaking, writing, and listening to communicate effectively in a foreign language. Students must first grasp vocabulary before moving on to other linguistic skills. When learning a language, vocabulary is essential. When studying vocabulary, students should focus on each aspect of words. The most crucial aspect of learning is the learner's language, particularly words and vocabulary.

Vocabulary is a collection of words used to communicate in a language. Words can be classified according to their functional categories, which is known as part of speech (Hatch & Brown, 1995). It concludes nouns, verbs, adjectives, and prepositions.

1. Nouns

According to Lyons (1997) and Hatch and Brown (1995), all elements of speech have a semantic core that is independent of language. The most core-like nouns (which he refers to as first order) include the names of persons and physical objects, as well as entities that exist in time and space (Hatch & Brown, 1995). Second-order nouns are observable entities that occur in certain places and times. These would comprise nouns for states

(e.g., sleep), processes (e.g., weaving), and events (e.g., a crash) (Hatch & Brown, 1995). Third-order entities are prepositions that are truly abstract and have no link to time or location (for example, democracy) (Hatch & Brown, 1995). The more fundamental nouns there are, the easier it should be to learn (Hatch & Brown, 1995). In short, noun is the name of a person, place, or idea.

2. Verbs

Verbs are words that convey action (Hatch & Brown, 1995). Verbs are classified into four categories: activities, accomplishments, achievements, and states (Vandler, 1967), as referenced in Hatcher and Brown (1995). Activities: run, stroll, write, drive, and seek. Accomplishment: painting, running a mile, building Achievements: hear, see, comprehend, find, and recognize. States: know, love, have, and desire.

3. Adjectives

Adjectives are employed to emphasize qualities or attributes (Hatch and Brown, 1995). Certain adjectives are commonly employed to describe specific nouns (Hatch & Brown, 1995). Gucker, 1966). An "adjective is used to modify a noun or pronoun, that is, to describe the noun or pronoun".

4. Prepositions

Prepositions are all the words that assist you find items and events in time and location (Hatch & Brown, 1999).

This study focuses on verbs and adjectives because it is designed for student in the second grade of junior high school and related to the descriptive text material.

B. The Problem of Learning Vocabulary

The first step before teaching students about vocabulary, it is necessary to know what factors a problem for students are while studying vocabulary. Based on Thornbury (2004, in Rohmatillah 2014) identified the factors that have been a problem with vocabulary study, there are:

1. Pronunciation

A vocabulary that was difficult to pronounce was one of the causes of learning. This is because there are several differences in sound between language students and other groups.

2. Spelling

Differences in spelling vocabulary in various countries makes some vocabulary difficult to pronounce and are seldom used to avoid errors in their usage.

3. Length and complexity

A long vocabulary is often found in an English text. This causes a difference in meaning and makes students feel difficulty in understanding its meaning.

4. Grammar

The tenses in English enabled the vocabulary to have different meanings according to the tenses used. Like adding -ing makes vocabulary have a more specific meaning.

5. Meaning

English vocabulary often has a different meaning according to its wording. This confused the students as to the correct meaning of understanding a text.

C. Definition of Media

Media is a tool of communication, especially in education. Media also transfers information between a source and a receiver, hence the term connector. Films or movies, televisions, computers, written materials such as short-cards, and diagrams are examples of media. When they deliver a message with an instructional function, these are classified as instructional media. The purpose of media is to make communication easier. Teachers have employed many types of audio and visual aids to aid instruction, particularly in language, since the turn of the century. Recently, teachers have expanded their repertory of materials and processes to embrace new learning tools. The teacher is no longer restricted to the four walls of the classroom.

D. Social Media in English Language Teaching and Learning

Given social media's enormous potential, education professionals and scientists are eager to use social media technology into teaching and learning activities in secondary and higher education (Junco et al, 2013). According to Kennisnet (2013), with the rise of social media, teachers began to seek advise

on how to best use social media to promote learning and teaching activities. Patmanthara et al. (2019) cited four social media that have had numerous users in Indonesia since the end of 2018 and have standard characteristics as representations of learning platforms, including:

1. YouTube

Among higher education students in the 21st century, the use of YouTube is increasingly popular in learning (Sabiri et al. 2022). The use of YouTube has received great attention from some researchers and educators (Avci et al. 2012). In addition, Clifton & Mann (2010) stated that YouTube has advantages such as easy access for users and the availability of complete content.

2. WhatsApp

Using WhatsApp to create groups between teachers and students can help the learning process by providing immediate access to many internet resources (Patmanthara et al., 2019). WhatsApp adds a new dimension to teaching and learning activities by providing facilities that users can use at any time and from any location, such as video, image, and voice note media (Gon et al., 2017). 3.)

3. Facebook

There are four crucial elements to consider when using Facebook: (1) developing interactions, (2) building communication, (3) forming social relationships, and (4) participating in available communities (Patmanthara et al. 2019). According to Lam (2012), Facebook is a trustworthy network that allows

teachers and students to communicate and connect, as well as share and download learning resources.

4. Instagram

Instagram has the potential to be used as a learning medium due to its popularity, and its appealing visuals can improve students' interest in learning (Patmanthara et al. 2019). Aloraini (2018) demonstrated how to use Instagram as an effective medium for linguistic learning by establishing proper learning objectives. First, teachers use Instagram as a social constructivist technique and an extra source of input for their pupils. Second, teachers utilize Instagram to supplement traditional classroom instruction by assigning more engaging tasks to pupils.

E. TikTok Application

TikTok is a well-known Chinese social media network that contains short videos with various filters and well-known music (Ferstephanie & Pratiwi, 2021). In China this app name is Doiyun. Douyin has extended to other nations under a fresh name, TikTok. We can use this app to watch, make, post, and share videos. Its apps let social media users to create short-form music videos. Videos of 15 seconds. These 15-second videos can be combined in any order to make a longer video of up to 60 seconds. TikTok's users are mostly millennials, teens, and adults. On TikTok, you may watch videos on lip sync, duet challenges, daily hacks, dance, song lyrics, cooking tutorials, health, and education. TikTok users may regard educational elements as a learning medium.

In Omar et al. (2020), we can use TikTok as a media platform that can create videos, edit videos, and then share the videos for other users to enjoy. This opinion is supported by a statement from Newman et al. (2019) which says that TikTok is able to become the center of the latest news, popular culture, and other issues.

F. Criteria in Selecting Video of Tiktok Channel Material

The materials of Tiktok video for students have to establish to become appropriate with teaching and learning context. There are three sets of criteria that must be considered:

1) 1) Characteristics of students.

The first set of criteria relates to student age, gender, ethnicity, and language-dominance education. Students and their characteristics must be considered when selecting the appropriate film.

2) 2) Tiktok Channel's objectionable video content.

The second set of criteria focuses on relevant material to the topic. The content must explain or represent an idea or principle of the material. In this study, the relevant content is verb and adjective vocabulary content.

2) 2) Video of Tiktok Channel Structure.

The structure of the film must be suitable for instructional purposes.

The following are recommended while picking Tiktok channel material: a) Keep it as short as possible to make your point. b)

Contextual real everyday language use, unless the objective is related to language. c) Action/visual cues--Action should be directly related to the purpose; remove anything superfluous. d) Limit the quantity of characters used to make your message; too many can be confusing or distracting.

G. Advantage of using TikTok

Tik Tok has some advantages when utilized in the teaching and learning process, including:

1. First, when combined with the appropriate methodologies, it may be used as an engaging, interactive, and entertaining learning tool.
2. Tik Tok, on the other hand, offers four languages via a range of app options.
3. The most users of TikTok are teenagers.
4. An effective educational medium.
5. Tik Tok is an ideal platform for students to express their thoughts because it has lots of different features that students find interesting. Activities such as video research, language acquisition, public speaking, and so forth.

H. Disadvantage of using TikTok

However, there are a few disadvantages to using TikTok as a student teaching application:

1. TikTok, according to Zhaoying (2021), is a waste of users' time because it delivers brief videos with full screen viewing mode. Several users became addicted to this application as a result of their high time consumption when accessing it.
2. Another downside is that this application will repeatedly play a brief video. While a basic loop feature generates an image that is constantly active, a video that continues to play may temporarily irritate viewers if it is abruptly halted.
3. TikTok, as an entertainment-oriented software, can quickly divert students' attention.

4. Finally, because TikTok English learning resources are frequently extremely engaging, students find it difficult to focus on mastering the lesson material.

H. The Definition of PowerPoint

One of software that is a part of Microsoft Office is PowerPoint. Bob Gaskin and Dennis Austin developed the Microsoft PowerPoint app while working as presenters for Forethought, Inc. Then they changed its name to PowerPoint. The most recent version released in 2006 was Microsoft PowerPoint 2007 (PowerPoint 12). Year by year, Microsoft PowerPoint evolves and gains new capabilities. The most recent version, Microsoft PowerPoint 2013 (number 15), was published in 2015, and the user interface and graphics have been greatly improved, making this application more appealing and user-friendly.

Microsoft PowerPoint is a presentation software that may be used for a variety of purposes, including learning presentations, product advertisements, company biographies, and web presentations. PowerPoint media includes many sorts of text, sound effects, music, video, moving pictures, and slide effects. Creating instructional media using PowerPoint involves using simple animation characteristics such as entry, emphasis, exit, and motion route. When these four elements are combined, it creates a dynamic and engaging animation.

Animated motion control can be established via the keyboard or by clicking on a previously generated image, making the learning material more interactive. Furthermore, the hyperlink function allows slides to be linked to other slides or to other software accessible via the website (Isroqmi, 2015). The usage of hyperlinks

and slides can result in an interactive presentation that allows students to apply far superior cognitive techniques. As a result, PowerPoint is the most effective medium for imparting humor to students, making the learning process more fun (Berk, 2014 in Dewi & Izzati, 2020).

I. Previous Studies

There are many researchers who have done some research to look for the result of TikTok are able to develop students' vocabulary. According to researchers' result, some researchers were successful in improving students' vocabulary with TikTok.

First, (Alghameeti, 2022). This article explores Saudi secondary school students' perspectives toward using TikToks for English vocabulary learning, as well as how TikToks help Saudi secondary school students enhance their English language vocabulary. The study collects data quantitatively. The results show that students are positive about using TikTok to acquire English vocabulary. Furthermore, students comment that TikTok offers a variety of functions and settings that help them enhance their English vocabulary.

The second is (Rahmawati and Anwar, 2022). The researcher used quantitative methods in this work, such as a one-group pretest-posttest design and a semi-structured interview as a measuring instrument. This study focused on sixth-grade students at Phanang-Phakerng School in Thailand indicating that the TikTok application had an effective impact on students' learning outcomes in vocabulary mastery. According to the interview results, the participants had positive attitudes regarding learning English via the TikTok app. The majority

of students expressed positive comment toward these three components. Similarly, they agree that there may be many benefits to learning English with TikTok, such as TikTok can help learn spoken English.

The third is (Simanungkalit & Katemba, 2023) the impact of using Tiktok on students' vocabulary mastery in seventh grade at SMP Negeri 9 Pematang Siantar. The purpose of this study is to see how using TikTok affects students' vocabulary acquisition in seventh grade at SMP Negeri 9 Pematang Siantar throughout the 2023/2024 academic year. This study used a quasi-experimental approach with quantitative methodologies. As a result, it is possible to assume that TikTok use influences studentss' vocabulary knowledge, particularly in seventh grade.

The fourth is (Nabila & Jabu, 2003), with the title *The Effectiveness of Tiktok Application on Secondary School Students' English Vocabulary Development*. This study adjusts the pre-experimental approach by employing a pre-test and post-test to assess students' vocabulary abilities before and after treatment. Based on this data, it is possible to conclude that the TikTok application improves studentss' English vocabulary by 50%.

Based on the previous studies above, the researcher obtains similarity and difference with the previous studies mentioned. The similarity is that the researcher uses the same terms as variables in this research, which are TikTok and vocabulary. Nevertheless, this research differs from the earlier studies mentioned. The main difference of this study is use TikTok account @brilliantkampuninggris.