AN ANALYSIS OF ENGLISH VOCABULARY TEACHING METHODS USED BY ENGLISH TUTORS ON THE *KAMPUNG INGGRIS LC* TIKTOK CHANNEL

THESIS

Submitted as a Partial Requirement for Writing the Thesis

by:

SALMA HAMIDAH SITI PRAMESTI

SRN. 196121050

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

FACULTY OF CULTURES AND LANGUAGES

RADEN MAS SAID STATE ISLAMIC UNIVERSITY OF SURAKARTA

2023

ADVISOR SHEET

Subject : Thesis of Salma Hamidah Siti Pramesti

SRN : 196121050

To:

The Dean of

Faculty of Cultures and Languages

UIN Raden Mas Said Surakarta

In Sukoharjo

Assalamu'alaikum Wr.Wb.

After reading thoroughly and giving necessary devices, herewith, as the advisor, I state that the thesis of

Name : Salma Hamidah Siti Pramesti

SRN : 196121050

Title : **An Analysis of English Vocabulary Teaching Methods Used by English Tutors on the *Kampung Inggris* LC TikTok Channel**

Has fulfilled the requirements to be submitted before the Board of Examiners (munaqosyah) to obtain a Bachelor's degree in the English Education Study Program.

Thank you for the attention.

Wassalamu'alaikum Wr.Wb.

Sukoharjo, 19 - 05 - 2023

Advisor,

Linda Safitri, S.Hum., M.Pd.

NIP. 19890824 202103 2 029

RATIFICATION

This is to certify the Bachelor's Degree thesis entitled "An Analysis of English Vocabulary Teaching Methods Used by English Tutors on the *Kampung Inggris LC* TikTok Channel" by Salma Hamidah Siti Pramesti has been approved by the Thesis Examiner Board as a requirement for the Bachelor's Degree at Raden Mas Said State Islamic University of Surakarta.

Chairman: Ikke Dewi Pratama, SS., M.Hum (.....)

NIP. 19890513 201701 2 136

Secretary : Linda Safitri, S.Hum., M. Pd. (.....)

NIP. 19890824 202103 2 029

Main Examiner : Nuning Wahyu Astuti, M.TESOL (.....)

NIP. 19890413 201903 2 025

Sukoharjo, ... 2023

Approved by

The Dean of Cultures and Languages

KEMENTERIAN AGAMA FAKULTAS ADAB DAN BAHASA REPUBLIK INDONESIA

Prof. Dr. Toto Suharto, S.Ag. M.Ag.

NIP. 19710403 199803 1 005

DEDICATION

This thesis is dedicated to:

1. Allah SWT and Prophet Muhammad SAW
2. My beloved parents, Mr. Sardjono and Mrs. Nurul Muslimah Sholihah for their support, love, prayers, facilities, and everything they give to the researcherso that this research could be completed.
3. My sisters, Lathifa Siti Rahmani and Rifda Aulya Siti Aristyawati always gives me support and love.
4. All my beloved uncles, aunts, and cousins who have always given me encouragement and support, all family members of my father and my mother
5. Myself, Salma Hamidah Siti Pramesti, thank you for going through these difficult times and believing in yourself. So far you have done your best
6. My beloved friends who patiently giving their time to listen my stories and gives support, Devi Rahmawati, Alyaa Hannifah Meylasari, and Ulya Darojat
7. My best and supportive friends, all members of English Department

MOTTO

"This life is like a paper airplane, fly high freely by bringing of all our hopes. Do not need to compare the people's flight distance, but how we flew away and what we have been through"

(JKT 48)

PRONOUNCEMENT

Name : Salma Hamidah Siti Pramesti

SRN : 196121050

Study Program : English Education Study Program

Faculty of Program : Faculty of Cultures and Languages

I hereby sincerely state that this thesis entitled "An Analysis of English Vocabulary Teaching Methods Used by English Tutors on the *Kampung Inggris LC* TikTok Channel" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Sukoharjo, ... 2023

Stated by,

Salma Hamidah Siti Pramesti

SRN. 196121050

ACKNOWLEDGMENT

Alhamdulillah, praise, and gratitude for Allah's blessings, guidance, and gifts. Furthermore, blessings and greetings are delivered specifically to the prophet Muhammad S.A.W. so that the researcher can complete the thesis entitled "An Analysis of English Vocabulary Teaching Methods Used by English Tutors on the *Kampung Inggris LC* TikTok Channel".

With the help, advice, and support from all parties, the researcher believes that this thesis can be completed. Therefore, the researcher would like to thank all parties who have provided assistance, advice, and support during the process of writing this thesis. This goes to:

1. Prof. Dr. H. Mudhofir, S.Ag. M.Pd. as the Rector of Raden Mas Said State Islamic University of Surakarta.

2. Prof. Dr. Toto Suharto, S.Ag. M.Ag. as the Dean of the Faculty of Cultures and Languages.

3. Elen Inderasari, M.Pd, as the Head Language Department of the Faculty of Cultures and Languages.

4. Wildan Mahir Muttaqin, MA. TESL. as the Coordinator of the English Language Education Study Program at the Raden Mas Said State Islamic University of Surakarta.

5. Linda Safitri, S. Hum., M. Pd. as the Advisor who has given her time to guide the researcher until this thesis is finished. Thanks for the advice, suggestion, and guidance.

6. My family who always gives support and motivation.

7. Friends who always help to correct errors during the process of writing this thesis

The researcher realized that this thesis is still far from being perfect. The researcher hopes that this thesis will be useful for the researcher in particular and the readers in general.

Sukoharjo, ... 2023

The Researcher,

Salma Hamidah Siti Pramesti

SRN. 196121050

ABSTRACT

Salma Hamidah Siti Pramesti. 2023. *An Analysis of English Vocabulary Teaching Methods Used by English Tutors on the Kampung Inggris LC TikTok Channel*. Thesis. English Study Program, Faculty of Cultures and Languages.

Advisor: Linda Safitri, S.Hum., M.Pd.

The aim of this research was to find out the English vocabulary teaching methods used by English tutors and to find out the positive and negative responses of viewers to English vocabulary teaching videos on the *Kampung Inggris LC* TikTok channel.

In this study, the researcher used qualitative research methods. This research is focused on English vocabulary teaching videos with videos containing vocabulary hashtags from 2020 to 2022.Then, the researcher took the responses from the viewers as well as three positive responses and three negative responses from each video.

The results of this study showed that (1) The method of teaching English vocabulary used by English tutors in *Kampung Inggris LC* TikTok channel is the grammar-translation method and the total physical response method (2) There are some positive responses from viewers, such as participating in answering questions, giving suggestions, encouraging, asking questions, some asking to reproduce the video, and giving appreciation in the comments column in the English vocabulary teaching videos on the *Kampung Inggris LC* TikTok channel. For negative responses, viewers responded to the English vocabulary teaching video by criticizing it. A large number of positive responses, shows that English vocabulary teaching videos on the *Kampung Inggris LC* TikTok channel elicit more positive responses.

Keywords: *Vocabulary; Teaching Method; TikTok.*

TABLE OF CONTENTS

ADVISOR SHEET ..... **i**

RATIFICATION ..... **ii**

DEDICATION ..... **iii**

MOTTO ..... **iv**

PRONOUNCEMENT ..... **v**

ACKNOWLEDGMENT ..... **vi**

ABSTRACT ..... **viii**

LIST OF TABLES ..... **xi**

CHAPTER I INTRODUCTION **1**

A. Background of the Study 1
B. Identification of the Problems 8
C. Limitation of the Problems 9
D. Formulation of the Problems 9
E. Objectives of the Study 10
F. Benefits of the Study 10
G. Definition of Key Terms 11

CHAPTER II LITERATURE REVIEW **13**

A. Theoretical Review 13
B. Previous Related Studies 37

CHAPTER III RESEARCH METHODOLOGY **41**

A. Research Design 41
B. Research Setting 42
C. Research Subject 43
D. Data and Source of the Data 43
E. Research Instrument 44
F. Techniques of Collecting the Data 44
G. Trustworthiness of the Data 47
H. Techniques of Analyzing the Data 48

CHAPTER IV RESEARCH FINDINGS AND DISCUSSIONS..... 50

A. Research Findings..... 50

B. Discussion..... 86

CHAPTER V CONCLUSIONS AND SUGGESTIONS..... 91

A. Conclusions 91

B. Suggestions…..... 92

BIBLIOGRAPHY 93

APPENDIX 98

LIST OF TABLES

Table 2.1 The differences and the similarities between previous study and this study 38
Table 3.1 Table of Research Time 42

CHAPTER I

INTRODUCTION

A. Background of the Study

Sepyanda (2017) stated that English is the most widely used language in the world. English is used as a second language by some people as a necessity to support activities, including learners. Learners have been learning English in recent years, even since they were still in kindergarten. The reason is simple, because English is an international language. In language, there are several components that must be learned. According to Yuyun Yuliningsih (2018 cited in Puspitasari, 2019) there are three important components in language that must be learned, that is grammar, pronunciation, and vocabulary. Then, Marnisa and Syafe'i (2018) explained that vocabulary needs to be learned by learners because it is the main capital in learning a language, including English. With a lot of vocabulary owned by the learner, the learner can understand the language. Krashen and Terrell (1983) defined that in successful classrooms, vocabulary dominates to be the main concern in second language settings. From that statement, the researcher concluded that vocabulary is the most important thing in learning language in class. If learners do not know a lot of vocabulary, they will have difficulty understanding the meaning and will not be able to have proficiency in English.

In teaching vocabulary, teaching methods have a big role. Appropriate language teaching methods can improve student achievement for the better. Teaching methods also need to be considered by educators to create interesting

learning so that learners can understand learning (Hilmiah, 2016). In particular, teaching everyday language or mother tongue is not the same as teaching a foreign language. The reason is that there are differences in vocabulary, structure, and phonology. This is certainly a big challenge for educators. Because in helping learners to learn vocabulary, appropriate teaching methods are needed so that learners have no difficulty in learning, memorizing, and understanding vocabulary (Baskarani, 2016). Larsen-Freeman (2000) also explained that in language teaching method, action and thought to include a series of coherent relationships. Referring to Purwadinata (1967 cited in Yamin, 2017), teaching or instruction has the same term as learning. Thus, the act of learning by learners and teaching by the teachers, tutors, and other educators is the meaning of teaching. From that statement, the researcher concluded that it is not easy to determine the selection of teaching methods, educators such as educators or tutors to find the best method of carrying out fun learning so that the material presented can be more easily understood by students.

Vocabulary teaching can be searched through various sources. There are a variety of teaching resources nowadays, one of which is online resources. This is because some people have been able to take advantage of technological advances properly. Technology is indispensable in learning in this modern era of technology. Technological progress cannot be avoided because it will develop along with the progress of science in this life (Jamun, 2018). Fitri (2017) stated that one of the results of technology is social media. Social media can have a positive effect on social media users because we can find and access information from anywhere. One

way is to use social media such as the TikTok application. According to Maretha and Anggoro (2022), TikTok is a social media application that can be used by anyone without thinking about someone's background, they are free to create content according to their own choice, including English. Apart from that, TikTok also has many users with users who are mostly young people. Based on that statement, it means that TikTok application can be used as a learning resource and online learning media for this modern generation.

Mahardika, Mau'una, Islamiyah, and Nurjannah (2021) explained that the knowledge factor dominates for TikTok application users because in the TikTok application, there are several video tutorials such as photo and video editing tutorials, cooking tutorials, tutorials on wearing the hijab, and other tutorials which are presented in an interesting way so that many users are interested so they can increase their knowledge and can increase the creativity of that TikTok user. Pratiwi, Ufairah, and Sopiah (2021) stated that on TikTok in 2019 the second rank was language learning videos among the most popular knowledge-sharing videos in 2019. In the TikTok application, there are various kinds of knowledge and with TikTok, anyone can share knowledge, including teaching English vocabulary using a variety of methods. From that statements, the researcher concludes that the TikTok application is related to learning English so TikTok is useful for educators who teach English and other English learners.

Because of the popularity of TikTok, the researcher will conduct research on the method of teaching English vocabulary on TikTok, the researcher will conduct deeper research and take advantage of the potential of this application in

conveying educational information to TikTok users. On the other hand, TikTok is also used as an online learning resource or online reference to increase knowledge about English vocabulary. Through TikTok, the researcher is interested in conducting research in *Kampung Inggris*. The reason the researcher chose *Kampung Inggris* was because *Kampung Inggris* was a place for English learning courses that were already familiar to Indonesian people. This place is famous for its cheap English learning programs. Apart from that, *Kampung Inggris* in Pare seems to be one of the favorite destinations for anyone who wants to be proficient in English. However, because there were many course institutions in *Kampung Inggris* in Pare, the researcher chose one of the course institutions there, namely *Kampung Inggris LC*. *Kampung Inggris LC* has a TikTok channel called *Kampung Inggris LC* as well. In this study, the researcher will analyze the method of teaching English vocabulary used by English tutors on the *Kampung Inggris LC* TikTok channel. The video that was uploaded for the first time on the *Kampung Inggris LC* TikTok channel was January 17, 2020. The number of viewers as of August 25, 2022 at 18.00 was 983.3 thousand subscribers. In the bio on this channel, there is a special link for viewers who want to join in to take online and offline English courses at *Kampung Inggris LC*. The researcher chose the *Kampung Inggris LC* TikTok channel because the channel provided English learning videos.

The researcher will analyze the vocabulary teaching methods used by the English tutors there because vocabulary is one of the most important components of language and vocabulary is also important to learn as the main basis for learning language. In addition, the researcher will analyze English vocabulary on the

Kampung Inggris LC TikTok channel because in some of the uploaded videos there are videos teaching English vocabulary that are relevant to research needs, one of which is English vocabulary. For this reason, the researcher will deepen the research by analyzing the English vocabulary teaching methods used by English tutors on the *Kampung Inggris LC* TikTok channel.

However, in using social media there are always positive and negative effects, an example is responses from viewers. In learning through social media, viewers have various kinds of responses to learning media, which can be positive responses and negative responses. With the response from the viewers, it can be used as a benchmark that viewers have a comfortable feeling about the learning process. As stated by Al-Rawi (2013), teaching can be more effective if it is done with a faster response to the needs of learners, so combining several methods in imparting knowledge and ideas becomes a necessity.

Based on the statements above, the researcher is interested in analyzing the method of teaching English vocabulary on the *Kampung Inggris LC* TikTok channel. In addition, the researcher is also interested in knowing the viewer's response to the English vocabulary teaching videos on the *Kampung Inggris LC* TikTok channel. With such things, it can be used as a reference and can be applied by future readers in applying effective English vocabulary teaching methods.

Based on the preliminary research conducted by the researcher on TikTok, the researcher found several English teaching videos. However, after observing English teaching videos, the researcher found a problem in one of the English

vocabulary teaching videos. The video contains an English tutor who teaches English vocabulary without explaining the definition and how to use the English vocabulary. In addition, the English tutor also teaches vocabulary by using memorization. In fact, in teaching languages, various methods are needed, not just memorizing. Then, the learner also needs to know how the vocabulary is used. The researcher found these problems on several channels, one of which is the *Kampung Inggris LC* TikTok channel. After the preliminary research was found, examples of transcripts of English vocabulary teaching methods used by English tutors on the *Kampung Inggris LC* TikTok channel are:

The English tutor : Let's add up your vocabularies
The learner : Kerasukan
The English tutor : Possessed
Cameraman : Tahayul
The English tutor : Superstition
Cameraman : Guna-guna
The English tutor : Philter
Cameraman : Kutukan
The English tutor : Curse

The example above is the method of teaching English vocabulary on the *Kampung Inggris LC* TikTok channel that is used by the English tutor, but it can be seen that the cameraman also helps the English tutor in conveying English vocabulary. Based on the example above, the researcher concluded that the English tutor only focuses on memorizing vocabulary without telling how the vocabulary is used and how it is defined. Based on that statement, the researcher wanted to find

out whether that was the only method used by the English tutor or were there other methods used by the English tutor, so that the researcher was interested in analyzing the method of teaching English vocabulary on the *Kampung Inggris LC* TikTok channels.

This research is supported by previous studies. The first research was conducted by Hilmiah (2016) entitled "English Teaching Methods Used by English Tutors in Teaching Vocabulary for Young Learners at GLC English Course of Palangka Raya". Based on the research results, the tutors at the GLC English Course in Palangkaraya use the Grammar-Translation method. The tutors there use one of the techniques of that method, namely the memorization technique. Vocabulary is memorized by learners by giving learners a vocabulary list using the target language and its original language equivalent. By applying this method, the tutors argue that understanding the vocabulary taught by translating into the mother tongue can help learners to learn languages.

The second research was conducted by Tokar and Fainman (2019) is entitled "Teaching Vocabulary in Aviation English Course: A Step-By-Step Method, Strategies And Classroom Activities". In this study it was explained that the teachers there used visual methods in teaching vocabulary, such as displaying pictures, objects, and videos to provide explanations regarding vocabulary in flight. In order for learners to understand the objects on the plane, the teachers at the course use visual methods using illustrative and contextual sentences.

The previous studies described above conducted research on vocabulary teaching methods at English language courses. The second research object focuses on English language course institutions, while this research focuses on social media, namely the TikTok application. In addition, based on the previous studies that has been described, no one has specifically analyzed the method of teaching vocabulary through social media, namely the TikTok application. This is because previous studies analyzed direct vocabulary teaching methods at English language courses. Thus it can be concluded that the research to be carried out is still relatively new and has not been carried out by many previous studies. Based on this explanation, the researcher is interested in conducting research entitled "Analysis of English Vocabulary Teaching Methods Used by English Tutors on the *Kampung Inggris LC* TikTok Channel".

B. Identification of the Problems

Based on the background of the study, the researcher identified that the problem occurred because there were several factors, namely:

1. Some vocabulary teaching videos on TikTok provide incomplete vocabulary definitions, leading to misunderstandings or incorrect use of words.
2. Some English vocabulary teaching videos on TikTok rely too heavily on memorizing vocabulary without explaining how the words are used in context.

C. Limitation of the Problems

Based on the background of the study and problem identification, the focus of this research is videos of teaching English vocabulary on the *Kampung Inggris LC* TikTok channel. There are lots of videos on the *Kampung Inggris LC* TikTok channel. This channel has a total of more than 500 videos since 2020. Because there are 148 vocabulary teaching videos from 2020 to 2022 and to achieve the expected research objectives, this research is focused on English vocabulary teaching videos with videos containing captions with hashtag vocabulary from 2020 to 2022. The researcher found 15 videos containing captions with hashtag vocabulary from 2020 to 2022. The researcher chose the *Kampung Inggris LC* TikTok channel because it represented questions about English. English tutors on the *Kampung Inggris LC* are English tutors, so they will be more trusted by English learners who want to learn English.

D. Formulation of the Problems

Based on the background, the researcher formulated the research questions as follows:

1. What are the English vocabulary teaching methods used by English tutors on the *Kampung Inggris LC* TikTok channel?
2. What are the positive and negative responses from viewers to English vocabulary teaching videos on the *Kampung Inggris LC* TikTok channel?

E. Objectives of the Study

Based on the research questions, there are two research objectives, namely:

1. To find out the English vocabulary teaching methods used by English tutors on the *Kampung Inggris LC* TikTok channel.
2. To find out the positive and negative responses from viewers to English vocabulary teaching videos on the *Kampung Inggris LC* TikTok channel

F. Benefits of the Study

This research has theoretical and practical benefits, namely:

1. Theoretical Benefits

   Theoretically, the results of this study are expected to increase understanding of the English vocabulary teaching method.

2. Practical Benefits

   a. For educators

   It is hoped that the results of this study can be used as a reference for educators in evaluating teaching methods so that they can apply teaching methods that can increase learners' motivation to learn.

   b. For learners

   It is hoped that the results of this study can eliminate learner boredom and can increase learners' enthusiasm for participating in learning so that it is easy to accept learning materials.

G. Definition of Key Terms

1. Vocabulary

According to Tambunsaribu (2019), vocabulary is a meaningful component of language, because in learning English, vocabulary needs to be known and understood first by someone. In this study, vocabulary is used as a language component to be analyzed and the English vocabulary teaching method used by English tutors on the *Kampung Inggris LC* TikTok channel will be analyzed.

2. Teaching Method

The teaching method is a method used by educators to impart knowledge to learners. In this case, the teacher is more active in this teaching process to achieve teaching goals. By providing the right teaching method, it can increase knowledge to learners (Helmiati, 2012). This study analyzes English vocabulary teaching methods used by English tutors on the *Kampung Inggris LC* TikTok channel.

3. TikTok

Social media is online media that can influence human mindsets because people can use it to create content, participate and share (Ainiyah, 2018). One of the social media is TikTok. Xu, Yan, & Zhang (2019 cited in Rahmawati & Anwar, 2022) revealed that the TikTok application is a platform to share knowledge and the ability to find innovative teaching modes so that short videos

on the Tik Tok application can increase students' motivation and interest in learning. Tik Tok channel has meaning of the content creator's channel which contains various content including about learning. The social media analyzed in this study is TikTok, it is used as a platform used to analyze channels that contain English vocabulary teaching methods.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

This chapter will examine the theories related to the topic of the problems in this research. This chapter contains a study of theories about definitions of vocabulary, types of vocabulary, aspects of vocabulary, the importance of vocabulary, teaching method, vocabulary teaching method, learning media, and social media.

1. Definitions of Vocabulary

Hornby (1987 cited in Setiawan, 2018) argued that vocabulary as the number of words that make up a language or a set of words that a person knows. After being defined or identified in a dictionary or glossary, the words are then arranged alphabetically.

Meanwhile, according to Richards and Renandya (2002), vocabulary is the basis for proficient language to determine the learner's ability to write, listen, speak, and read because vocabulary is one of the core components of language. With a vocabulary that is not widely mastered by students due to a lack of strategies in acquiring new vocabulary, these students also rarely reach their potential and discourage them from taking advantage of opportunities to learn the language around them such as listening to native speakers, listening to radio, and using foreign language. while watching or reading television in different contexts.

Hiebert and Kamil (2005) defined vocabulary as "understanding that includes the meaning of words." It is necessary to learn vocabulary because it is constantly used in everyday life. Everyone's main capital in sentence construction is their vocabulary. The greater one's command of vocabulary, the greater one's ability to develop verbal communication. The more vocabulary mastered by someone, then that person can develop verbal communication.

From the definitions above, it can be concluded that vocabulary is one of the important aspects in learning a language. Without mastering vocabulary, people will find it difficult to understand and express something. Even before learning other aspects, vocabulary is one of the main aspects that must be learned first so that people can communicate easily.

2. Types of Vocabulary

Hiebert and Kamil (2005) argued that words have two forms, that is oral vocabulary and print vocabulary. Oral vocabulary has the meaning that when reading orally and speaking, there is a collection of words that we can understand the meaning of, it is called oral vocabulary. Meanwhile, if the print vocabulary, we can understand the meaning of print vocabulary when we write or read non-verbally. As a learner who is still learning vocabulary at the beginning level, oral vocabulary is much more influential than print vocabulary. These two things have different meanings. If we don't understand the meaning, then we will feel confused when someone says the word "here" but we assume it is "hear", however, if we understand the context, then we can understand the meaning based on the context

that is being spoken or being written by the other people. Hiebert and Kamil (2005) also explain that word knowledge has two forms, namely:

a. Productive vocabulary can be defined as a combination of words that are often used when speaking or writing. Productive vocabulary contains words that are often heard so that they are often used. Nation (2000) stated that productive vocabulary is used to convey or express messages or meanings in the form of language by means of speaking and writing.

b. Meanwhile, receptive or recognition vocabulary contains words that contain a meaning when someone listens to them or reads them, but these words are sometimes familiar, it's just that they are not used often or are not even used when writing or reading. On the other hand, Nation (2000) explained that receptive vocabulary is used when we hear or read language statements from other people and then try to understand them in order to interpret their meaning.

In addition, Gruneberg and Skyes (1991 cited in Susanto, 2017) differentiate these types of vocabulary, namely active and passive

a. Active vocabulary means the vocabulary that learners use because they have been taught before or familiar to them.

b. Passive vocabulary is vocabulary that is not yet recognized by learners and they may have difficulty pronouncing it.

3. The Importance of Vocabulary

Nation (2000) stated that the vocabulary needs to be known by second language learners as a long-term goal. That statement is also supported by a statement from Wilkins (1972 cited in Thornbury, 2002) which stated that not much can be said without grammar, but nothing can be said without vocabulary.

Furthermore, Alqahtani (2015) claimed that in communication using a foreign language, one of the inhibiting factors is vocabulary. Many people think that vocabulary is the most important thing for learners who are learning a foreign language or a second language.

In addition, Tambunsaribu (2019) emphasized that understanding and increasing vocabulary every time is the most important step in learning any language. Some people also say that English is a difficult language to learn. In fact, the more someone increases vocabulary, then, that person can have the ability to make sentences with the correct sentence structure or grammar

Based on the statements above, vocabulary is one of the components in English which is very important to have in acquiring a foreign language. In addition, vocabulary is important to be one of the priorities in expanding vocabulary and in understanding foreign languages.

4. Aspect of Vocabulary Items

Harmer (2001) explained that in vocabulary there are aspects that need to be discussed, namely word meaning, extending word use, word combinations, and the grammar of words. Here is the explanation:

a. Word meaning

In understanding the meaning of vocabulary, at first there were no difficulties, for example a table. The table is an object where we can put objects on it. However, on the other hand, with a table, we can summarize some of the information in it. Some people think that the meaning of the word in the dictionary has a meaning that is not double. It means, in one word, usually has a different meaning or it can be said that the meaning is more detailed or complex (Schmitt, 2020). In this case, many words have the same letters but have different meanings, an example is *polysemy*, so to understand a meaning, it is necessary to pay attention to the context in a sentence. An example is the use of the word "hold", for example I *held* the gallon toward the dispenser and I was *held* yesterday in my room. The word "hold" has a different meaning in the two examples (Thornbury, 2002). Thornbury (2002) also support that learners will feel challenged by having vocabulary that has the same letters but different letters, so they should have a better understanding of the context being discussed. Another example from Harmer (2001) is the use of the word "table". We can create tasks using a table and we can also put our plates on the table. So here, the word "table" has a different meaning. The second is *antonyms*, which is the opposite of the meaning of the word. An example is the opposite meaning of the word empty is full. Another example is *big* has the opposite meaning of the word *small*. The third is *synonym*, which are words that have the same meaning or have the same meaning. To get the actual synonyms is indeed very

difficult. As well as *bad* and *evil*. Both have almost exactly the same meaning. Even though they have almost the same meaning, distinguishing bad and evil is difficult because evil is definitely bad, but if it's bad, it's not necessarily evil. It can be said that if bad leads to quality, such as *bad* grades, while evil leads to morals, such as *evil* deeds. An example is not feeding and drinking pets, that is an *evil* deed, that is of course bad. However, if it is bad, such as a *bad* grade, it is not an evil deed. After synonyms, there is a *hyponymic relationship*, namely the definition of the relationship of the meanings of words to one another. Examples of hyponyms are words like avocado, kiwi, and strawberry, all of which are hyponyms for fruit which are the superordinate, while fruit is a hyponym for food which is the superordinate. Then, the last is *connotation*, namely figurative meaning. An example is the word *dangerous*. A *dangerous* human has a positive connotation if the human has mastered volleyball skills, but it becomes a negative connotation if the *dangerous* human likes to bully other people. But some people think that dangerous humans are interesting.

b. Extending word use

Words have many meanings depending on the context. An examples is metaphor, here, words have a function to express objects, so sometimes only the poet understands the meaning best. For example a tree is *blown* by the wind and a balloon is *blown* by the mouth. Actually, a metaphor can also be called an idiom, because it has a meaning that is not original or not real, it

even sounds ambiguous, so it depends on our point of view or our way of thinking in defining the word.

c. Word combinations

Collocations are words that are used at the same time or words that are combined but have continuous meanings and are commonly used, such as "workshops" and "traffic lights". Another example is like we say "fast food" not "quick food" and "powerful engine" not "strong engine".

d. Grammar of words

In grammar of words, there are several parts of grammar, namely nouns including countable nouns and uncountable nouns, adjectives, verbs, adverbs, prepositions, determiners, transitive and intransitive sentences. Words also have different word classes, for example the word angry (adjective) if it enters the noun and adjective class, it becomes anger, and if it enters the adverb class it becomes angrily. Then the word suggest (verb) becomes a suggestion if it enters a noun. Then it becomes suggestive if it enters an adjective and becomes suggestive if it enters an adverb.

On the other hand, Hadfield (1999) also stated several aspects of vocabulary, namely:

a. Word Families

1) Affixes

One feature of grammar that makes up a large part of language is called affixes. Examples are the words "bits" and "pieces"

2) Inflection

Inflection is a change in word form to express various grammatical categories. An example is the noun "cat" can be inflected to indicate number: "one cat" (singular) or "two cats" (plural).

3) Derivatives

The result of adding affixes to a root to produce a word is called a derivative. It also has a different meaning from the root. An example is the play**er**, **re**play; and play**ful** is a derivative of play.

b. Word formation

1) Compounding is two or more words that are combined into independent words. Examples are second-hand and word processors.

2) Blending is two words that can be mixed into one new word. An example would be breakfast + lunch = brunch

3) Conversion is a process in which a word can change its syntactic category without changing its form or spelling. An example is the noun "hammer" can be converted into a verb by using it in a sentence like "I will hammer the nails," where "hammer" is used as a verb instead of a noun.

4) Clippings are new words that can be created by shortening or cutting longer words. An example is the flu due to influenza; email from electronic mail

5. Teaching Method

Ishak (2011) explained that this method was more dominant in the teacher's role, teacher behavior, and learner behavior. Then the method is also based on several features, namely subjects, sequences, learning materials, and objectives. While teaching is a process of interaction or interactive activities carried out by educators towards learners. In teaching, educators act as communicators, namely those who provide information while students act as communicants, namely those who receive information. Teaching also has a focus on how information and meaning can be given and constructed through discourse or through text.

Al-Rawi (2013) stated that teaching methods are the method used by educators in coordinating and carrying out various educational activities in achieving learning objectives. Teaching methods have their own advantages and disadvantages, so educators need to choose and adjust the methods to be used in class. Successful teaching methods will have the best results when applied.

Meanwhile, Richards and Rodgers (2014) explained that the method is a way to practice theory by teaching specific skills, what content will be taught, and what is

the sequence of the content. The method has a goal, such as whether it is defined in terms of process, achieved by going through the instructional process, carrying out teacher, student, and material instructions that have been arranged and directed in class. It can be distinguished based on the type of learning and teaching activities in a class. Because teaching activities that focus on grammatical accuracy have different possibilities from teaching activities that focus on communicative skills.

Based on the explanations above, the researcher can conclude that when the teaching method is right for the students, the students' understanding of the learning material can increase.

6. Vocabulary Teaching Method

In teaching vocabulary, there are general principles for successful teaching using various methods, these principles are explained by Wallace (1998 cited in Hafriana, 2019), namely:

1. Aim

The goals to be achieved by educators must be clear, such as several vocabulary lists that have been written by educators so educators can explain to students.

2. Quantity

In addition to objectives, educators must also determine how many vocabulary items students will learn. Because there are too many words to teach, learners can become confused, frustrated, and discouraged.

3. Need

So that the words taught are not too many, the educator must determine which vocabulary will be taught to students. Because to get the vocabulary needed by students, students must be placed in a situation where they have to communicate.

4. Frequent exposure and repetition

In teaching vocabulary, educators must repeat until there is evidence that students have learned the words that have been determined by the educator or words that have been targeted to students. Because only by teaching once, rarely if the learner has memorized the word.

5. Meaning Presentation

In this case, the vocabulary that will be taught to students, the reference must be very clear so that there is no ambiguity, so educators need to understand specifically and clearly what the vocabulary being taught is about and shows its meaning as well.

6. Situation Presentation

Learners can learn vocabulary depending on their respective situations, so that in presenting vocabulary, educators are expected to be able to speak with vocabulary that varies according to the situations of the students.

Based on the principles above, teaching vocabulary requires a good understanding of the situation of the learners as well. In addition, the need for careful planning so that in teaching there are not many obstacles.

According to Hiebert and Kamil (2005), educators do not devote much time to teaching vocabulary in most classrooms. The reason is because the vocabulary is very large and just teaching that vocabulary takes a lot of time. On the other hand, vocabulary also has different meanings and this needs to be remembered by educators.In teaching vocabulary, ways are needed to make it easier for educators to teach about vocabulary, so educators need to understand vocabulary teaching methods. As Antony's model in Richards and Rodgers (2014) has explained that method is the degree to which theory is put into practice and decisions are made about which skills to teach, what content to teach, and how content to present. Thus, from that statement, it can be concluded that it is important for educators to be able to understand learning objectives and what kind of changes will occur if educators use that method and the importance of choosing the right method so that learners have no difficulty understanding the material presented by educators. In teaching English, including vocabulary, there are several methods, namely:

a. Grammar Translation Method

Krashen (1982) explained that the grammar-translation method is used as a teaching method about foreign languages, then in this method, learners are also taught about translation from the learner's first language or into the learner's first language. In the grammar-translation method, there are usually variations on

several activities that are often carried out, such as explaining grammar rules using example sentences. Then, educators can also present vocabulary using a bilingual list form. Another variation is that learners are given exercises on grammar and learning vocabulary, as well as learning translations from the learner's first language (mother tongue) and the target language.

On the other hand, Richards and Rodgers (1986) defined that the grammar-translation method also does not require much from educators. The reason is that this method is still often used to understand a foreign language in some situations, such as when reading literary texts, so it is still widely practiced.

According to Saepudin (2014), grammar and translation methods are teaching methods that focus on analyzing grammar, memorizing vocabulary, translating a discourse, and practicing writing. This method trains learners to have an understanding of language based on an analysis of aspects of grammatical rules logically.

Saepudin (2014) also stated that in the grammar-translation method, which places more emphasis on memorizing certain words and grammar rules, this method has the following characteristics, that is:

1) Memorizing the rules of the language is used when learning activities using this method

2) Pronunciation is not emphasized

3) Formal language is used when teaching grammar

4) The rules in English are considered important as a medium for learning other foreign languages

From the explanation above, it can be concluded that the grammar-translation method is a method that focuses on grammar rules and text translation between the target language and the learner's native language. In essence, this method helps learners develop their reading and writing skills by focusing on the structure of language and translating sentences and texts from one language to another.

b. Total Physical Response Method (TPR Method)

Brown (2007) claimed that the TPR method is a teaching method that involves students to move to be more communicative and interactive. So, in this method, educators give commands such as "close the door", "please sit down", "open your books to page 10", "please get a chair", so that students can train their hearing and physical activity.

On the other hand, Richards and Rodgers (2014) claimed that the TPR method is defined as "a language teaching method built around the coordination of speech and action; it attempts to teach language through physical activity". The TPR method is teaching a foreign language by emphasizing motor activity, such as giving orders or utterances, then carrying them out with actions.

Saepudin (2014) mentioned that the TPR method is a teaching method that focuses on teaching language by using motor activities, such as giving orders or saying something, then students are asked to carry out these orders, so that it can

have a positive effect on students because this method is like a game. Educators and learners are both active in this method. With this method, students can respond physically to commands or utterances said by the teacher in groups or individually. Because this method contains elements of games, learners can relieve stress in learning a foreign language. In addition, by playing, learner motivation and achievement can increase. Hadfield (1999) also stated his principles about the game, namely:

1) Information gap games. In this game, learners must cooperate with other learners to get information. For example, student A has a picture, but student B also needs to make the same picture by asking and listening to information from student A about how to draw the picture.

2) Guessing games. This game is done by guessing clues, pictures, writings, or whatever. For example, student A gives a clue about a well-known country to learners, so it is expected that student B can guess what is on student A's mind.

3) Search games. This game is done so that learners can find and give information to each other. For example, learners are given a grid of learners who are the smartest and wear glasses. The student's task is to fill in the cells in their grid by asking the learners in question to complete their grid.

4) Matching games. This game is like transferring information to other people. For example, learners are given by the teacher a picture of a job and given a small piece of paper containing the name of the job. Then learners are asked to match the picture with the paper containing the writings.

5) Labeling games. The point of this game is to match labels with pictures. For example, learners are given a label to be matched with the right image according to the label.

6) Exchanging and collecting games. The way to do this game is that learners exchange information, cards, ideas, etc. to make each other feel satisfied. For example, student A has a picture about the state of a country, but student A has no information about that country, then student A asks student B for information about that country. However, student A must give the same picture to B. Then also do the opposite. They played like that because it was to gather information from each other.

7) Board games. This game uses media, such as scrabble. For example, learners are given a clue by educators about a city, then learners can arrange words on a scrabble board.

8) Role-play or simulation games. These games are learners swapping roles that they never play in real life. For example, student A has the role of teacher and student B has the role of doctor. They were asked to have a conversation about cause and effect expressions. When finished, continue student B to act as a police officer and student A as a soldier. Then they were asked to have a conversation about the expressions of agreement and agree. Meanwhile, simulation games are the opposite of role-playing games. The game is for learners to swap roles they have played in real life. For example, about a show about friendship at school.

In addition, Saepudin (2014) explained that there were several activities carried out in the teaching-learning process using the TPR method, that is:

1) The most important activity to do in using this method is using commands or it can be called an imperative drill, the point is for students to be able to move and be physically active (locomotor)

2) Have a conversation or dialogue

3) Doing role play, meaning doing learning with drama, for example making a show using English

4) Make presentations using LCD (Liquid Crystal Display) or OHP (Overhead Projector), and 5) Increase vocabulary by reading or writing to practice grammar.

Based on the statements explained above, it can be concluded that the TPR method is a method used by educators by giving orders in the target language and students respond by taking actions related to these orders. For example, the educator might say "Stand up" and students would stand up. Commands can become more complex as students progress in their language skills. This method is also interesting because it emphasizes the relationship between language and physical movement. Because in teaching English, English educatos like teachers or tutors need the right method of delivering material so that learners can understand the material. Therefore, adjustments are also needed to the situation in the classroom to apply teaching methods so that the learning objectives can be achieved.

7. Learning Media

Any objects or equipment used to support learning are referred to as learning media. Learning media can be real objects (realia), humans, models, text, visuals, audio, and multimedia. These media are well designed specifically made to enhance learning activities (Batubara, 2020).

On the other hand, Helmiati (2012) explained that anything concrete would be easier to understand than anything abstract. This is because it takes a visualization process. The visualization process is carried out using learning media such as visual media and teaching aids. The reason is because educators must understand and master teaching methods which are also adapted to the availability of media.

Meanwhile, Ramli (2012) explained that something that is used to convey messages from the sender to the recipient in a lesson is called a learning media. With the existence of learning media, the thoughts, attention, interests, and feelings of students can be stimulated so that the learning process is more optimal. Learning media also has three types, namely as a tool for teaching, then as a tool for teaching, and also as a learning resource. Learning media can be divided into several types, the first is media without a two-dimensional projection (cartoons, charts, diagrams, posters, graphs, and pictures/photography). Then, secondly there are media without three-dimensional projections (puppets, real objects, maps and globes, masks and models). After that, the third is audio media (CD and MP3, tape recorder, radio, and language laboratory). Then, the third is media with projections (LCD, computer,

OHP (Overhead Projector), opaque projectors, films, slides, and filmstrips, and microphysics. Finally, there are other types of learning media, namely computers, television, VTR (Video Tape Recorder), DVD (Digital Video Disc), and VCD (Video Compact Disc).

From the definitions above, it can be concluded that learning media is used in the learning process as a media for delivering learning materials to achieve learning objectives. In this study, learning media is the media used by English tutors in conveying English vocabulary material on the *Kampung Inggris LC* TikTok channel.

8. Social Media

Social media is online-based media. Social media can make it easier for users to carry out social interactions using a web-based technology that turns communication into interactive dialogue. Social media also has positive and negative impacts on its users. The positive impact of social media is that it makes it easier for us to interact with many people, expand our association, distance and time are no longer a problem, it is easier to express ourselves, the dissemination of information can take place quickly, the cost is lower. While the negative impact of social media is to distance people who are close and vice versa, face-to-face interactions tend to decrease, make people addicted to the internet, cause conflict, privacy issues, vulnerable to the bad influence of others (Cahyono, 2016).

One of the social media that is widely used by learners today is Tik Tok. Tik Tok is a public media, this media is a web-based media that can be seen or

heard. This application has been widely used by many people, especially learners. They enjoy using this online media TikTok because for them this web-based media can engage them when they run out of steam. The presence of online media provides entertainment for everyone to reduce fatigue or fatigue. They are even very happy when utilizing this web-based media. Through TikTok, everyone, especially learners, can view different recordings with various melodic articulations (Asdiniah & Lestari, 2021).

TikTok is a social media app that can be downloaded from the App Store and Google Play Store. TikTok is a Chinese social network and music video platform that was first introduced in September 2016. Users can use this app to make their own short music videos. This application was opposed by various parties in Indonesia because it was perceived to frequently contain negative content. However, this app has been downloaded a lot since the pandemic to lessen the stress of having to stay at home. As more content creators upload instructional videos, scientific videos, and other creative videos over time, TikTok has become a platform that, when used properly, can be used as a learning media (Herlisya & Wiratno, 2022). This is supported by Rinto, Fendy, and Tonich (2022) in their journal that claimed that TikTok is a social media application that provides effective learning opportunities to aid in the teaching and learning process. Educators can use TikTok as a reference to provide learners with new and interesting learning opportunities.

Current learning that is in direct contact with learners' daily activities can undoubtedly aid in meeting the expected learning objectives. So, TikTok, which is

generally viewed negatively by some people, can actually be a useful tool if used as a teaching tool. Millennials and Generation Z can use this social network to share information with one another, encouraging this generation to learn and be proactive and educational, despite personal struggles and concerns. Additionally, according to Aji (2020), the Tik Tok application is fantastic, well-liked, and has captured the attention of millennials, the majority of whom are young children in school. Tik Tok can be transformed into engaging and interactive educational media for learners. Based on the explanation above, TikTok is a very interesting social media for everyone. With TikTok, it can be used as a tool that can help educators like teachers or tutors in the learning process.

However, in the TikTok application, there are many channels that provide English teaching videos. Due to the large number of channels in the TikTok application, the researcher chose one of the channels, the channel is called *Kampung Inggris LC.* The abbreviation for LC is Language Center, which is a course institution is part of a course institution in *Kampung Inggris* in *Pare*. In addition, *Kampung Inggris LC* also takes advantage of technology by creating a TikTok channel. In addition, *Kampung Inggris LC* has 938,8 thousand followers and has 10 millions likes on English teaching videos that have been uploaded. *Kampung Inggris LC* uploaded and created unique and interesting language learning content so that followers have no difficulty understanding it. In addition, *Kampung Inggris LC* also presented material using several learning media such as markers, pictures and blackboards.

As previously explained, *Kampung Inggris LC* is part of the *Kampung Inggris* in Pare. *Kampung Inggris* has been around for a long time, it is known by many people. In addition, the media also often talks about *Kampung Inggris*. It is likely that every year, more than 100 people from different areas go to *Kampung Inggris* because they are there with the aim of learning the language. When the holidays come, *Kampung Inggris* will be even more crowded. In fact, in the end, *Kampung Inggris* is also a place for many people to learn languages. *Kampung Inggris* is used as a place of learning but not only learning English, but there are other languages as well as other subjects such as mathematics, Arabic, Mandarin, and can even be used as an academic potential for preparation for entering college or work (Hamonangan, 2021). In conclusion, *Kampung Inggris*, which is located in Pare, has a lot of devotees because, over time, *Kampung Inggris* is known well by some people. Even though it's called *Kampung Inggris*, it turns out that we can learn other subjects besides English, so with that, many people are fortunate to come and study at *Kampung Inggris*.

(Rahman, 2018) explained that *Kampung Inggris LC* could attract many enthusiasts. Even though this course has just been established, *Kampung Inggris LC* provided the same programs as the majority of other course institutions. Tutors and learners there are considered like family because they are very close. It can be said if the learner is given comfort by the tutor by providing an understanding and solution to the difficulties experienced by the learner when the tutor is delivering learning material. *Kampung Inggris LC* also takes advantage of technology by creating a TikTok channel, namely *Kampung Inggris LC*. In addition, *Kampung*

Inggris LC has 938,8 thousand followers. *Kampung Inggris LC* uploaded and created unique and interesting language learning content so that followers have no difficulty understanding it. In addition, *Kampung Inggris LC* also presented material using several learning media such as markers, pictures and blackboards.

Based on the statements above, social media is a medium that can be used to share interesting content, one of which is the TikTok application. In the TikTok application, anyone can upload content that contains teaching English. *Kampung Inggris LC* is a channel that utilizes social media as a place to teach English material, including English vocabulary, so that TikTok social media becomes an online learning tool. In this study, the *Kampung Inggris LC* TikTok channel is the data source to be analyzed by the researcher.

9. Response

Effendy (1984) stated that the response is an answer, a reaction on the communicant after receiving the message. A positive response is an answer shown from the communicant which indicates he understands, wants to help and cooperate with the communicator in certain discussions, while a negative response is a negative response which is the meaning of a response shown from the communicant such as an expression of dislike, rejecting the contents of the communicator's message.

On the other hand, Sarwono (2002) distinguishes responses into two types, namely:

1. Positive Response

A response can be called a positive response if the community has a positive reaction where the community supports an event or the community has enthusiasm to participate in an event.

2. Negative Response

A response can be called a negative response if the community has a negative reaction where the community does not support an event or the community does not have enthusiasm to participate in an event.

Meanwhile, Saepudin (2014) also explained that the response is related to the theory of behaviorism developed by John B. Watson in 1878 to 1958. Based on the explanation of this theory, the response occurs due to stimulation. So this behaviorist figure believed that if someone succeeds in speaking in an effective way, it is because there is a very strong response. With this, the responses become habits or can be conditioned. The response can be in the form of understanding or response in the form of speech. Someone can respond to the learner in the form of speech because the reaction from the stimulus is adequate so that someone gets a strong response to it.

According to Ritonga (2019), someone responds to other people because there are messages from other people that become stimuli that cause a response in that person. On the other hand, response is also a person's way of thinking in processing and manipulating information. In communicating, it can be called

effective if the communicant and communicator both get the response from each party. It was a response that was in accordance with the expectations of both parties.

Based on the explanation above, the response can occur due to stimulation that causes a response. In this study, the responses that will be examined are positive and negative responses from viewers in expressing these responses through the comments column on English vocabulary teaching videos on the *Kampung Inggris LC* TikTok channel.

B. Previous Related Studies

This study is based on references and theoretical connections from previous studies. There are several previous studies that have been conducted related to teaching English vocabulary. The first study was conducted by Baskarani (2016) entitled "The Teaching of English Vocabulary (A Case Study at the Seventh Grade Learners of MTs Negeri 2 Jakarta". Based on the results of the research, the teachers there used the scientific method. Teachers also use various media in teaching vocabulary, namely by using pictures and textbooks. In evaluating vocabulary teaching, memorization and writing tests are used by teachers. By applying this method, learners' vocabulary can be increased. This is also evidenced by the results of the achievement of learners who can reach the Minimum Completeness Criteria.

The second study conducted by Bunga (2019) with the title "The Teachers' Method in Teaching English at the Eleventh Grade Learners of SMA Negeri 2 Palopo". Based on the results of this study, the methods used by teachers in teaching English, one of which is teaching vocabulary, use reading and translating methods.

With this method, learners are asked to read and then translate the contents of the reading. After that, learners are asked to explain the contents of the reading according to their own understanding, so that learners can acquire new vocabulary or can increase their vocabulary.

The third study conducted by Pido and Dewi (2019)) with the title "English Teaching Method Applied by Teachers in Mts Negeri Model Limboto". Based on the results of this study, the method used by the teachers there in teaching English vocabulary uses the Total Physical Response (TPR method) and the direct method. In applying the TPR method, the teachers there give explanations or give orders regarding things that are around the learners so that learners can remember and understand vocabulary more quickly and properly. Then in applying the direct method, the teachers there use learning media, such as pictures to make learners able to understand vocabulary and ask several questions related to vocabulary using English without the learners' mother tongue.

Table 2.1

The similarities between previous study and this study

Name and Year	Titles	Differences	Similarities
(Baskarani, 2016)	The Teaching of English Vocabulary (A Case Study at the Seventh Grade	There are several differences between previous study and this study. The object of previous study was school, while the object	The similarity of the previous study with this study is that it uses a type of qualitative research. Then the second similarity is that

	Learners of MTs Negeri 2 Jakarta	of this study is social media, namely the TikTok application. Then the previous study subjects were teachers, while in this study were English tutors. The last difference is that previous studies used the case study method, while this study used a descriptive analysis method.	the previous study and this study discuss methods of teaching English vocabulary.
(Bunga, 2019)	The Teachers' Method in Teaching English at the Eleventh Grade Learners of SMA Negeri 2 Palopo	There are several differences between previous study and this study. The object of previous study was school, while the object of this study is social media, namely the TikTok application. Then the previous study subjects were teachers, while in this study were English tutors. The last difference is that previous study focused on teaching English, whereas in this study the focus was on	The similarity of the previous study with this study is that it uses a type of qualitative research. Then the second similarity is using descriptive analysis method.

		teaching English vocabulary.	
(Pido & Dewi, 2019)	English Teaching Method Applied by Teachers in Mts Negeri Model Limboto	There are several differences between previous study and this study. The object of previous study was school, while the object of this study is social media, namely the TikTok application. Then the previous study subjects were teachers, while in this study were English tutors. The last difference is that previous study focused on teaching English, whereas in this study the focus was on teaching English vocabulary.	The similarity of the previous study with this study is that it uses a type of qualitative research. Then the second similarity is using descriptive analysis method.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The researcher's research design was descriptive qualitative research. The purpose of qualitative research is to explain a phenomenon as thoroughly as possible by collecting the most detailed data, demonstrating the importance of depth, and detail in the data being studied. In qualitative research, it can be assumed that the higher the level of detail, thoroughness, and discovery of the data obtained, the higher the level of research quality (Soegianto cited in Harahap, 2020). Harahap (2020) defined that qualitative research as research that begins with data, uses pre-existing theories as a basis for explanation, and concludes with a theory. In Indonesia, qualitative research is referred to as "naturalistic research" or "naturalistic qualitative." The term "naturalistic" indicates that the implementation of this research occurs naturally, as it is in normal situations unaffected by circumstances and conditions, emphasizing natural descriptions. This indicates that phenomenon networking or data collection is done under the proper conditions. Therefore, by analyzing the *Kampung Inggris LC* TikTok channel through the TikTok application, the researcher will describe the English vocabulary teaching methods used by English tutors.

B. Research Setting

1. Place of the research

According to Sugiyono (2015), a research location is a place used to examine social situations, such as at the office, at school, at home, in government agencies, on the street, and in other places. In this study, the location of this research research can be done anywhere or it is called flexible to be done anywhere because the researcher is analyzing social media, namely the TikTok application. The channel chosen by the researcher is *Kampung Inggris LC* TikTok channel. The researcher conducted research by watching English vocabulary teaching videos uploaded by the *Kampung Inggris LC* TikTok channel.

2. Time of the research

Pre-research on English vocabulary teaching videos on the *Kampung Inggris LC* TikTok channel was carried out in August 2022.

Table 3.1

Table of Research Time

No.	Activities	Aug	Sep	Oct	Nov	Dec	Jan	Feb	March	April	May	June
1	Observation											
2	Collecting the Data											

3	**Chapter I**											
4	**Chapter II**											
5	**Chapter III**											
6	**Proposal of Thesis**											
7	**Analysis the Data**											
8	**Submitting the Data**											

C. Research Subject

The main subject of this research was the English tutors on the *Kampung Inggris LC* Tiktok channel. The English tutors there use English or use English and Indonesian in providing explanations about teaching English vocabulary. Then, videos of teaching English vocabulary on the *Kampung Inggris LC* TikTok channel are the objects of this study.

D. Data and Source of the Data

1. Data

Suyitno (2018) explained that qualitative data contains various information in the forms of words, although some are in the form of numbers, they are only

a support. The data in this study were obtained from English vocabulary teaching videos and the comments column in each English vocabulary teaching video on the *Kampung Inggris LC* TikTok channel. This research is focused on English vocabulary teaching videos with videos containing captions with hashtag vocabulary from 2020 to 2022.

2. Source of the data

Data sources in this study consisted of primary data and secondary data. In this research, the *Kampung Inggris LC* TikTok channel are the primary data source. While secondary data in this study, taken from books, journals, and several previous studies related to this study.

E. Research Instrument

Researchers are the main instrument in qualitative research, so they cannot be represented (Raco, 2010). Therefore, in this study, the researcher is the main instrument, but the researcher also needs supporting instruments such as handphone, laptop, digital dictionaries, pen, and paper.

F. Techniques of Collecting the Data

Sugiyono (2013) stated that the effectiveness of research instruments and the efficiency of data collecting are the two key factors that influence the quality of research data. The validity and dependability of research tools are related to their quality, much as the accuracy of data collecting techniques is related to the quality of data gathering tools. Therefore, if an instrument is not utilized properly during data collection, even one that has been verified for validity and reliability may not

be able to produce data that is both valid and reliable. Based on the explanation above, the data collection techniques used by the researcher are observation and documentation. The specific details can be categorized as follows:

1. Observation

Using the five senses, observation is a methodology or approach for gathering the data required for research. Observations can be classified into two categories based on how they are made by the observer, namely, participant observation and non-participant observation. Participant observation involves the observer making observations while being closely connected with the object under examination. In participatory observation, the observer takes part in the operations of the research's data source or the item being observed. Participant observation yields information that is more thorough, precise, and up to the level of meaning of each seen behavior, while, non-participant observation refers to observation in which the observer acts solely as an impartial observer and is not personally associated with the thing under examination. The meaning of each activity that is observed is not known at the level of the data gathered through non-participant observation (Sukendra and Atmaja, 2020).

In this study, the researcher conducted non-participant observations. Observations were made by observing videos on the *Kampung Inggris LC* TikTok channel regarding the methods used by English tutors in teaching English vocabulary and how the viewers responds to videos teaching English vocabulary. Then, the results of these observations were stored and analyzed to

generate conclusions about the method of teaching English vocabulary on the *Kampung Inggris LC* TikTok channel. The data selected by the researcher is data that also supports the problem being discussed.

2. Documentation

Sugiyono (2013) claimed that the documentation method can be done by looking for 3 forms of documents. Documents can be in the form of writing, pictures, or monumental works of a person. Documents in the form of writing, for example, diaries, life histories, stories, biographies, regulations, and policies. Documents in the form of images, such as photographs, live images, sketches, and others. Documents in the form of works such as works of art, which can be in the form of pictures, sculptures, films, and others.

The researcher collected the data with documentation as well. Based on the subject matter of this discussion, the researcher will document the positive response and negative response from the viewers in the comments column on English vocabulary teaching videos on the *Kampung Inggris LC* TikTok channel to find out the positive and negative responses from viewers to English vocabulary teaching videos on the *Kampung Inggris LC* TikTok channel. There are several steps carried out by the researcher in collecting data:

a. The video is played repeatedly by the researcher
b. The researcher identified the types of English vocabulary teaching methods used by English tutors in the videos on the *Kampung Inggris LC* TikTok channel.

c. The researcher grouped the identified data

d. The researcher classify data based on various teaching methods

G. Trustworthiness of the Data

Sugiyono (2015) explained that there are several techniques in ordering the trustworthiness of the data, namely with an extension of participation, perseverance of observation, triangulation, and discussion with friends. Based on this explanation, the researcher chose to use triangulation as the trustworthiness the data. Triangulation has the meaning of using various ways to find out the validity of data and provide evidence about data validation. There are four forms of triangulation:

1. Triangulation of sources means checking and comparing data obtained using different tools and times.

2. Triangulation of techniques means using several methods in collecting data to compare the results of data from several methods.

3. Triangulation of times means collecting data by observation, interviews, or other techniques at different times. For example, making observations in the morning, afternoon, and evening.

Based on that explanations, in this study, the researcher used time triangulation to observe English vocabulary teaching methods used by English tutors in videos on the *Kampung Inggris LC* TikTok channel. The researcher uses time triangulation because the researcher analyzes videos of teaching English vocabulary on the *Kampung Inggris LC* TikTok channel based on three periods,

namely 2020, 2021, and 2022 but with the same limitations, that is, both videos use captions with hashtag vocabulary. Then the researcher observed and documented for 4 weeks, since the research was approved to be carried out.

H. Techniques of Analyzing the Data

In research, researchers need to pay attention to various stages in researchers's research, one of which is data analysis. Data analysis is the basis for describing the results of the research so that the benefits can be taken later. Therefore, the researcher need to understand theories related to data analysis. This is so that the research conducted by researchers can be appropriate. Based on that explanation, there are several stages used by the researcher in analyzing data using the theory of Miles and Huberman (1994), namely:

1. Data reduction

   At this stage, the researcher identified the methods of teaching English vocabulary. The researcher focuses on data that corresponds to the methods of teaching English vocabulary used by English tutors on the *Kampung Inggris LC* TikTok channel. The researcher also focused on identifying English vocabulary teaching videos from 2020 to 2022, then the researcher limited them to only taking English vocabulary teaching videos that contained captions with vocabulary hashtags. In addition, the researcher also documented the responses of viewers in the comments column on the *Kampung Inggris LC* TikTok channel. Due to the large number of responses in the comments column, the researcher only took three positive responses and three negative responses from all the responses.

2. Display Data

At this stage, the researcher compiles and displays all information related to the formulation of the problem in the form of descriptive text to describe the teaching methods used by English tutors as well as the positive and negative responses of viewers in the comments column on the *Kampung Inggris LC* TikTok channel.

3. Conclusion Drawing and Verification

After going through various stages, the last is drawing conclusions. At this stage, the researcher draws conclusions from the analysis that has been carried out and re-checks through the data that has been found on the *Kampung Inggris LC* TikTok channel.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter deals with the findings which are related to the formulated question which has been decided by the researcher. It shows the data and it is divided into data findings.

A. Research Findings

The researcher presents data on teaching methods used by English tutors that focus on English vocabulary material. The researcher collected data through observation and documentation in order to find out the method of teaching English vocabulary. The researcher analyzed the data using the theory from Miles and Huberman (1994).

The researcher found data about English vocabulary teaching methods used by English tutors on the *Kampung Inggris LC* through observation. Based on the findings that the researcher found, in the 2020 period, the researcher found that English tutors focused only on using the grammar-translation method. Then for the second period, which is 2021, the English tutors there are also still using the grammar-translation method only in teaching English. However, since 2022, English tutors have started using another method as well, namely the total physical response method. The researcher found data showing that the English tutor had started using the total physical response method since July 20, 2022. In these findings, the researcher classified them based on differences in methods and sorted

the discovery data sequentially based on the initial period, namely the period 2020 to 2022. The following is an explanation of the data:

1. English Vocabulary Teaching Methods used by English Tutors on the *Kampung Inggris LC* TikTok channel

a. Grammar-Translation Method

The first method used by English tutors in teaching vocabulary is the Grammar-Translation Method (GTM). The English tutor used the GTM to teach English vocabulary by paying attention to grammar and translating the vocabulary taught by the English tutors. It means, in this method, learners are taught to memorize vocabulary lists and learn grammar rules to translate the vocabulary. The following below is the result of an analysis of the grammar-translation teaching method used by English tutors in English vocabulary teaching videos on the *Kampung Inggris LC* TikTok channel:

1) Video Analysis "Hafalin yah"

In the video which was uploaded on November 4 2020, there is an English tutor who teaches English vocabulary material using text videos. In the video the English teacher is not visible, so that only the video text is visible. In the video, the English tutor uses the grammar-translation method to teach grammar rules for several English vocabulary words. The grammar rules that are taught are about tenses. In the video, for 21 seconds, the English tutor has said the following words:

The English tutor: *agree, agreed, agreed, ask, asked, asked, believe, believed, believed, close, closed, closed, decide, decided, decided, discuss, discussed, discussed*

From the teaching example above, the word "agree" which is present tense or verb 1 is changed to past tense or verb 2 becomes "agreed", and finally it is changed again to "agreed" as a past participle. It's like the word "ask" as a verb 1 is changed to "asked" as a verb 2 and changed again to "asked" as a verb 3. In giving English vocabulary material, the tutor also provides examples of how to pronounce it. In this video, the English tutor teaches English vocabulary using only English. It can be concluded that the English tutor uses the grammar-translation method because the English tutor teaches vocabulary material related to tenses which is included in grammar material.

2) Video Analysis "*Nambah vocab yuk!*"

In the video which was uploaded on April 3, 2021, there is an English tutor teaching English vocabulary material assisted by a cameraman as well as assisting the English tutor in conveying vocabulary material, as in 00:00 to 00:05 second of 16 seconds, as follows :

Cameraman *: Besar*

The English tutor *: Large*

Cameraman *: Memperbesar*

The English tutor *: Enlarge*

Cameraman *: Yakin*

The English tutor *: Sure*

Cameraman : Meyakinkan

The English tutor : Ensure

From the teaching example above, in the video, we can hear the cameraman saying the Indonesian word "*besar*", then the English tutor pronouncing it using the word "big". After that, the cameraman said the word again by changing it to the word "*memperbesar*", so the English tutor added the prefix -en which is "enlarge". Apart from that, there are the words "*yakin*" and "*meyakinkan*" which the cameraman mentioned and then translated by the English tutor by adding the -en prefix as well, namely "sure" and "ensure". Based on the results of the researcher's analysis, the English tutor uses the grammar-translation method to teach grammar to several English vocabularies. The grammar taught is about differences in word classes. The word classes taught are from adjectives to verbs. The tutor adds prefixes to these words, where prefixes are part of aspects of English vocabulary and there are also changes to word classes which are part of grammar. It can be concluded that the English tutor uses the grammar-translation method because in addition to teaching part of the vocabulary aspect, namely prefixes, the English tutor also teaches vocabulary material related to word class changes included in the grammar material. In addition, the English tutor translates each word so that viewers can understand its meaning.

3) Video Analysis "*Yuk belajar kosakata* English"

In the video which was uploaded on April 29, 2021, there is an English tutor teaching English vocabulary material, namely prefix vocabulary, assisted by a cameraman as well as assisting the English tutor in conveying the vocabulary material, as seen from seconds 00:00 to the 00:07 second of 15 seconds, as shown below:

Cameraman : Aktif
The English tutor : Active
Cameraman : Gak aktif
The English tutor : Inactive
Cameraman : Benar
The English tutor : Correct
Cameraman : Gak benar
The English tutor : Incorrect

From the teaching example above, in the video the cameraman can be heard saying the Indonesian word "*aktif*", then the tutor says it using the word "active". After that, the cameraman says the word again changing it to the word "*gak aktif*", so the English tutor also adds the -in prefix, i.e. "inactive". Just like the second example, the cameraman said "*benar*" and then the English tutor continued by saying "correct". After the English tutor said "correct", the cameraman said "*gak benar*", and the English tutor translated it again into English, namely "incorrect". Based on the results of the researcher's analysis, English tutors use the grammar-translation method to teach English vocabulary. The tutor adds prefixes to words, where

prefixes are part of aspects of English vocabulary and include part of grammar. But the difference is, the vocabulary material being taught does not change word classes, so the grammar being taught is about changing meaning, where the meaning of the word "active" has an active meaning, whereas if the -in prefix is added, it is "inactive", meaning not active. It can be concluded that the tutor uses the grammar-translation method because it teaches parts of the vocabulary aspect, namely prefixes and teaches changes in the meaning of words which are part of grammar. In addition, the English tutor also translates each of these words so that viewers understand their meaning.

4) Video Analysis "*Tips memperkaya #vocabulary check!*"

In the video which was uploaded on June 21, 2021, there is an English tutor teaching English vocabulary material, namely vocabulary endings, assisted by a cameraman as well as assisting the English tutor in conveying the vocabulary material, as in the second at 00:00 to the 00:06 second of 26 seconds as follows below:

Cameraman	*: Kagum*
The English tutor	*: Wonder*
Cameraman	*: Mengagumkan*
The English tutor	*: Wonderful*
Cameraman	*: Kesenangan*
The English tutor	*: Delight*
Cameraman	*: Menyenangkan*

The English tutor : Delightful

From the teaching example above, in the video you can hear the cameraman saying the Indonesian word "*kagum*", then the tutor pronouncing it using the word "wonder". After that, the cameraman said the word again by changing it to the word "mengagumkan", so the English tutor also added the ending -ful, which is "wonderful". Just as the word delight becomes delighful. Based on the results of the researcher's analysis, English tutors use the grammar-translation method to teach English vocabulary. The vocabulary taught is about differences in word classes, where changes to these word classes are included in grammar as well. The word classes taught are from verbs to adjectives. The tutor adds prefixes to these words, where prefixes are part of aspects of English vocabulary and there are also changes to word classes which are part of grammar. It can be concluded that the tutor uses the grammar-translation method because apart from teaching part of the vocabulary aspect, namely suffixes, the English tutor also teaches vocabulary material related to word class changes included in the grammar material. In addition, the English tutor also translates each word so that viewers understands their meaning.

5) Video Analysis "*Part 4 | Different word in American and British*"

In the video which was uploaded on January 3, 2022, there is an English tutor teaching English vocabulary material. In the video the English tutor uses learning media such as blackboards and markers. The tutor explains the differences between the American vocabulary and the English

vocabularysuch as the opening which is at 00:16 to 00:25 seconds, then material explanation at 00:26 to 01:04 seconds, finally, closing at 01:49 to 01:57 seconds, with the whole video for 2 minutes 27 seconds., namely:

(Opening)

The English tutor : Hello everyone! Welcome back to our channel Kampung Inggris LC in T2 (Teaching Tutorial) program with me, Abruz. And today we are going to learn about the difference between American and British words.

(Material Explanation)

The English tutor : So, now, I have 5 words in American and 5 words in British. Okay, let's get started. Elevator, in Indonesia we say lift, in American they say elevator and in British they say lift. It same with Indonesia. Okay, next words, bandage and plaster. In American we say bandage and in British we say plaster or with American accent we can say plaster. Okay, in Indonesia it means plester atau perban.

(Closing)

The English tutor : Okay guys, that's all, thank you so much for watching. Don't forget to subscribe, share, and like for more videos, and see you in the next video.

From the teaching examples above, in the video the English tutor gives examples of vocabulary in America, such as the words "elevator" and "bandage", while vocabulary in British such as the words "lift" and "plaster". In the video, the English tutor translates them one by one and explains that both of them have the same meaning about the words. The elevator is the same as the lift and the bandage is the same as the plaster.

Based on the results of the researcher's analysis, the English tutor uses the grammar-translation method to teach English vocabulary. The English tutor teaches vocabulary while also translating. In addition, American and English vocabulary are also included into grammar because the grammar used in American and English can vary depending on the context of each individual, so it can be concluded that English tutors use the grammar-translation method.

6) Video Analysis "*Stop Hafalin Vocabulary!*"

In the video which was uploaded on December 2, 2022, there is an English tutor teaching English vocabulary material, namely vocabulary prefixes and suffixes, assisted by a cameraman as well as assisting the English tutor in conveying vocabulary material, as in the second at 00:00 to the 00:09 seconds of 25 seconds, as below:

Cameraman	*: Cantik-mempercantik*
The English tutor	*: Beautiful-Beautify*
Cameraman	*: Sederhana-menyederhanakan*
The English tutor	*: Simple-simplify*
Cameraman	*: Kaya-memperkaya*
The English tutor	*: Rich-Enrich*

Based on the teaching example above, the cameraman said "*cantik-mempercantik*", then the English tutor translated it into English by adding -ful and -fy endings to "beautiful-beautify". The second example in the video is when the cameraman says the word "*sederhana-menyederhanakan*", the

English tutor just adds the -ify ending, i.e. "simple-simplify". Finally, for example, the cameraman said "*besar-memperbesar*", then the English teacher added the -en prefix to "large-enlarge". Based on the results of the researcher's analysis, the English tutor uses the grammar-translation method to teach English vocabulary. The English tutor teaches vocabulary by translating the vocabulary. In addition, apart from being part of the vocabulary aspect, prefixes and suffixes are also part of grammar, where prefixes and suffixes have an influence on grammar, such as changes in the meaning of words, so it can be concluded that English tutors use the grammar-translation method.

7) Video Analysis "*Ada yang baru ternyata*"

In the video which was uploaded on December 29, 2022, there are several English tutors teaching English vocabulary material. In the video, the English tutor teaches vocabulary, which is compound vocabulary, like the explanation explained by the first English tutor at 00:00 to 00:05 seconds and the explanation from the second tutor at 00:06 to 00:10 seconds, with the whole video is 22 seconds, as below:

The English tutor 1: *Kita perlu belajar dari bahasa Inggris kalau high school itu bukan berarti sekolah tinggi, tapi SMA*

The English tutor 2: *Duck bill itu bukan berarti tagihan bebek, tetapi masker Korea*

Based on the teaching example above, the video begins with an explanation from the first English tutor who has explained that "*Sekolah*

Tinggi" is not "High School", so the tutor says that "*SMA*" means "High School". Then it was continued by the second English tutor who also explained that the word "duck bill" was not "*tagihan bebek*" but "*masker Korea*". Based on the results of the researcher's analysis, English tutors use the grammar-translation method to teach English vocabulary. The English tutor teaches vocabulary by paying attention to grammar in translating this compound vocabulary. Compound vocabulary is important to know because it can broaden the ability to understand and use language according to context to understand the context of sentences, so it can be concluded that English tutors use the grammar-translation method.

b. Grammar Translation Method (GTM) and Total Physical Response Method (TPR Method)

This time, there are two kinds of teaching methods used by tutors, namely the Grammar Translation Method (GTM) and the Total Physical Response Method (TPR Method). As previously explained, GTM is a method used to focus on grammar and translation between the target language or foreign language and the learner's native language. In this method, learners are taught to memorize vocabulary lists and learn grammar rules to translate the vocabulary. Meanwhile, TPR is used to create an interesting and interactive learning environment by providing clear and concise instructions using a foreign language and then focusing on the use of physical movement to strengthen language learning. The following is the result of an analysis of combining the grammar-translation teaching method and

the total physical response method used by English tutors in English vocabulary teaching videos on the *Kampung Inggris LC* TikTok channel:

1) Video Analysis "*Kosakata kerja tangan nih guys! Biar kamu tau kerjanya tangan ngapain aja*"

In the video which was uploaded on July 20 2022, there is an English tutor teaching English vocabulary material, namely verb vocabulary, assisted by a cameraman as well as assisting the English tutor in conveying vocabulary material. But in the video, the English tutor only teaches a few verbs, namely verbs that are often done by hand. The tutor explains vocabulary by practicing it and using a bottle as a medium, as shown in seconds 00:00 to the 00:08 seconds of 39 seconds, below:

Cameraman *: Memegang-hold*
The English tutor *: (holding a bottle)*
Cameraman *: Melempar-throw*
The English tutor *: (throwing a bottle)*
Cameraman *: Menangkap-catch*
The English tutor *: (catch a bottle)*

Based on the teaching example above, when the cameraman said *"memegang*-hold", then the English tutor follows the cameraman's instructions by holding the bottle. Second, when the cameraman said "*melempar*-throw", then the English tutor threw the bottle the English tutor was holding. Finally, as an example in the video, when the cameraman says the word "*menangkap*-catch", the English tutor follows the cameraman's

orders by catching the thrown bottle. Based on the results of the researcher's analysis, English tutors teach vocabulary by following the instructions of the cameraman who has spoken and translated the vocabulary. In addition, each word also has several meanings. As in the video, the word "hold" means to hold a bottle, but on the other hand the word "hold" also has a meaning like the sentence "a meeting will be held at the office", so indirectly the English tutor also teaches grammar because the vocabulary has several meaning depends on the context. Then, when the cameraman also translates the vocabulary intended by the cameraman indirectly, the English tutor wants to teach students to know the meaning of the vocabulary mentioned by the cameraman by translating from the source language to the target language or foreign language, so it can be concluded that the method used by English tutors uses the grammar-translation method. In addition to this method, English tutors also use the TPR method, namely by teaching vocabulary with physical actions and using learning media, namely bottles. This means that it can help students understand vocabulary and develop a deeper understanding of the meaning and use of the words being studied. From this explanation it can be concluded that English tutors combine the grammar-translation method with the total physical response method.

c. Total Physical Response Method

The English tutor used the total physical response method to teach English vocabulary by involving the use of fun interactive games to help learners learn vocabulary in a fun and interesting way. The following is the result of an analysis

of the total physical response method used by English tutors in English vocabulary teaching videos on the *Kampung Inggris LC* TikTok channel:

1) Video Analysis "*Temukan kata di vocabulary ini*"

In the video which was uploaded on August 24, 2022, you can see the students lining up from front to back. It can also be seen in the video that students who cannot answer will have their faces crossed out, as seen from seconds 00:34 to seconds 00:39 from 1 minutes, namely:

The English tutor : Everybody
Cameraman : Every
The English tutor : Okay
Cameraman : Body
The English tutor : Okay
Cameraman : Very
The English tutor : Okay very

Based on the teaching example above, the video begins with an English tutor teaching students to look up vocabulary in vocabulary, meaning looking for English vocabulary in English vocabulary to understand the meaning of other English words, such as using context to be able to find related words . The English tutor has used the context of the word "everybody", then students are asked to look for vocabulary in the vocabulary mentioned by the English tutor. Some students can answer, namely by saying the word "every", "body", and "phone". Based on the results of the researcher's analysis, the English tutor teaches vocabulary

using the total physical response method because the students follow the instructions from the English tutor by responding to what the English tutor asks. They do that while playing the game. The game being played is a guessing game, which is to guess the instructions from the English tutor. They line up to the back. If it is his turn to answer, then the learner advances. When they have finished answering, they return to the very back of the line. It's the same as a student who can't answer, after the student's face has been crossed out by the English tutor, the student returns to the very back of the line as well.

2) **Video Analysis "*Part 23 │Vocabulary in Vocabulary"***

In the video uploaded on August 27 2022, you can see students lining up at the back. It can also be seen in the video that the student who cannot answer, the English tutor's face is crossed out by the English tutor, as was the case at 00:06 to 00:12 seconds from 59 seconds, namely:

The English tutor	*: Today*
Cameraman	*: Day*
The English tutor	*: Okay good, anywhere*
Cameraman	*: Where*
The English tutor	*: Okay good*
Cameraman	*: Any*

Based on the teaching example above, just like the previous video, in this video the video starts with an English tutor teaching students to look for vocabulary in vocabulary, the meaning is to look for English vocabulary

in English vocabulary to understand the meaning of other English words , such as finding context to be able to find related words. For example, in the video, the English tutor has used the context of the word "today", then students are asked to look for vocabulary in the vocabulary mentioned by the English tutor. Then there were students who managed to answer by mentioning the word "day". Just like the word "anywhere", there were some students who managed to answer also by mentioning the words "any" and "where". Then like the last example, the tutor changed the context to "anywhere", so students had to answer according to the context, such as the word " anywhere". Based on the results of the researcher's analysis, the English tutor teaches vocabulary using the total physical response method because the students follow the instructions from the English tutor by responding to what the English tutor asks. They do that while playing the game. The game being played is a guessing game, which is to guess the instructions from the English tutor. They line up to the back. If it is his turn to answer, then the learner advances. When they have finished answering, they return to the very back of the line. It's the same as a student who can't answer, after the student's face has been crossed out by the English tutor, the student returns to the very back of the line as well.

3) Part 21 | Challenge Vocabulary

In the video uploaded on September 2 2022, you can see students lining up at the back. It can also be seen in the video that the student who

cannot answer, the English tutor's face is crossed out by the English tutor, as was the case at 00:15 to 00:26 seconds from 57 seconds, namely:

The English tutor	*: Something*
Cameraman	*: Me*
The English tutor	*: Okay good, yesterday*
Cameraman	*: Yes*
The English tutor	*: Okay good, tomorrow*
Cameraman	*: To*
The English tutor	*: Tomorrow*
Cameraman	*: Row*

Based on the teaching example above, just like the previous video, in this video the video starts with an English tutor teaching students to look for vocabulary in vocabulary, the meaning is to look for English vocabulary in English vocabulary to understand the meaning of other English words, such as finding context to be able to find related words. For example, in the video, the English tutor has used the context of the word "today", then students are asked to look for vocabulary in the vocabulary mentioned by the English tutor. Then there were students who managed to answer by mentioning the word "day". Just like the word "anywhere", there were some students who managed to answer also by mentioning the words "any" and "where". Then like the last example, the tutor changed the context to "anywhere", so students had to answer according to the context, such as the word "anywhere". The last example is when the learner manages to answer by saying the words "to" and "row" after being given the context

"tomorrow" by the English tutor. Based on the results of the researcher's analysis, the English tutor teaches vocabulary using the total physical response method because the students follow the instructions from the English tutor by responding to what the English tutor asks. They do that while playing the game. The game being played is a guessing game, which is to guess the instructions from the English tutor. They line up to the back. If it is his turn to answer, then the learner advances. When they have finished answering, they return to the very back of the line. It's the same as a student who can't answer, after the student's face has been crossed out by the English tutor, the student returns to the very back of the line as well.

4) **Video Analysis "*Part 20 | Tebak kata bareng member"***

In the video uploaded on September 24 2022, you can see students lining up at the back. It can also be seen in the video that students who cannot answer will have their faces crossed out, as was the case at 00:00 to 00:05 seconds from 59 seconds, namely:

The English tutor	*: Kata pertama, window*
Cameraman	*: Hmm, win*
The English tutor	*: Okay good*
Cameraman	*: Do*
The English tutor	*: Okay good*
Cameraman	*: In*
The English tutor	*: Okay good*

Based on the teaching example above, the video is still the same as the previous video, the video begins with an English tutor teaching students to look for vocabulary in vocabulary, meaning looking for English vocabulary in English vocabulary to understand the meaning of other English words, like finding context to being able to find related words. For example in the video, the tutor has used the context of the word "window", then students are asked to look for vocabulary in the vocabulary mentioned by the English tutor, such as the word "win" and "in". Based on the results of the researcher's analysis, the English tutor teaches vocabulary using the total physical response method because the students follow the instructions from the English tutor by responding to what the English tutor asks. They do that while playing the game. The game being played is a guessing game, which is to guess the instructions from the English tutor. They line up to the back. If it is his turn to answer, then the learner advances. When they have finished answering, they return to the very back of the line. It's the same as a student who can't answer, after the student's face has been crossed out by the English tutor, the student returns to the very back of the line as well.

5) Video Analysis "*Part 18 │Sebutkan kata yang kamu tahu!*"

The video, which was uploaded on October 12, 2022, it can be seen that learners lining up to the back. It can also be seen in the video that students who cannot answer will have their faces crossed out. But it's different from the previous videos, the context in this video, the English tutor teaches students to look for vocabulary that starts with a specific letter,

namely the letter "L", so the meaning is to look up English vocabulary to find words according to context, as was the case at 00:28 to 00:41 seconds from 59 seconds, namely:

The English tutor	*: Mention a word the first letter is "L"*
Cameraman	*: Let*
The English tutor	*: Okay let*
Cameraman	*: Lunch*
The English tutor	*: Okay*
Cameraman	*: Light*
The English tutor	*: Okay light*
Cameraman	*: Laboratory*
The English tutor	*: Okay*

Based on the teaching example above, just like the previous video, in this video the video starts with an English tutor teaching students to look for vocabulary in vocabulary, the meaning is to look for English vocabulary in English vocabulary to understand the meaning of other English words, such as finding context to be able to find related words. For example, in the video the English tutor already used the context of words that start with the letter "L", then students are asked to look for vocabulary in the vocabulary mentioned by the English tutor. Then there were students who managed to answer by mentioning the word "day". Just like the word "anywhere", there were some students who managed to answer also by mentioning the words "let", "lunch", "light", and "laboratory". Based on the results of the researcher's analysis, the English tutor teaches vocabulary using the total

physical response method because the students follow the instructions from the English tutor by responding to what the English tutor asks. They do that while playing the game. The game being played is a guessing game, which is to guess the instructions from the English tutor. They line up to the back. If it is his turn to answer, then the learner advances. When they have finished answering, they return to the very back of the line. It's the same as a student who can't answer, after the student's face has been crossed out by the English tutor, the student returns to the very back of the line as well.

6) Video Analysis "Part 14 │*Kata kata didalam kata*"

The video which was uploaded on November 15, 2022, it can be seen that learners lining up to the back. It can also be seen in the video that students who cannot answer will have their faces crossed out. Still the same as the previous videos, the video begins with an English tutor teaching students to look up vocabulary in vocabulary, the meaning is to look up English vocabulary in English vocabulary to understand the meaning of other English words, such as finding the context to be able to find related words, as was the case at 00:33 to 00:38 seconds from 48 seconds, namely:

The English tutor : Otherwise
Cameraman : Other
The English tutor : Okay good
Cameraman : Wise
The English tutor : Iya bener

Based on the teaching example above, the video is still the same as the previous video, the video begins with an English tutor teaching students to look for vocabulary in vocabulary, meaning looking for English vocabulary in English vocabulary to understand the meaning of other English words, like finding context to being able to find related words. For example in the video, the tutor has used the context of the word "otherwise", then students are asked to look for vocabulary in the vocabulary mentioned by the English tutor, such as the word "other" and "wise". Based on the results of the researcher's analysis, the English tutor teaches vocabulary using the total physical response method because the students follow the instructions from the English tutor by responding to what the English tutor asks. They do that while playing the game. The game being played is a guessing game, which is to guess the instructions from the English tutor. They line up to the back. If it is his turn to answer, then the learner advances. When they have finished answering, they return to the very back of the line. It's the same as a student who can't answer, after the student's face has been crossed out by the English tutor, the student returns to the very back of the line as well.

7) Video Analysis "*Part 12*│*Tebak Vocab di dalam Vocab*"

The video, which was uploaded on December 9, 2022, it can be seen that learners lining up to the back. It can also be seen in the video that students who cannot answer will have their faces crossed out. Still the same as the previous videos, the video begins with an English tutor teaching

students to look up vocabulary in vocabulary, the meaning is to look up English vocabulary in English vocabulary to understand the meaning of other English words, such as finding the context to be able to find related words, as was the case at 00:20 to 00:22 seconds from 46 seconds, namely:

The English tutor : Breakdown

Cameraman : Break

The English tutor : Down

Cameraman : Own

Based on the teaching example above, the video is still the same as the previous video, the video begins with an English tutor teaching students to look for vocabulary in vocabulary, meaning looking for English vocabulary in English vocabulary to understand the meaning of other English words, like finding context to being able to find related words. For example in the video, the tutor has used the context of the word "breakdown", then students are asked to look for vocabulary in the vocabulary mentioned by the English tutor, such as the word "break", "down", and "own". Based on the results of the researcher's analysis, the English tutor teaches vocabulary using the total physical response method because the students follow the instructions from the English tutor by responding to what the English tutor asks. They do that while playing the game. The game being played is a guessing game, which is to guess the instructions from the English tutor. They line up to the back. If it is his turn to answer, then the learner advances. When they have finished answering, they return to the very back of the line. It's the same as a student who can't

answer, after the student's face has been crossed out by the English tutor, the student returns to the very back of the line as well.

B. Positive and negative responses from viewers to English vocabulary teaching videos on the *Kampung Inggris LC* TikTok channel

Based on the results of the documentation that has been carried out by the researcher, there is one video that does not find positive and negative responses. The video is titled "*hafalin yah*". In addition, in several videos there were also no negative responses, so there were only positive responses. Everything is just a statement of answers or suggestions for learning videos so that is included in the positive responses. In addition, the researcher took three responses from each video, but in several videos, no more than one negative response was found, so the researcher only wrote one negative response from several videos that had been analyzed by the researcher. Below are the results of the documentation in the comments column in the English Vocabulary Teaching Videos on the *Kampung Inggris LC* TikTok channel:

1) Nambah vocab yuk

(Positive Responses)

The viewer 1 : Courage = berani, encourage = memberanikan, bener gak?

The viewer 2 : Thanks babang ganteng, baru tau cuma nambahin "EN" doang ternyata

The viewer 3 : Sering-sering kak, ini sangat bermanfaat

(Negative Responses)

The viewer 4 : Where was you at that time? So much noise

In the comments column in this video, the first and second viewers responded with a positive response by showing that they understood the material. The difference is, the first viewer responds by participating in writing answers in the comments column of this video, while the second viewer, the viewer responds by stating that the vocabulary is only added by "en". Finally, for the third viewer, the positive response given is by requesting that videos like that be uploaded frequently because they are very useful, said the viewer. In addition to positive responses, there are also negative responses. For a negative response, shown by the fourth viewer. The viewer responded by criticizing that the atmosphere in the video was very noisy and it is not known what the viewer's reason for asking like that was, whether it was because they were annoyed or just asking, or some other reason.

2. *Yuk belajar kosakata* English

(Positive responses)

The viewer 1 : Hmm, mudah dihapal, like

The viewer 2 : Bisa pake "un" ga kak? Misalnya "uncorrect"

The viewer 3 : Kak, kalo nulis "hope y'all move success" itu bener ga? Atau pake "I" di awal?

In the comments column on this video, viewers can understand the English vocabulary material uploaded by the *Kampung Inggris LC* TikTok channel. This can be seen from the first viewer's response. The first viewer stated that it was not

difficult to remember the material, so that viewer liked it. Meanwhile, the second viewer responded by responding to questions from the English tutor by asking questions in the comments column regarding the material explained by the English tutor. On the other hand, the third viewer actually asked a question outside of that material, but the administrator of the *Kampung Inggris LC* TikTok channel has yet to reply to that response. It has also been explained previously that in this video there were no negative responses.

3. Tips memperkaya #vocabulary check!

(Positive Responses)

The viewer 1 : Terampil: skillful..

The viewer 2 : Terampil: skilled, benar nggak bang?

The viewer 3 : Terampil: skilled, kalau nggak salah

On the other hand, the viewers' responses to this English vocabulary teaching video responded by providing answers based on the context provided by the English tutor. However, the second and third viewers looked still unsure, so they asked whether their answers were correct or not. With a large number of viewers responding by providing answers through the comments column, this can increase the effectiveness of learning and help others to better understand the material being taught in learning videos. This means that all responses in the comments column on this video are positive responses. Because by answering questions, they can also test their understanding of the material presented.

4. Part 4 │Different word in American and English

The viewer : Sebenarnya sih kalo British accent itu beda-beda ya, ada yang Northern, ada yang Southern. Kalo aku pribadi pakenya yang Northern, spesifiknya Mancunian. Dan harus diingat ya kalo cara pembacaan Northern sama Southern itu sangat beda!! Simpelnya sih semakin ke Northern, semakin cepat pelafalannya. Semakin Southern, semakin jelas dan mudah didengar pelafalannya. Contohnya kayak Geordie (Northern) sama cockney atau posh (Southern). Cockney atau posh lebih bisa orang awam dengar dengan enak, kalo Geordie udah susah.

In this video, it was found that there was only one viewer who responded to this video via the comments column. The viewer gave a positive response because they responded by stating several opinions according to the viewer. The viewer stated that the British accent has another type, namely northern and southern. However, the viewer chose to use a British accent with a northern type because the pronunciation is faster. Based on that explanation, the response was a positive response because there was no element of hatred, contra, and crime, but only expressed opinions wisely.

5. Stop hafalin vocabulary!

(Positive responses)

The viewer 1 : Imprison

The viewer 2 : Imprison

The viewer 3 : Imprison

In this video, the viewers' responses to this English vocabulary teaching video responded by providing answers based on the context provided by the English tutor. However, the second and third viewers looked still unsure, so they asked

whether their answers were correct or not. With a large number of viewers responding by providing answers through the comments column, this can increase the effectiveness of learning and help others to better understand the material being taught in learning videos. This means that all responses in the comments column on this video are positive responses. Because by answering questions, they can also test their understanding of the material presented.

6. Ada yang baru ternyata

The viewer 1 : SMK apa?
The viewer 2 : Wahahaha, mood
The viewer 3 : Betul gak?

In the comments column in this video there are also three different responses from viewers. The first viewer to respond to the English vocabulary teaching video by asking a question. At minute 00:00 to 00:05 there is an English tutor who explained that "Sekolah Tinggi" means "High School" or "SMA" if abbreviated. Then, there was the viewer asking about the English of "SMK". However, until now there has been no response from the *Kampung Inggris LC* TikTok channel. Then, a second viewer responds to the video by expressing how that viewer feels. The viewer stated that the video got that viewer in the mood. Then, the third viewer responds to the video by asking the truth. However, no one knows the truth that is meant by the viewer because the viewer does not clearly explain the meaning of the viewer's response. But, when viewed from the three comments, all of them are included in a positive response because they respond by asking questions, then expressing feelings of pleasure, and asking the truth or can also say to be sure about

something. It has also been previously explained that in this video there are no negative response.

7. Kosakata kerja tangan nih guys! Biar kamu tau kerjanya tangan ngapain aja

(Positive responses)

The viewer 1 : Kukira "punch" Cuma dipakai kalau dia pakai "fist".. sedangkan kalau pakai barang tetap "hit"

The viewer 2 : Waving

The viewer 3 : Bedanya "bring" sama "carry" gimana ya?

In the comments column on this video, the responses of these viewers varied. One of the responses in the comments section is that viewers are the first to realize the difference between "punch" and "hit" after watching a video teaching English vocabulary on the *Kampung Inggris LC* TikTok channel. Then, the response from the second audience was the same as the response in several previous videos, namely responding by answering questions according to the context given by the English tutor. Then, a third viewer responds by asking a question about the difference between "carry" and "bring". After reading the three comments, it means that the three comments are positive comments because they do not contain elements of hatred. It has also been previously explained that in this video there are no negative responses.

8. Temukan kata di vocabulary ini

(Positive responses)

The viewer 1 : Lanjut kak suka banget sama kayak gini

The viewer 2 : Everybody: every, body, eve, very, ever

The viewer 3 : Handphone, hand, phone, one, and on

(Negative responses)

The viewer 4 : Suara pas jawabnya gedein bang biar yang belakang tau kalo tuh kata udah dipake yang depan

The viewer 5 : Kok banyak yang nge-lag yah, aneh

The viewer 6 : Susah kalau gak dikasih tulisan, Cuma ngebayangin doang bakal susah

Unlike the previous videos, in the comments section of this video, the first viewer responded by liking the video and encouraging the English tutor, while the second and third viewers responded by answering the context given by the English tutor in the English vocabulary teaching video. Not only positive responses, there were negative responses from other viewers by criticizing the comments column in the video, for example like the fourth, fifth and sixth viewers. The fourth viewer responded by providing criticism in the comments column in the video uploaded on the *Kampung Inggris LC* TikTok channel. The viewer stated that when marching long to the back, the student's voice should be louder so that the other students behind him could hear. Then the response from the fifth viewer stated that many students were left behind and according to that viewer, it looked odd. Finally, there is another negative response from the sixth viewer. The viewer stated that responding to such a context requires writing, if only imagining it is not easy. These responses are included in the negative response because they respond by criticizing. In contrast to giving suggestions, giving suggestions is a positive response because it responds in a better way.

9. Part 23 | Vocabulary in Vocabulary

(Positive responses)

The viewer 1 : Keren nih nambah ilmu, lanjutkan bang

The viewer 2 : Leadership: lead, leader, lea, ship, hi, hip

The viewer 3 : Ada "lead", ada "ad"

(Negative responses)

The viewer 4 : Ih, yang lead kan belum ada yang jawabbb? Kok salah?

The viewer 5 : "lead" tadi belum itu, yang udah "leader"

The viewer 6 : Itu orang ngomongnya "lead" tapi tulisannya "ship"

In the comments column on this video there are also three responses from viewers. The first response is the first viewer who responds by appreciating the content because according to that viewer, this video can be used to increase knowledge, while the second and third viewer responses respond by both answering questions about this video. This means that the three comments are a positive response because there is no element of hatred. However, there were also three responses from other viewers who gave a negative response by giving criticism. Responses from the fourth and fifth viewers contained responses from viewers who were annoyed because when the tutor was teaching looking for vocabulary in the vocabulary by giving the context of "leadership", there was one student who answered the word "lead" but was declared wrong by the tutor, thus upsetting the viewers. On the other hand, there were also those who responded by criticizing

some students who answered with the word "lead" but what appeared on the screen was the word "ship" so that the viewers gave criticism about that. These three responses are included in negative responses because they include criticizing. In contrast to giving suggestions, giving suggestions is a positive response because they respond in a wiser way.

10. Part 21 | Challenge Vocabulary

(Positive responses)

The viewer 1 : Yesterday ada satu lagi, day atau ester, hehe

The viewer 2 : Yang terakhir.. basketball (basket, all, ball, ask)

The viewer 3 : Yesterday itu masih ada 1 lagi, day/hari

(Negative responses)

The viewer 4 : Some belum! Host nya yang bener aja laaaahh!!!!

The viewer 5 : Some belum, tolong host nya dikondisikan

The viewer 6 : Lah? Di akhir aja yang "ball" masih bisa "all" lagi. Emang host nya yang rada-rada

In the comments column on this video there are also the same three responses from viewers. The responses from the first, second, and third viewers both stated their answers after seeing the video. However, there were also three responses from other viewers who gave a negative response by giving criticism. Responses from the fourth and fifth viewers contained responses from viewers who were annoyed because when in the video at seconds 00:09 to 00:13, the English tutor asked the students to look for vocabulary in the vocabulary by giving the context "something", there was one the student who answered the word "some" but

was declared wrong by the tutor, thus upsetting the viewers. On the other hand, there were also those who responded by criticizing one student who had answered with the word "ball" from "basketball", but he came forward again and was still able to answer "all" so that the viewer gave criticism on that. These three responses are included in negative responses because they include criticizing. In contrast to giving suggestions, giving suggestions is a positive response because they respond in a wiser way.

11. **Part 20 │** ***Tebak kata bareng member***

(Positive responses)

The viewer 1 : Saran besok besok sambil di spell kata-katanya sama artinya, biar jelas

The viewer 2 : "Layer" belum

The viewer 3 : Masih ada "wind, layer, spa"

(Negative responses)

The viewer 1 : Lah kalau udah habis ya udah ganti kata lah

The viewer 2 : Wind, win juga harus ditanya maksudnya yang mana karena pengucapan kan kedengaran sama

The viewer 3 : Harusnya kalau gak ada yang bisa jawab, sisanya dibocorin, jadi kita yang nonton mentok juga bisa tau

Whereas in the comments column on this video, the response from the first viewers actually gave suggestions. Seen from the video teaching English vocabulary at 00:07 to 00:09 seconds, at 00:15 to 00:21, and from the 00:22 to 00:25 seconds, the English tutor is seen asking students to find the vocabulary for the word "window", after the student answers "wind", the English tutor said the student

is wrong, thus the response from one of the spectators asked the students to spell the word they had mentioned, so they would not misunderstand, so the response from the viewer was to ask the English tutor to ask students to spell the word they had mentioned to avoid misunderstandings. For the responses from the second and third viewers, they both responded by participating in giving answers after watching the English vocabulary teaching video. That is, the three comments are positive comments because they only provide suggestions and participate in providing answers. Then, there were three more responses from other viewers by giving criticism as well. The fourth viewer asks to change the context of the word if the learner gets confused or gets the answer wrong. Then the response from the fifth viewer is to ask the English tutor to confirm the students' answers because some English words are pronounced the same, such as the words "wind" and "win". Unlike the previous response, the sixth response asked for vocabulary that students had failed to mention, to be shared with the viewers so that the viewers could find out. That is, the response is a negative response because they respond by criticizing. In contrast to giving suggestions, giving suggestions is a positive response because they respond in a wiser way.

12. **Part 18 | *Sebutkan kata yang kamu tahu***

(Positive responses)

The viewer 1 : Padahal "K" bisa "kiss"

The viewer 2 : Louder, suaranya ga kedengaran ke belakang itu. Dari "K" ke "aunty" jauh banget. Terus yang jawab "let" ga kedengaran kayaknya udah ada jawaban itu

The viewer 3 : "mention a word that starts with the letter K"

Based on the teaching example above, in the comments column for this video, three viewers also gave three kinds of responses. The first viewers, same like other viewers, responded to the English vocabulary teaching video by giving their answers as well. However, the second viewer suggests that the viewer ask the tutor to make the sound louder. This is because when the tutor provides context to find vocabulary that starts with the letter "K", there are students who instead answer "aunty". The third viewer, that viewer responds with suggestions as well. In the video on the *Kampung Inggris LC* TikTok channel can be seen uploaded a video teaching English vocabulary with the caption "mention a world that starts with the letter K", then there are one of viewers who try to respond by correcting the mistake through the comments column. That viewer had written "mention a word that starts with the letter K". With this response, *Kampung Inggris LC* TikTok channel can improve the quality of the content being shared. This means that the three responses were positive responses because the viewers responded by participating in answering and giving suggestions in the comments column regarding the English vocabulary teaching video on the *Kampung Inggris LC* TikTok channel.

13. **Part 14 │*Kata kata didalam kata***

(Positive responses)

The viewer 1 : Banyakin konten kayak gini, please

The viewer 2 : Any, an, more, or, ore, win, in, wind, do, other, the, her, wise. Ada yang bisa nambahin gak?

The viewer 3 : Otherwise = other, wise, the, he, her, is

(Negative responses)

The viewer 4 : Host nya juga harus tau lah, kalau udah abis ya ganti, kalau masih ada ya jangan ganti, gimana sih

The viewer 5 : Nge-lag admin, "win" belum padahal

The viewer 6 : Ngajar bahasa Inggris, tapi "wind" sama "win" aja dibilang sama

Based on the teaching example above, in the comments column on this video, there are three responses, one of which is the first viewer who respond by asking for more content like that to be made. But the reason is still unclear why that viewer wants more content to be made. It could be because of the quality, the method of teaching, the material, or other reasons, but that cannot be known for certain because the viewer does not explain the reason for the viewer. Finally, the second and third viewers, the viewers were the same as the previous responses in the previous videos, namely responding by participating in giving answers. This means that the three responses were positive responses because they responded by asking that the video be reproduced and the other two viewers responded by participating in answering questions. In contrast to the previous responses, in the comments column on this video, there are also responses from other viewers who criticize the English tutor. The fourth viewer responded, namely criticized that if the vocabulary mentioned had run out, the English tutor should replace it with another word. Then if the vocabulary is still there, the learner should not be replaced but asked to find another vocabulary. Then, the fifth viewer responded by criticizing that the admin was lagging because a student answered with the word "wind" but the tutor said it was wrong, even though that word had not been mentioned before. The final response is that the sixth viewer also criticizes that the tutor cannot distinguish between "win" and "wind". From the three responses, it can be seen that

the viewers gave negative responses because these responses contained elements of hatred or dislike, moreover the way they were delivered was not in a good way either, so these responses were called negative responses.

14. **Part 12 | *Tebak Vocab di dalam Vocab***

(Positive responses)

The viewer 1 : Workshop = work, shop, or, hop
The viewer 2 : Grandchildren = grand, children, and, chil, child, ran
The viewer 3 : Breakdown = break, down, own

In this video, the viewers' responses to this English vocabulary teaching video responded by providing answers based on the context provided by the English tutor. With a large number of viewers responding by providing answers through the comments column, this can increase the effectiveness of learning and help others to better understand the material being taught in learning videos. This means that all responses in the comments column on this video are positive responses. Because by answering questions, they can also test their understanding of the material presented.

B. Discussion

The researcher has conducted an analysis of vocabulary teaching videos on the *Kampung Inggris LC* TikTok channel. This analysis is contained in the formulation of the problem, namely analyzing English vocabulary teaching methods used by English tutors on the *Kampung Inggris LC* TikTok channel and

analyzed the positive and negative responses of viewers to English vocabulary teaching videos on the *Kampung Inggris LC* TikTok channel.

The result of the first problem formulation is that English tutors in *Kampung Inggris LC* use the grammar-translation method, the total physical response method. In explaining the grammar-translation method, the English tutors opened the lesson briefly, then the tutors gave a brief explanation. In each of these videos the tutor translates the vocabulary they teach through the *Kampung Inggris LC* TikTok channel. Apart from that, English tutors also teach correct grammar, because grammar is also important to be taught to learners so that learners can understand vocabulary based on context and can know the translation as well. For example, as in the video entitled "*ada yang baru ternyata*". The tutors explain grammar rules, give examples, tell translations, and assist students in memorizing compound vocabulary. This explanation is in accordance with the opinion explained by Krashen (1982), that the grammar-translation method is used as a method of teaching a foreign language by translating from the learner's first language or into the learner's first language. Based on that statement, in this case, the researcher concludes that educators have a role to guide learners through the process of learning a new language or foreign language, one of which is English.

In the explanation that follows, the English tutor combines the grammar-translation method with the total physical response method. In the total physical response method, because according to the opinion of Richards and Rodgers (2014) which states that that the TPR method in teaching foreign languages by focusing on motor activity, such as giving orders or sayings, then carrying it out with action.

Based on these explanations, the researcher concluded that the combination of grammar translation methods and total physical response are two different language teaching methods but can be combined to create a more complete and effective language learning experience for learners because if the two methods are balanced, it can create interesting learning environment. The meaning of this is in line with the theory of nativism, as stated by Chomsky in Saepuddin (2014). Chomsky in Saepudin (2014) stated that in learning language, it is very difficult than just applying stimulus-response, so learning language is essentially learning language by paying attention to the structure of grammatical rules into LAD (Language Acquisition Device) which naturally available in humans. That is in accordance with the statement of Al-Rawi (2013) which stated that to achieve learning objectives, various educational activities are needed by educators. Based on this statement, the English tutors have made changes where in 2020, initially the English tutors only used the grammar translation method. However, since 2022, English tutors have also used another method, namely total physical response, so that English tutors have used a variety of different methods in teaching English.

In addition, the English vocabulary teaching videos uploaded on the *Kampung Inggris LC* TikTok channel are sometimes the result of requests from viewers. Viewers gave requests because they need an explanation or like the teaching method carried out by the English tutor, so viewers ask *Kampung Inggris LC* TikTok channel to upload videos according to viewers' requests. Then, in other vocabulary teaching videos, the English tutors on the *Kampung Inggris LC* TikTok channel can be seen dancing to songs that are currently viral while inserting English

vocabulary in the form of text in the video. This shows variations in teaching English vocabulary to provide learning through text videos, so learners don't feel bored understanding English vocabulary even though not through explanations spoken by English tutors in video

The result of the second problem formulation is the comments column on English vocabulary teaching videos on the *Kampung Inggris LC* TikTok channel. In the comments column, there are responses from the viewer in the comments column. The viewers responded in various ways, some answered questions after seeing the vocabulary teaching video, more specifically like numbers 2, 3, 5, 7, 8, 9, 10, 11, 12, 13, and 14. Then, there were also other viewers who gave suggestions like in the comments column on video number 11 where there are viewers who responded by asking that the vocabulary should also be spelled so that they would know each other's meanings and like the comments column in video number 12 where there were viewers who responded by asking for their voices to be louder again. After that, there were also those who responded by giving encouragement, as in the comments column on videos number 9. Then, there were also those who liked the content, so the viewers responded by expressing their feelings and have appreciated, as in numbers 2, 6, and 8. Finally, there were also some viewers who responded by asking questions like in numbers 2, 6, and 7 on the *Kampung Inggris LC* TikTok channel. However, after analysis, there are videos where there is no response from viewers, namely in the title of the video "*hafalin yah*", and there are also videos where there is no negative response at all, as in the comments column on videos number 2, 3, 4, 5, 6, 7, 8, 9, 12, and 14. Then, there should also be three

positive responses and three negative responses in each video, but in fact, the results of this analysis show that there are more positive responses than negative responses. This shows that English vocabulary teaching videos have a good impact rather than a bad impact. Even though there were some negative responses, after being analyzed, the positive responses dominated.

This research was also based Lee, Osop, Hoe-Lian Goh, and Kelni (2017) which explained that viewers who use social media can leave comments and also vote like or dislike. Based on this statement and based on the results of the analysis, there are responses from viewers in the comments column owned by the *Kampung Inggris LC* TikTok channel, namely responses in the form of positive and negative comments. This is important for the growth and development of individuals or groups. Positive comments can reinforce positive behavior, while negative comments can help correct mistakes and increase motivation to keep going. Despite receiving various responses, the *Kampung Inggris LC* TikTok channel continues to develop teaching videos on the channel. In addition, after seeing the comments column, many viewers understand the material in English vocabulary teaching videos uploaded by the *Kampung Inggris LC* TikTok channel.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this section, the researcher will provide conclusions and suggestions from the results of data processing that has been carried out by the researcher.

A. Conclusions

Based on the research that the researcher did on videos on the *Kampung Inggris LC* TikTok channel, the researcher concluded that all the methods used are the grammar-translation method and total physical response method. Of the 14 videos selected, there is 1 video where the English tutor combines the grammar-translation method and the total physical response method in teaching English vocabulary.

In addition, based on research conducted by researchers on viewers' positive and negative responses to English vocabulary teaching videos on the *Kampung Inggris LC* TikTok channel, the researcher concluded that after analyzing viewers' positive and negative responses to teaching English vocabulary, many viewers already understand materials about English vocabulary uploaded by the *Kampung Inggris LC* TikTok channel. This can be seen from the responses of viewers who responded to the video by stating answers, giving suggestions, giving appreciation, asking questions related to English vocabulary material, and there were even viewers who requested that such content be reproduced or uploaded more frequently. In addition, there are other viewers who support English tutors through the comments section. Even though there were also negative responses from

viewers, such as giving criticism, positive responses dominated. This shows that the viewers of the English vocabulary teaching videos elicited a positive response.

B. Suggestions

There are two suggestions given by the researcher. Both suggestions are suggestions for theory found applicable in teaching and suggestions for research on similar themes.

1. For tutors, it is hoped that the results of this research can be applied to actual teaching methods. The researcher have seen great potential on the *Kampung Inggris LC* TikTok channel, the delivery of which is fun. This should be emulated by all learning tutors, especially in English lessons. With a pleasant manner, the material will also be easily conveyed, and will give a special impression to learners. Not only delivering learning materials, but also becoming a partner who builds an environment that supports them to be able to speak English confidently.

2. For other researchers, the results of this study can be used as a reference for further research related to methods of teaching English vocabulary in online or offline course institutions but paying more attention to the main aspects of research that are more interesting.

BIBLIOGRAPHY

Ainiyah, N. (2018). Remaja Millenial dan Media Sosial: Media Sosial Sebagai Media Informasi Pendidikan Bagi Remaja Millenial. *Jurnal Pendidikan Islam Indonesia*, *2*(2), 222. https://doi.org/10.35316/jpii.v2i2.76

Aji, W. N. (2020). Aplikasi Tiktok Sebagai Media Pembelajaran Bahasa dan Sastra Indonesia. *Metafora*, *VI*, 432–433. Retrieved from https://proceeding.unikal.ac.id/index.php/pibsi40/article/view/114

Al-Rawi, I. (2013). Teaching Methodology and its Effects on Quality Learning . *Journal of Education and Practice*, *4*(6), 100–106. Retrieved from https://core.ac.uk/download/pdf/234634129.pdf

Asdiniah, E. N. A., & Lestari, T. (2021). Pengaruh Media Sosial Tiktok terhadap Perkembangan Prestasi Belajar Anak Sekolah Dasar. *Jurnal Pendidikan Tambusai*, *5*, 1676. Retrieved from https://jptam.org/index.php/jptam/article/view/1156/1036

Baskarani, S. N. (2016). *The Teaching of English Vocabulary (A Case Study at the Seventh Grade Students of MTs Negeri 2 Jakarta)* (State Islamic University Syarif Hidayatullah). State Islamic University Syarif Hidayatullah. Retrieved from https://repository.uinjkt.ac.id/dspace/bitstream/123456789/59530/1/%28Watermark%29 Siti Nurmeliya Baskarani %281112014000086%29.pdf

Brown, H. D. (2007). *Principles of Language Learning and Teaching* (5th ed.). New York: Pearson Longman.

Bunga, S. W. (2019). *The Teachers' Method in Teaching English at the Eleventh Grade Students of SMA Negeri 2 Palopo*. State Islamic Institute in Palopo.

Cahyono, A. S. (2016). Pengaruh Media Sosial terhadap Perubahan Sosial Masyarakat di Indonesia. *Publiciana*. https://doi.org/10.32923/asy.v5i2.1586

Effendy, O. U. (1984). *Ilmu Komunikasi Teori dan Praktek* (I; T. Surjaman, Ed.). Bandung: PT Remaja Rosdakarya. Retrieved from https://www.neliti.com/journals/jom-fisip-unri

Fitri, S. (2017). Dampak Positif Dan Negatif Sosial Media Terhadap Perubahan Sosial Anak. *NATURALISTIC : Jurnal Kajian Penelitian Pendidikan Dan Pembelajaran*, *1*(2), 118–123. https://doi.org/10.35568/naturalistic.v1i2.5

Hadfield, J. (1999). *Intermediate Vocabulary Games*. england: Pearson Education ESL. Retrieved from https://www.pdfdrive.com/intermediate-vocabulary-games-teachers-resource-book-a-collection-of-vocabulary-games-and-activities-for-intermediate-students-of-english-methodology-games-

e158676547.html

Hamonangan, R. P. (2021). Daya Tarik Kampung Inggris Pare Sebagai Tujuan Pembelajaran Bahasa. *Jurnal Gama Societa*, *3*(2), 7–8. https://doi.org/10.22146/jgs.63893

Harahap, D. N. (2020). *Penelitian Kualitatif* (I; D. H. S. M.A, Ed.). Medan: Wal ashri Publishing. Retrieved from http://repository.uinsu.ac.id/9105/1/BUKU METODOLOGI PENELITIAN KUALITATIF DR. NURSAPIA HARAHAP, M.HUM.pdf

Harmer, J. (2001). *The Practice of English Language Teaching* (3rd ed.). Cambridge: Pearson Education ESL. Retrieved from https://www.pdfdrive.com/jeremy-harmer-d33414177.html

Helmiati. (2012). Model Pembelajaran. In L. S. Hak (Ed.), *Aswaja Pressindo*. Pekanbaru: Aswaja Pressindo. Retrieved from https://b-ok.asia/book/11172046/445481

Herlisya, D., & Wiratno, P. (2022). Having Good Speaking English through Tik Tok Application. *Journal Corner of Education, Linguistics, and Literature*, *1*(3), 192. https://doi.org/10.54012/jcell.v1i3.35

Hiebert, E. H., & Kamil, M. L. (2005). *Teaching and Learning Vocabulary (Bringing Research to Practice)* (E. H. Hiebert & M. L. Kamil, Eds.). London: LAWRENCE ERLBAUM ASSOCIATES. Retrieved from https://www.pdfdrive.com/teaching-and-learning-vocabulary-bringing-research-to-practice-d157135014.html

Hilmiah. (2016). *English Teaching Methods Used by English Tutors in Teaching Vocabulary for Young Learners at GLC English Course of Palangka Raya* (Vol. 4). Palangkaraya State Islamic Institute.

Ishak. (2011). *Approaches and Methods in Language Teaching* (I; Pardianto, Ed.). Surabaya: PMN Publisher Surabaya. Retrieved from http://repositori.iain-bone.ac.id/691/1/Approaches and Methods in Language Teaching.pdf

Jamun, Y. M. (2018). Dampak Teknologi Terhadap Pendidikan - Pdf. *Jurnal Pendidikan Dan Kebudayaan Missio*, *10*(1), 48. Retrieved from http://jurnal.unikastpaulus.ac.id/index.php/jpkm/article/view/54

Krashen, S. D. (1982). Principles and Practice in Second Language Acquisition. In *Vocabulary and Language Teaching* (I). Oxford: Pergamon Press Inc. Retrieved from https://www.pdfdrive.com/principles-and-practice-second-language-acquisition-e6646599.html

Lee, C. S., Osop, H., Hoe-Lian Goh, D., & Kelni, G. (2017). Making Sense of Comments on YouTube Educational Videos: A Self-Directed Learning Perspective. *Online Information Review*, *41*(5), 612.

https://doi.org/10.1108/OIR-09-2016-0274

Mahardika, S. V., Mau'una, I. I., Islamiyah, Z., & Nurjannah, I. (2021). Faktor-Faktor Penyebab Tingginya Minat Generasi Post-Millenial Indonesia terhadap Penggunaan Aplikasi Tik-Tok. *Social Science Educational Research*, *2*(1), 52. Retrieved from https://ejournal.unesa.ac.id/index.php/sosearch/article/view/42972

Maretha, A. L., & Anggoro, K. J. (2022). App Review TikTok: Benefits, Drawbacks, and Implications for the ELT Field. *Mextesol Journal*, *46*(2), 0–2. Retrieved from https://files.eric.ed.gov/fulltext/EJ1357791.pdf

Marnisa, P., & Syafe'i, A. F. R. (2018). Teaching Vocabulary by Using "AT THE ZOO" Game to Fifth Grade Students. *Journal of English Language Teaching*, *7*(4), 732. https://doi.org/https://doi.org/10.24036/jelt.v7i4.101775

Miles, M. B., & Huberman, A. M. (1994). Qualitative Data Analysis. In *SAGE Publications* (2nd ed., Vol. 2). London: SAGE Publications Ltd.

Pido, N., & Dewi, E. (2019). English Teaching Method Applied by Teachers in MTs Negeri Model Limboto. *Al-Lisan*, *4*(1), 60–67. https://doi.org/10.30603/al.v4i1.592

Pratiwi, A. E., Ufairah, N. N., & Sopiah, R. S. (2021). UTILIZING TIKTOK APPLICATION AS MEDIA FOR LEARNING ENGLISH PRONUNCIATION. *Jurnal Universitas Suryakancana*, *15*(10), 372–382.

Puspitasari, N. (2019). Enhancing Students' Vocabulary Mastery by Using Quizlet Media at The Seventh Grade of MTs MA ' Arif Al -Ishlah Bungkal Ponorogo by Nining Puspitasari English Education Department Faculty of Tarbiyah and Teacher Training The State Institute of Islamic ST. Retrieved from etheses.iainponorogo.ac.id.

Raco, D. J. R. (2010). *Metode Penelitian Kualitatif (Jenis, Karakteristik, dan Keunggulannya)* (J. B. Soedarmanta, Ed.). Jakarta: PT Gramedia Widiasarana.

Rahman, M. F. (2018). Model Pembelajaran Bahasa Inggris di Kampung Inggris Studi Deskriptif Model Pembelajaran Kognitifisme Bahasa Inggris pada Lembaga Kursus LC di Pare, Kabupaten Kediri). *Doctoral Dissertation, Universitas Airlangga*, (Lc), 1–9. Retrieved from https://repository.unair.ac.id/79615/

Ramli, M. (2012). *Media Teknlogi Pembelajaran* (I). Banjarmasin: IAIN Antasari Press. Retrieved from https://idr.uin-antasari.ac.id/10306/1/BUKU UTUH MEDIA DAN TEKNOLOGI PEMBELAJAR-M.RAMLI.pdf

Richards, J. C., & Renandya, W. A. (2002). *Methodology in Language Teaching: An Anthology of Current Practice*. New York: ca. Retrieved from

https://www.pdfdrive.com/methodology-in-language-teaching-an-anthology-of-current-practice-e158737783.html

Richards, J. C., & Rodgers, T. S. (1986). Approaches and Methods in Language Teaching. In *The Press Syndicate of the University of Cambridge* (I). Cambridge: Cambridge University Press. https://doi.org/10.3138/cmlr.44.3.551

Richards, J. C., & Rodgers, T. S. (2014). *Approaches and Methods in Language Teaching* (3rd ed.). Cambridge: Cambridge University Press. https://doi.org/10.1093/elt/ccw083

Rinto, A., Fendy, H., & Tonich, U. (2022). TikTok Analysis as a Learning Media and Activism Instrument. *Jurnal Pendidikan Dan Pengajaran*, *55*, 211–221.

Ritonga, H. (2019). *Psikologi Komunikasi* (M. Y. Nasution, Ed.). Medan: Perdana Publishing.

Saepudin. (2014). An Introduction to English Learning and Teaching Methodology. In *Journal of Chemical Information and Modeling* (I, Vol. 53). Sleman: CV. orbittrust corp.

Sarwono, S. W. (2002). *Psikologi Sosial*. Jakarta: Balai Pustaka.

Schmitt, N. (2020). Vocabulary in Language Teaching. In *Vocabulary in Language Teaching*. Cambridge: Cambridge Language Education. https://doi.org/10.1017/9781108569057

Sepyanda, M. (2017). The Importance of English Subjcet in Elementary School Curriculum. *English Language Teaching and Practice*, *I*(1), 206–214.

Setiawan, A. (2018). *An analysis of english teachers' strategies in teaching english vocabulary: a descriptive qualitative study at smpn 1 kediri in academic years 2017/2018*.

Sugiyono. (2015). Metode Penelitian Pendidikan. Bandung. In *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D)*.

Sugiyono, P. D. (2013). Metode Penelitian Kuantitatif, Kualitatif Dan R&D. In *Suparyanto dan Rosad (2015* (Vol. 5). Bandung: ALFABETA.

Sukendra, I. K., & Atmaja, I. K. S. (2020). *Instrumen Penelitian* (T. Fiktorius, Ed.). Bali: Mahameru Press.

Susanto, A. (2017). The Teaching of Vocabulary: A Perspective. *Jurnal KATA*, *1*(2), 182. https://doi.org/10.22216/jk.v1i2.2136

Suyitno. (2018). Metode Penelitian Kualitatif. In Ahmad Tanzeh (Ed.), *Jurnal EQUILIBRIUM* (1st ed., Vol. 5). Tulungagung: Akademia Pustaka.

Tambunsaribu, G. (2019). *Kosakata (vocabularies)* (I). Sleman: DEEPUBLISH. Retrieved from https://books.google.co.id/books?hl=en&lr=&id=GDTMDwAAQBAJ&oi=fnd&pg=PP1&dq=http://repository.uki.ac.id/2109/3/SAYITKeunikanBunyiBahasaInggris.pdf&ots=5PKJ_1dz-B&sig=jR4TNZ7qGozkwAm6EhBVf0wn9bU&redir_esc=y#v=onepage&q&f=false

Thornbury, S. (2002). *How to Teach Vocabulary* (I). England: Pearson Longman.

Tokar, Y. B., & Fainman, I. B. (2019). Teaching Vocabulary in Aviation English Course: a Step-By-Step Method, Strategies and Classroom Activities. *Journal of Teaching English for Specific and Academic Purposes*, *6*, 446–447. https://doi.org/10.22190/jtesap1803441t

APPENDIX

Observation Guidelines

Description:

- Grammar-Translation Method (GTM)
- Total Physical Response Method (TPR)

No.	Titles	Methods	
		GTM	TPR
1.	***Hafalin yah***		
2.	***Ada yang baru ternyata***		
3.	**Part 12 | *Tebak vocab di dalam vocab***		
4.	***Temukan kata di* vocabulary *ini***		
5.	**Part 21 | Challenge Vocabulary**		
6.	**Part 4 | Different word in American and British**		
7.	***Tips memperkaya* #vocabulary *check!***		
8.	***Yuk belajar kosakata* English**		
9.	***Nambah vocab yuk!***		
10.	***Kosakata kerja tangan nih guys! Biar kamu tau kerjanya tangan ngapain aja***		
11.	**Part 14 | *kata kata didalam kata***		
12.	**Part 18 | *sebutkan kata yang kamu tahu!***		
13.	**Part 20 | *tebak kata bareng* member**		
14.	***Stop hafalin* Vocabulary*!***		
15.	**Part 23 | Vocabulary in Vocabulary**		

Observation Guidelines

Description:

- Grammar-Translation Method (GTM)
- Total Physical Response Method (TPR)

No.	Titles	Methods	
		GTM	TPR
1.	*Hafalin yah*	✓	
2.	*Ada yang baru ternyata*	✓	
3.	Part 12 | *Tebak vocab di dalam vocab*		✓
4.	*Temukan kata di* vocabulary *ini*		✓
5.	Part 21 | Challenge Vocabulary		✓
6.	Part 4 | Different word in American and British	✓	
7.	*Tips memperkaya* #vocabulary *check!*	✓	
8.	*Yuk belajar kosakata* English	✓	
9.	*Nambah vocab yuk!*	✓	
10.	*Hafalin yah*	✓	
11.	Part 14 | *kata kata didalam kata*		✓
12.	Part 18 | *sebutkan kata yang kamu tahu!*		✓
13.	Part 20 | *tebak kata bareng* member		✓
14.	*Stop hafalin* Vocabulary!	✓	
15.	Part 23 | Vocabulary in Vocabulary		✓

Transcripts in English Vocabulary teaching videos on the *Kampung Inggris LC* TikTok channel

1. Hafalin yah

The English tutor *: Agree, agreed, agreed, ask, asked, asked, believe, believed, believed, close, closed, closed, decide, decided, decided, discuss, discussed, discussed.*

***2.* Nambah vocab yuk**

Cameraman : *Besar*
The English tutor *: Large*
Cameraman *: Memperbesar*
The English tutor *: Enlarge*
Cameraman *: Yakin*
The English tutor *: Sure*
Cameraman *: Meyakinkan*
The English tutor *: Ensure*
Cameraman *: Budak*
The English tutor *: Slave*
Cameraman *: Memperbudak*
The English tutor *: Enslave*
Cameraman *: Kaya*
The English tutor *: Rich*
Cameraman *: Memperkaya*
The English tutor *: Enrich*

Cameraman *: Kepercayaan*

The English tutor *: Trust*

Cameraman *: Mempercayakan*

The English tutor *: Entrust*

3. **Yuk belajar kosakata English**

The English tutor *: Mari kita belajar*

Cameraman *: Aktif*

The English tutor *: Active*

Cameraman *: Gak Aktif*

The English tutor *: Inactive*

Cameraman *: Benar*

The English tutor *: Correct*

Cameraman *: Gak benar*

The English tutor *: Incorrect*

Cameraman *: Langsung*

The English tutor *: Direct*

Cameraman *: Gak langsung*

The English tutor *: Indirect*

Cameraman *: Pantas*

The English tutor *: Appropriate*

Cameraman *: Gak pantas*

The English tutor *: Inappropriate*

4. **Tips memperkaya #vocabulary check!**

Cameraman : *Kagum*

The English tutor *: Wonder*

Cameraman : Mengagumkan

The English tutor : Wonderful

Cameraman : Kesenangan

The English tutor : Delight

Cameraman : Menyenangkan

The English tutor : Delightful

Cameraman : Keberhasilan

The English tutor : Success

Cameraman : Keberhasilan

The English tutor : Succesful

Cameraman : Kerugian

The English tutor : Harm

Cameraman : Merugikan

The English tutor : Harmful

Cameraman : Perdamaian

The English tutor : Peace

Cameraman : Damai

The English tutor : Peaceful

Cameraman : Keterampilan

The English tutor : Skill

Cameraman : Terampil

The English tutor : Apa ya? Coba kalian isi di kolom komentar dibawah ya!

5. Part 4 │Different word in American and English

The English tutor : Hello everyone! Welcome back to our channel Kampung Inggris LC in T2 (Teaching Tutorial) program with me, Abruz. And today we are going to learn about the difference between American and British words. So, now, I have 5 words in American and 5 words in British. Okay, let's get

started. Elevator, in Indonesia we say lift, in American they say elevator and in British they say lift. It same with Indonesia. Okay, next words, bandage and plaster. In American we say bandage and in British we say plaster or with American accent we can say plaster. Okay, in Indonesia it means plester atau perban. Okay, so the third words closet and wardrobe. In American we say closet and in British we say wardrobe. In Indonesia, that is lemari pakaian. And the next one, trashcan and dustbin. Trashcan is tempat sampah in American. But if we wanna say "tempat sampah" in British, they say dustbin. So that is difference. The last one, gas station and petrol station. Gas station and petrol station means pom bensin. Gas station for American and petrol station for British. Okay guys, that's all, thank you so much for watching. Don't forget to subscribe, share, and like for more videos, and see you in the next video.

***6. Stop hafalin* vocabulary!**

Cameraman : Cantik-mempercantik

The English tutor : Beautiful-beautify

Cameraman : Sederhana-menyederhanakan

The English tutor : Simple-simplify

Cameraman : Kaya-memperkaya

The English tutor : Rich-enrich

Cameraman : Besar-memperbesar

The English tutor : Large-enlarge

Cameraman : Jelas-memperjelas

The English tutor : Clear-clarify

Cameraman : Penjara

The English tutor : Prison

Cameraman : Mememenjarakan?

7. Ada yang baru ternyata

The English tutor 1 : Kita perlu belajar dari bahasa Inggris kalau high school itu bukan berarti sekolah tinggi, tapi SMA

The English tutor 2 : Duck bill itu bukan berarti tagihan bebek, tetapi masker Korea

The English tutor 1 : It's privacy bukan berarti ini privasiku, tapi, aku udah ada yang baru, lho!

8. Kosakata kerja tangan nih guys! Biar kamu tau kerjanya tangan ngapain aja

Cameraman : Memegang-hold

The English tutor : (holding a bottle)

Cameraman : Melempar-throw

The English tutor : (throwing a bottle)

Cameraman : Menangkap-catch

The English tutor : (catch a bottle)

Cameraman : Memukul-punch

The English tutor : (punch someone with a bottle)

Cameraman : Mencubit-pinch

The English tutor : (pinch someone)

Cameraman : Menunjuk-point out

The English tutor : (appointed by someone)

Cameraman : Mengambil-take

The English tutor : (taking a bottle)

Cameraman : Meletakkan-put

The English tutor : (putting a bottle)

Cameraman : Membawa-carry

The English tutor : (carry a bottle)

Cameraman : *Menarik-pull*

The English tutor : *(pulled a bottle)*

Cameraman : *Mendorong-push*

The English tutor : *(push someone)*

Cameraman : *Kalo melambai, apa? Komen dibawah*

9. Temukan kata di* vocabulary *ini

The English tutor : *Handphone*

The learner : *Hand*

The English tutor : *Okay*

The learner : *Phone*

The English tutor : *Okay, handphone*

The learner : *Hand*

The English tutor : *Udah-udah gak boleh, gak boleh sama, gak boleh sama, eaaaa (while cross out on the learner's face). Wah, ini yang ngeracik bagus banget. Masih handphone*

The learner : *Oppo*

The English tutor : *Hah? Oppo? Kok Oppo?Wah ini kurang briefing-an ini*

The learner : *One satu*

The English tutor : *Okay*

The learner : *Hand*

The English tutor : *Hand udah, hand udah ya*

The learner : *One*

The English tutor : *Udah, one udah, kasihan*

The learner : *On*

The English tutor : *Okay, nih hadiahnya nih, nih*

The learner : *Haha gak tau deh*

The English tutor : *Gak tahu? Ah, kasihan, iya cakep (while cross out the*

learner's face)

The learner : And

The English tutor : Okay good, nih (while giving gift). Everybody

The learner : Every

The English tutor : Okay

The learner : Body

The English tutor : Okay

The learner : Very

The English tutor : Okay very. Apa yok?

The learner : Hmmm, hmmm

The English tutor : Ah, kelamaan. Oke (while cross out the learner's face)

The learner : Ever

The English tutor : Okay good. Ayo apa?

The learner : Body

The learner : Hahaha, masih banyak everybody, masih banyak banget

The English tutor : Oy, hahaha

The English tutor : Gak ada oy

10. Part 23 │Vocabulary in Vocabulary

The English tutor : Something

The learner : Some

The English tutor : Okay good

The learner : Thing

The English tutor : Belum, hahaha. Today

The learner : Day

The English tutor : Okay good. anywhere

The learner : Where

The English tutor *: Okay good*

The learner *: Any*

The English tutor *: Okay*

The learner *: Hmm, what*

The English tutor *: Apa what? Mana ada what hahaha, mana ada what, eaaa (while cross out the learner's face). Leadership*

The learner *: Ship*

The English tutor *: Okay good*

The learner *: Ship*

The English tutor *: Udah dong, gak boleh sama*

The learner *: Leader*

The English tutor *: Okay good. Leadership*

The learner *: (Thinking)*

The English tutor *: Kelamaan. Leadership*

The learner *: Ship*

The English tutor *: Eaaa (while cross out the learner's face)*

The learner *: Lead*

The English tutor *: Okay good*

The learner *: Leadership, hmm leadership, ahhh! (feel confused)*

The English tutor *: Hahaha*

The learner *: Lead*

The English tutor *: Udah*

The learner *: Leader*

The English tutor *: Udah*

The learner *: Ah, masa?*

The English tutor *: Leadership*

The learner *: Hmmm (feel confused)*

The English tutor *: Kelamaan. Eaaaa (while cross out the learner's face)*

The learner *: Hip*

The English tutor *: Okay good*

11. Part 21 | challenge vocabulary

The English tutor *: Something*

The learner *: So*

The English tutor *: Okay good. Something*

The learner *: Thing*

The English tutor *: Okay good. something*

The learner *: Editing*

The English tutor *: Editing, hahaha. Kamu udah ngelawak ya? (while cross out the learner's face). Something*

The learner *: Some*

The English tutor *: Udah, tadi udah some nya (while cross out the learner's face)*

The learner *: Thing*

The English tutor *: Udah (while cross out the learner's face). Something*

The learner *: Me*

The English tutor *: Okay good. Yesterday*

The learner *: Yes*

The English tutor *: Okay good. Tomorrow*

The learner *: To*

The English tutor *: Okay good. Tomorrow*

The learner *: Row*

The English tutor *: Okay good. Tomorrow*

The learner *: Wor, oh, where where where where where tomorrow*

The English tutor *: Hahaha (while cross out the learner's face). Tomorrow*

The learner *: Row*

The English tutor *: Udah row nya, udah row nya. Row nya sudah (while cross out the learner's face). Tomorrow*

The learner *: Or*

The English tutor *: Okay good. Basketball*

The learner *: Basket*

The English tutor *: Okay good, ambil (asked to take a gift). Basketball*

The learner *: Ball*

The English tutor *: Okay good. Basketball*

The learner *: All*

The English tutor *: Okay good*

12. Part 20 | Tebak kata bareng member

The English tutor *: Kata pertama, window*

The learner *: Wind*

The English tutor *: Okay good*

The learner *: Do*

The English tutor *: Okay good*

The learner *: In*

The English tutor *: Okay good*

The learner *: Dow*

The English tutor *: Apa itu dow? Eaaa (while cross out the learner's face)*

The learner *: Win*

The English tutor *: Udah win. Eaaa (while cross out the learner's face). Window*

The learner *: Door*

The English tutor *: Hah? Kok jadi door? Eaaa (while cross out the learner's*

face). Window

The learner *: Win*

The English tutor *: Udah*

The learner *: In*

The English tutor *: Udah*

The learner *: Do*

The English tutor *: Udah. Gini dulu ah (while cross out the learner's face).*

The learner *: Win, do, in*

The English tutor *: Udah (while cross out the learner's face). Player*

The learner *: Play*

The English tutor *: Okay good*

The learner *: Yer*

The English tutor *: Okay good*

The learner *: Lay*

The English tutor *: Okay good*

The learner *: Er, hahaha*

The English tutor *: Er? (while cross out the learner's face). Newspaper*

The learner *: Hmmm (feel confused)*

The English tutor *: Lama banget (while cross out the learner's face).*

The learner *: News*

The learner *: Okay good*

The learner *: Paper*

The English tutor *: Okay good*

The learner *: New*

The English tutor *: Oke, nih, ambil nih (while giving a gift)*

The learner *: Er, hahaha*

The English tutor *: Er? (while cross out the learner's face)*

The learner : Paper

The English tutor : Udah

The learner : News

The English tutor : Udah

The learner : New

The English tutor : Udah

The learner : (laughing) gak tau!

The English tutor : Hahaha, eaaa (while cross out the learner's face)

13. **Part 18 | *Sebutkan kata yang kamu tahu***

The English tutor : Mention a word statrt with letter of "K"

The learner : (Feel confused)

The English tutor : Eaaa, hahaha (while cross out the learner's face). "K"

The learner : Crocodile

The English tutor : Enggak itu (while cross out the learner's face. "K"

The learner : Kill

The English tutor : Okay

The learner : King

The English tutor : Okay

The learner : (Feel confused)

The English tutor : Hahaha (while cross out the learner's face)

The learner : Aunty

The English tutor : Hah? Lho kok aunty? "K", "K", "K" (while cross out the learner's face). Mention a word the first letter is "L"

The learner : "L"? Let

The English tutor : Oke let

The learner : Lunch

The English tutor *: Lunch oke*

The learner *: Light*

The English tutor *: Oke light*

The learner *: Laboratory*

The English tutor *: Okay*

The learner *: Language*

The English tutor *: Okay*

The learner *: Lion*

The English tutor *: Okay*

The learner *: Living room*

The English tutor *: Okay. Hahaha, benar dia*

The learner *: Lychee*

The English tutor *: Oke*

The learner *: Lemon*

The English tutor *: Oke lemon*

The learner *: Let*

The English tutor *: Udah let, udah tadi let, udah. Sini, sini, sini, sini. Eaaa (while cross out the learner's face)*

14. Part 14 │Kata kata didalam kata

The English tutor *: Satu kata pertama, anymore*

The learner *: On*

The English tutor *: Hahaha (while cross out the learner's face)*

The learner *: More*

The English tutor *: Okay*

The learner *: Any*

The English tutor *: Any okay good, nih (while giving a gift)*

The learner *: Or*

The English tutor *: Okay good*

The learner *: Anymore? (feel confused)*

The English tutor *: Ah, kelamaan. Hahaha (while cross out the learner's face).*

The learner *: An*

The English tutor *: Oke an*

The learner *: Ih, nggak tahu*

The English tutor *: Ih nggak tahu, hahaha (while cross out the learner's face*

The learner *: Any?*

The English tutor *: Any udah (while cross out the learner's face)*

The learner *: An*

The English tutor *: Udah (while cross out the learner's face). Windows*

The learner *: Window?*

The English tutor *: Okay good*

The learner *: Do*

The English tutor *: Okay good*

The learner *: Yer*

The English tutor *: Okay do*

The learner *: In*

The English tutor *: Okay good*

The learner *: Wind?*

The English tutor *: Okay yaaa*

The learner *: Win*

The English tutor *: Udah. Eaaa (while cross out the learner's face)*

The learner *: In?*

The English tutor *: Udah. Eaaa (while cross out the learner's face). Otherwise*

The learner *: Other*

The English tutor *: Okay good*

The learner *: Wise?*

The English tutor *: Iya bener*

The learner *: Other?*

The English tutor *: Okay udah. Other udah kan ya? (while cross out the learner's face)*

The learner *: (feel confused)*

The English tutor *: Tetot! Kelamaan, eaaa (while cross out the learner's face)*

The learner *: Is?*

The english tutor *: Oke mantap*

15. Part 12 | Tebak Vocab di dalam Vocab

The English tutor *: Another*

The learner *: Other*

The learner *: An*

The English tutor *: Another*

The learner *: Another?(feel confused)*

The English tutor *: Coret nih, lama, hahaha*

The learner *: No*

The learner *: Another video*

The English tutor *: Hahaha*

The learner *: Her*

The learner *: Not*

The learner *: There*

The English tutor *: Hah? Hahaha*

The learner *: And*

The learner *: He*

The English tutor *: Breakdown*

The learner *: Down*

The learner *: Own*

The learner *: Nggak tahu*

The English tutor *: Hahaha (while cross out the learner's face)*

The learner *: A aja, sebuah*

The English tutor *: Grandchildren*

The learner *: Grand*

The learner *: Children*

The learner *: Chill*

The learner *: Child*

The learner *: And*

The English tutor *: Workshop*

The learner *: Shop*

The learner *: Work*

The English tutor *: Shopping*

The learner *: Op? Sho? Wherr?*

The English tutor *: Hahaha (while cross out the learner's face). Sunflower*

The learner *: Flower*

The learner *: Flow*

The learner *: Sun*

The English tutor *: Sunflower*

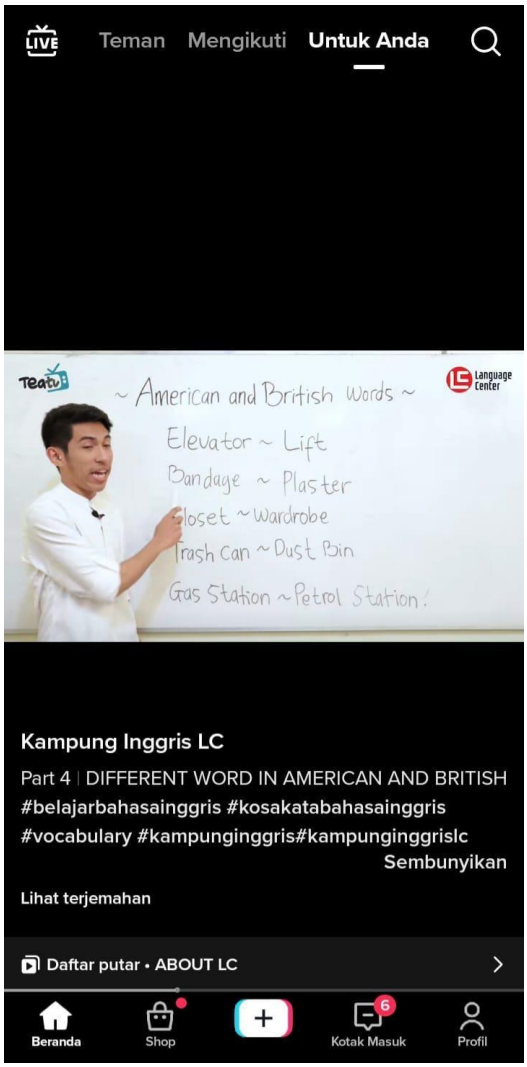
The learner *: Or?Eh, nggak ada. Hahaha*

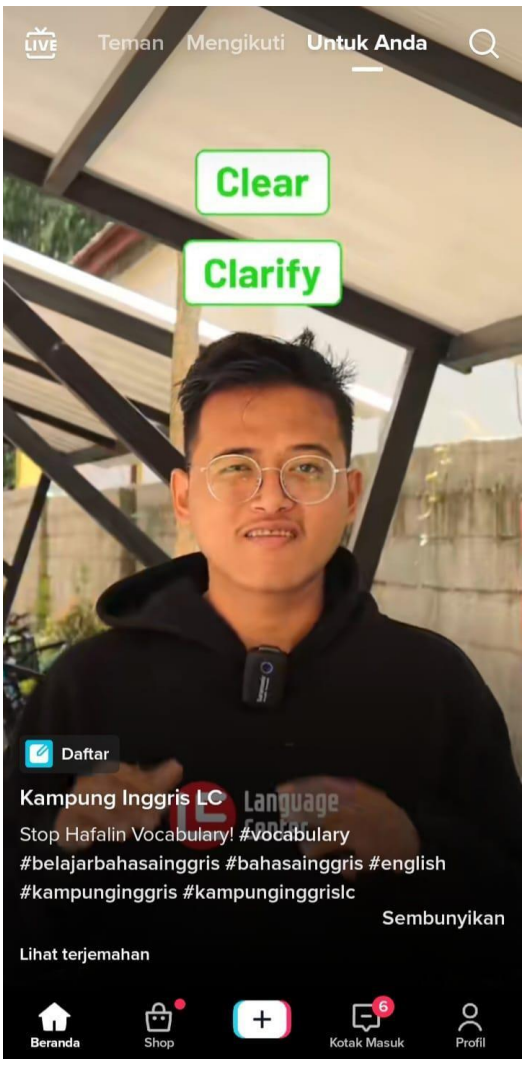
Teman
Mengikuti
Untuk Anda
PRESENT (V1)
DISCUSS
PAST (V2)
DISCUSSED
PAST PARTICIPLE (V3)
DISCUSSED
Kampung Inggris LC
Hafalin yah #vocabulary #kampunginggris
#kampunginggrispare #learnenglish
#samasamabelajar #tiktokpintar #bahasainggris
#belajarbahasainggris #belajar
Sembunyikan
Lihat terjemahan
Beranda
Shop
Kotak Masuk
Profil

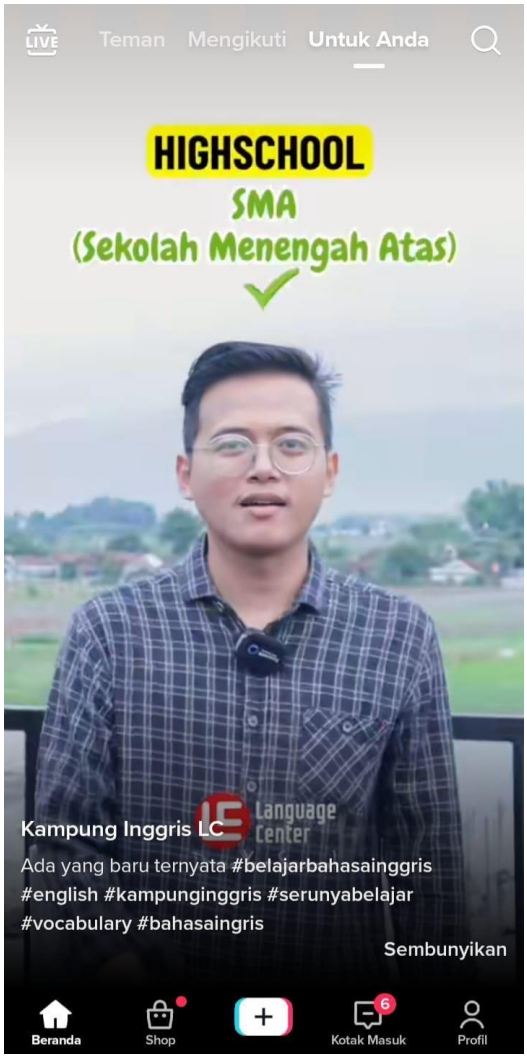
Teman
Mengikuti
Untuk Anda
MEMPERBUDAK
ENSLAVE
Kampung Inggris LC
Nambah vocab yuk #vocabulary #kampunginggris
#bahasainggris #samasamabelajar
#samasamadaritiktok #BetterOnSero
#fypdonggggggg #fypdong
Sembunyikan
Beranda
Shop
Kotak Masuk
Profil

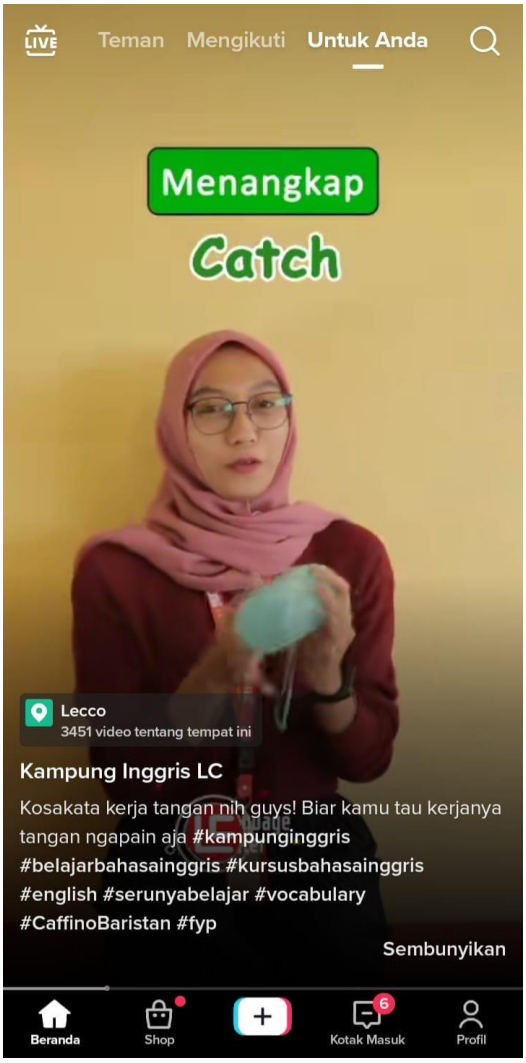
Teman
Mengikuti
Untuk Anda
Langsung
Direct
Kampung Inggris LC
Yuk belajar Koskata English #bahasainggris #kampunginggris #belajar #samasamabelajar #inspirasiramadan #ramadhan2021 #fyppls #fypdooooonggg #vocabulary
Sembunyikan
Beranda
Shop
Kotak Masuk
Profil

Teman
Mengikuti
Untuk Anda
Reply to hlyclvn's comment
makasi kak, jadi makin semangat belajar bahasa Inggris
Kagum
Wonder
Mengagumkan
Wonderful
Kesenangan
Delight
Menyenangkan
Delightful
Keberhasilan
Success
Berhasil
Successful
Kerugian
Harm
Merugikan
Kampung Inggris LC
Reply to hlyclvn tips memperkaya #vocabulary Check! #belajaronline #kampunginggris #kursusbahasainggris #english #bahasainggris #fyp #fypdong
Sembunyikan
Beranda
Shop
Kotak Masuk
Profil

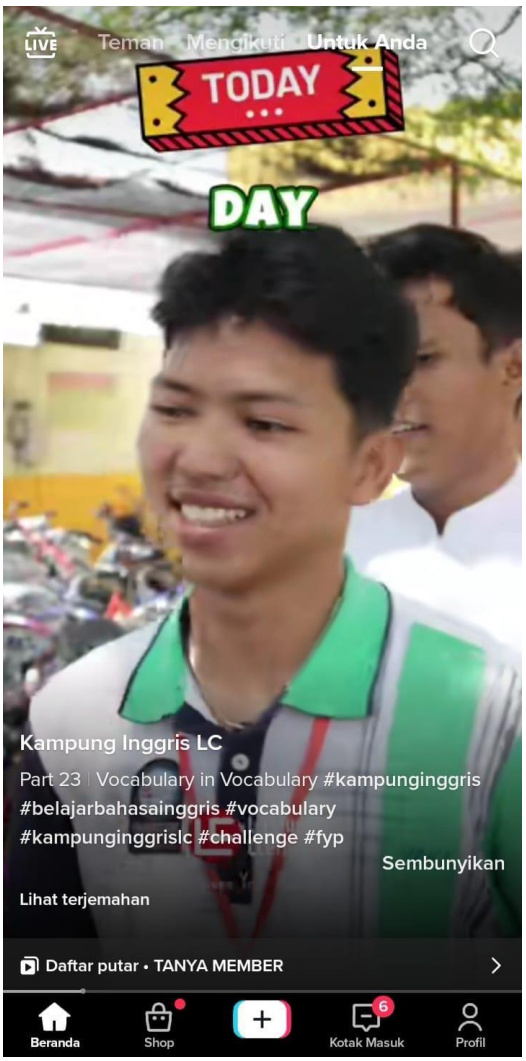

Teman
Mengikuti
Untuk Anda
~ American and British Words ~
Elevator ~ Lift
Bandage ~ Plaster
Closet ~ Wardrobe
Trash Can ~ Dust Bin
Gas Station ~ Petrol Station
Kampung Inggris LC
Part 4 | DIFFERENT WORD IN AMERICAN AND BRITISH
#belajarbahasainggris #kosakatabahasainggris
#vocabulary #kampunginggris#kampunginggrislc
Sembunyikan
Lihat terjemahan
Daftar putar • ABOUT LC
Beranda
Shop
Kotak Masuk
Profil


Teman
Mengikuti
Untuk Anda
Clear
Clarify
Daftar
Kampung Inggris LC
Stop Hafalin Vocabulary! #vocabulary
#belajarbahasainggris #bahasainggris #english
#kampunginggris #kampunginggrislc
Sembunyikan
Lihat terjemahan
Beranda
Shop
Kotak Masuk
Profil

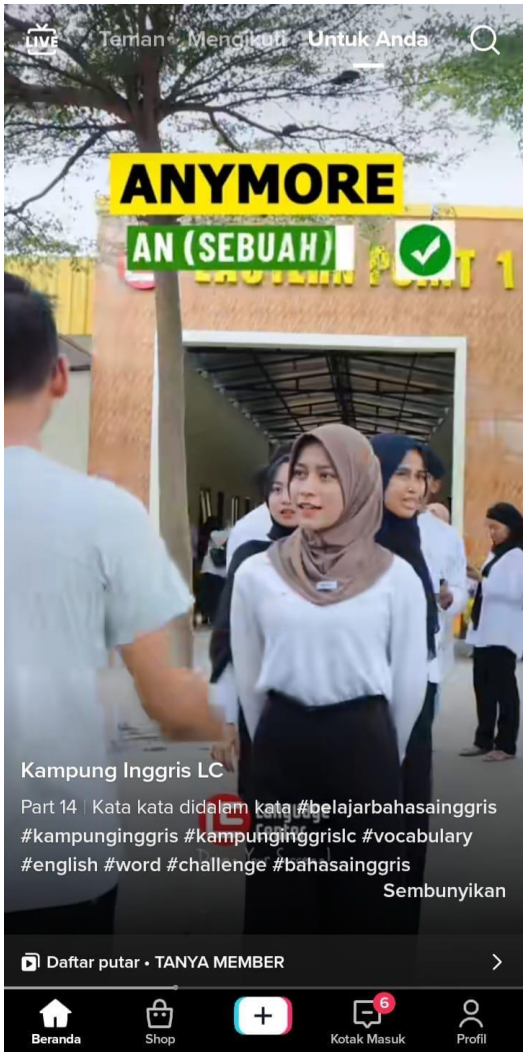

Teman
Mengikuti
Untuk Anda
HIGHSCHOOL
SMA
(Sekolah Menengah Atas)
Kampung Inggris LC
Ada yang baru ternyata #belajarbahasainggris #english #kampunginggris #serunyabelajar #vocabulary #bahasaingris
Sembunyikan
Beranda
Shop
Kotak Masuk
Profil

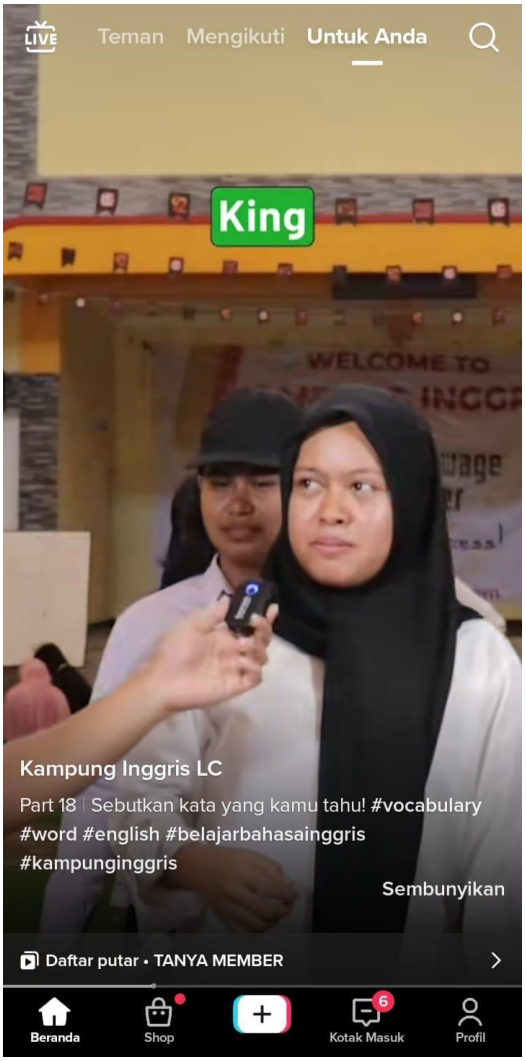

Teman
Mengikuti
Untuk Anda
Menangkap
Catch
Lecco
3451 video tentang tempat ini
Kampung Inggris LC
Kosakata kerja tangan nih guys! Biar kamu tau kerjanya tangan ngapain aja #kampunginggris #belajarbahasainggris #kursusbahasainggris #english #serunyabelajar #vocabulary #CaffinoBaristan #fyp
Sembunyikan
Beranda
Shop
Kotak Masuk
Profil

Teman
Mengikuti
Untuk Anda
HANDPHONE
AND (DAN)
Kampung Inggris LC
Temukan kata di vocabulary ini #bahasainggrismudah #kampunginggris #vocabulary #kampunginggrislc #bahasainggris
Sembunyikan
Beranda
Shop
Kotak Masuk
Profil


Teman
Mengikuti
Untuk Anda
TODAY
DAY
Kampung Inggris LC
Part 23 | Vocabulary in Vocabulary #kampunginggris #belajarbahasainggris #vocabulary #kampunginggrislc #challenge #fyp
Sembunyikan
Lihat terjemahan
Daftar putar • TANYA MEMBER
Beranda
Shop
Kotak Masuk
Profil

Mengikuti
Untuk Anda
Teman
SOMETHING
Me
37.5K
591
896
95
Kampung Inggris LC
Part 21 | Challenge Vocabulary
#bahasainggris
Lihat terjemahan
GASLIGHT - INJI
Daftar putar • TANYA MEMBER
Beranda
Shop
Kotak Masuk
5
Profil
Teman
Mengikuti
Untuk Anda
WINDOW
Win (menang)
Kampung Inggris LC
Part 20 | Tebak kata bareng member
#kampunginggrislc #FacemojiAja #kampunginggris
#belajarbahasainggris #challenge #english
#vocabulary
Sembunyikan
Daftar putar • TANYA MEMBER
Beranda
Shop
Kotak Masuk
6
Profil


Teman
Mengikuti
Untuk Anda
ANYMORE
AN (SEBUAH)
Kampung Inggris LC
Part 14 | Kata kata didalam kata #belajarbahasainggris #kampunginggris #kampunginggrislc #vocabulary #english #word #challenge #bahasainggris
Sembunyikan
Daftar putar • TANYA MEMBER
Beranda
Shop
Kotak Masuk
Profil


Teman
Mengikuti
Untuk Anda
King
Kampung Inggris LC
Part 18 | Sebutkan kata yang kamu tahu! #vocabulary #word #english #belajarbahasainggris #kampunginggris
Sembunyikan
Daftar putar • TANYA MEMBER
Beranda
Shop
Kotak Masuk
Profil

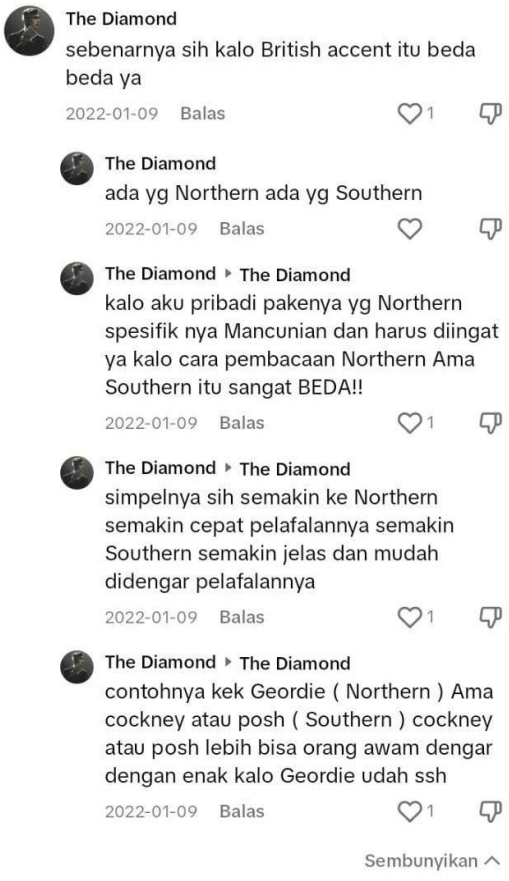
Teman
Mengikuti
Untuk Anda
ANOTHER
OTHER (LAINNYA)
Daftar
Kampung Inggris LC
Part 12 | Tebak Vocab di dalam Vocab
#belajarbahasainggris #kampunginggris #vocabulary
#serunyabelajar #english
Sembunyikan
Daftar putar • TANYA MEMBER
Beranda
Shop
Kotak Masuk
Profil

1. Nambah* vocab *yuk

***2. Yuk belajar kosakata* English**

***3. Tips memperkaya* #vocabulary check!**

4. Part 4 | Different word in American and British

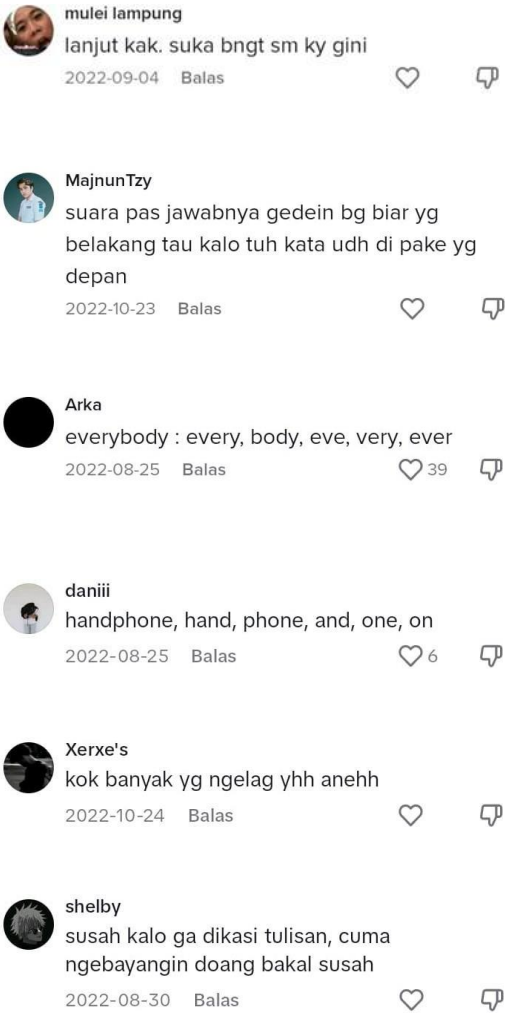


5. Stop hafalin vocabulary!

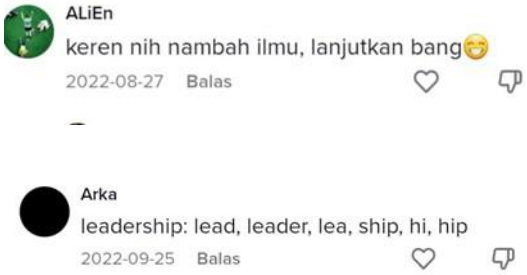
6. Ada yang baru ternyata

7. Kosakata kerja tangan nih guys! Biar kamu tau kerjanya tangan ngapain aja

8. Temukan kata di vocabulary ini



9. Part 23 | Vocabulary in Vocabulary



10. Part 21 | Challenge Vocabulary

11. Part 20 | *Tebak kata bareng member*

12. Part 18 | *Sebutkan kata yang kamu tahu*

13. Part 14 | *Kata kata didalam kata*

DBN_Hooman

otherwise = other, the, her, wise

2022-11-15 Balas 7

14. Part 12 | *Tebak Vocab di dalam Vocab*

Arka

workshop = work, shop, or, hop

01-29 Balas

Arka

Grandchildren = grand, children, and, chil, child, ran,

01-29 Balas

Arka

Breakdown = break, down, own, do

01-29 Balas

15. Part 3 | *Menghafal vocab masih gitu gitu aja? Ah males! Gini dong ngafalnya!*

Jefri Adimas N

gen, gentle, man, an,

01-11 Balas 2

gbtz

gen, gentle, man, an

2022-12-16 Balas

Swady889

gen,man,gentle, an

2022-12-16 Balas

LINK OF VIDEOS

No.	Titles
1.	***Hafalin yah*** https://vt.tiktok.com/ZS8gc4gxR/
2.	***Nambah vocab yuk!*** ***https://vt.tiktok.com/ZS8gcUH9h/***
3.	***Yuk belajar kosakata* English** **https://vt.tiktok.com/ZS8gcXSY9/**
4.	***Tips memperkaya* #vocabulary *check!*** ***https://vt.tiktok.com/ZS8gc4Jow/***
5.	**Part 4 | Different word in American and British** **https://vt.tiktok.com/ZS8g8AwYe/**
6.	***Stop Hafalin* Vocabulary*!*** ***https://vt.tiktok.com/ZS8gRXBLq/***
7.	***Ada yang baru ternyata*** **https://vt.tiktok.com/ZS8gR13Yj/**
8.	***Kosakata kerja tangan nih guys! Biar kamu tau kerjanya tangan ngapain aja*** ***https://vt.tiktok.com/ZS8gR7nRO/***
9.	***Temukan kata di* vocabulary *ini*** ***https://vt.tiktok.com/ZS8gRUf1w/***
10.	**Part 23 | Vocabulary in Vocabulary**

	https://vt.tiktok.com/ZS8gRUY3r/
11	**Part 21 | Challenge Vocabulary** **https://vt.tiktok.com/ZS8gRmb2F**
12.	**Part 20 | *Tebak kata bareng* member** **https://vt.tiktok.com/ZS8gRgeS2/**
13.	**Part 18 | *Sebutkan kata yang kamu tahu!*** **https://vt.tiktok.com/ZS8gRDmvh/**
14.	**Part 14 | *kata kata didalam kata*** ***https://vt.tiktok.com/ZS8gRyMHL/***
15.	**Part 12 | *Tebak Vocab di dalam Vocab*** ***https://vt.tiktok.com/ZS8gRpod4/***