

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

This chapter contains the research findings and a discussion of the research. The data will provide answers to two issues stated in the preceding chapter: how the quality of educational videos on the TikTok account @jagobahasa.com and how the quality of vocabulary teaching content to be taught.

#### **A. Finding**

The data in this study were analyzed by theories from Brame and Lopez. This study was done online on the TikTok account @jagobahasa.com. In answer to the first question of this study, the researcher examined all educational videos on the account to determine the quality of the educational videos. The contents of teaching vocabulary was then analyzed to address the second question of this study. The researcher only examined videos focused on teaching vocabulary. Therefore, the data found in the field are shown below.

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

Based on the findings, the researcher discovered the criteria used in an educational video on the TikTok account @jagobahasa.com. The findings are explained below.

### **a. Cognitive Load**

It is necessary to create a cognitive load in educational videos. Four techniques may be applied in educational videos: signaling, segmenting, weeding, and matching modality. The results of applying cognitive load to educational videos on the TikTok @jagobahasa.com account are explained below

- 1) Signaling describes as a cue to emphasize essential information on the screen using text or symbols.

Based on the findings, All videos on the TikTok account @jagobahasa.com use the signaling technique. This account's educational videos employ text or symbols to assist learners to concentrate their attention on the topic. The study concludes that there are two main categories of text used in instructional videos on the TikTok account @jagobahasa.com: video titles and subtitles or texts about vocabulary. The use of symbols is not included in all educational videos on the TikTok account @jagobahasa.com, in contrast to the use of text, which is present in all of them. However, some videos employ symbols to provide extra information about the content being covered. Evidence can be seen in the figures below. *See figure 4.1*



Figure 4.1. Video Title on TikTok Account @jagobahasa.com

As shown in Figure 4.1, the video titles appear for the first time on the home page of the @jagobahasa.com account. The texts used for titles are large enough with sharp colors and contrast so that followers or viewers can more easily sort out which videos want to study. Next is part of subtitles or texts of vocabulary on the TikTok account @jagobahasa.com. Evidence can be seen in the figures below. *See figures 4.2*



Figures 4.2. Subtitles Used on TikTok Account @jagobahasa.com

Figures 4.2, displayed subtitles or texts based on what the presenter or maker stated. English vocabulary and its translation are identified by using different text colors. Last, symbols are used as additional details, based on the analysis of signaling techniques used by the TikTok account @jagobahasa.com. Evidence can be proved below. *see figures 4.3*



Figures 4.3. Symbols Used on TikTok Account @jagobahasa.com

The most often used symbols are ✓ and ✗ symbols, as can be seen in figures 4.3. This sign is used to highlight appropriate and inappropriate English or Indonesian vocabulary for viewers or followers of the TikTok account @jagobahasa.com. Thus, since the content being taught varies, signaling techniques employing symbols are not featured in all videos, yet these symbols are highly helpful for helping the audience grasp the information being taught.

## 2) Segmenting or the chunking of material in a video.

Segmenting or the chunking of material in a video. Based on the findings, overall educational videos on the TikTok account @jagobahasa.com are less than 1-minute one-shoot or multiple-shoots videos. One example of segmenting

technique is using short videos 6 minutes or less. The sample videos used less than one minute presented in table 4.1. *See table 4.1*

Table 4.1

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

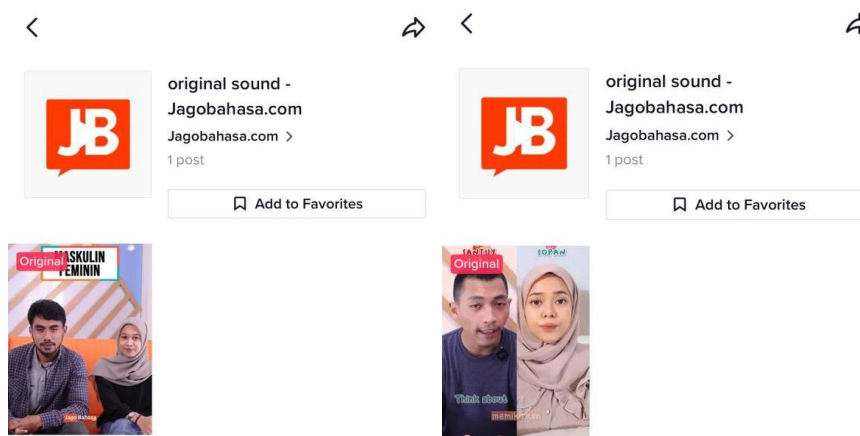
<b>Title</b>	<b>Time posted</b>	<b>Duration</b>	<b>Link video</b>
<i>Bahasa Indonesia kalo dibahasa Inggris</i>	8 <sup>th</sup> May, 2021	33 sec	<a href="https://vt.TikTok.com/ZS8SATdVr/">https://vt.TikTok.com/ZS8SATdVr/</a>
<i>Perbedaan American dan British</i>	9 <sup>th</sup> August, 2022	31 sec	<a href="https://vt.TikTok.com/ZS8SATDsG/">https://vt.TikTok.com/ZS8SATDsG/</a>
<i>3 kata yang mirip</i>	16 <sup>th</sup> Januari 2023	48 sec	<a href="https://vt.TikTok.com/ZS8SAvdH6/">https://vt.TikTok.com/ZS8SAvdH6/</a>

From table 4.1, the researcher selected three videos related to teaching vocabulary from the previous three years as samples. This account has been regularly sharing educational videos on TikTok for the past three years. It can be concluded that the average length of each educational video on this account is less than one minute. Also, videos that can be paused are another example of segmenting, in addition to duration. All users of the TikTok app can pause videos. Even though the TikTok videos @jagobahasa.com are short, perhaps this is applicable. However, learners can use the activity of pausing or stopping the video to retrieve important information in the video and then resume the video. For example, taking notes or memorizing the given vocabulary.

- 3) Weeding or the elimination of intriguing but superfluous content that does not contribute to the learning purpose

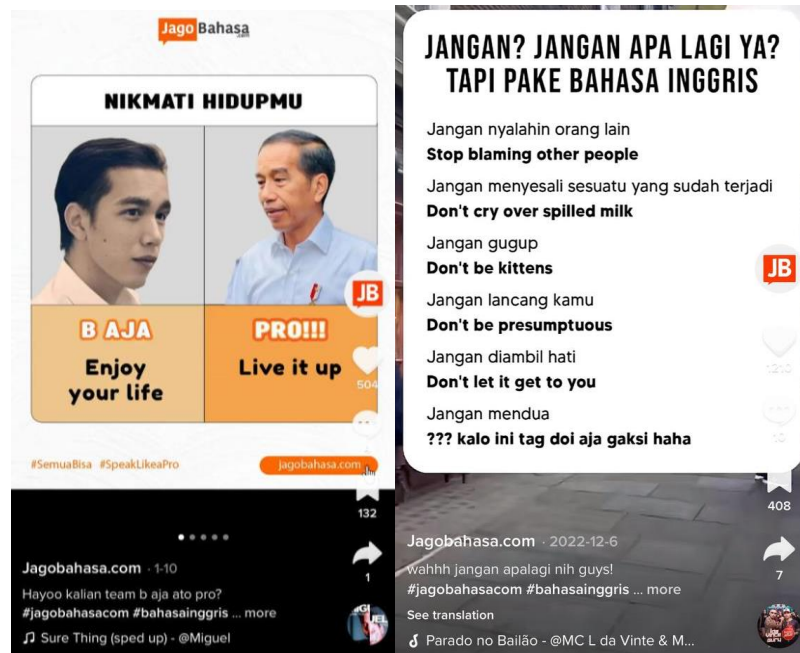
Based on the findings, the researcher did not discover anything that did not contribute to the learning purpose during the weeding technique analysis stage, such as music, intricate backgrounds, or supplemental features inside an

animation, for example, which require the student to choose whether or not to pay attention to them, adding needless cognitive strain and potentially impeding learning. The majority of the videos lack background music so that viewers may concentrate more on the speakers' words. Evidence can be seen below. *see figures 4.4*



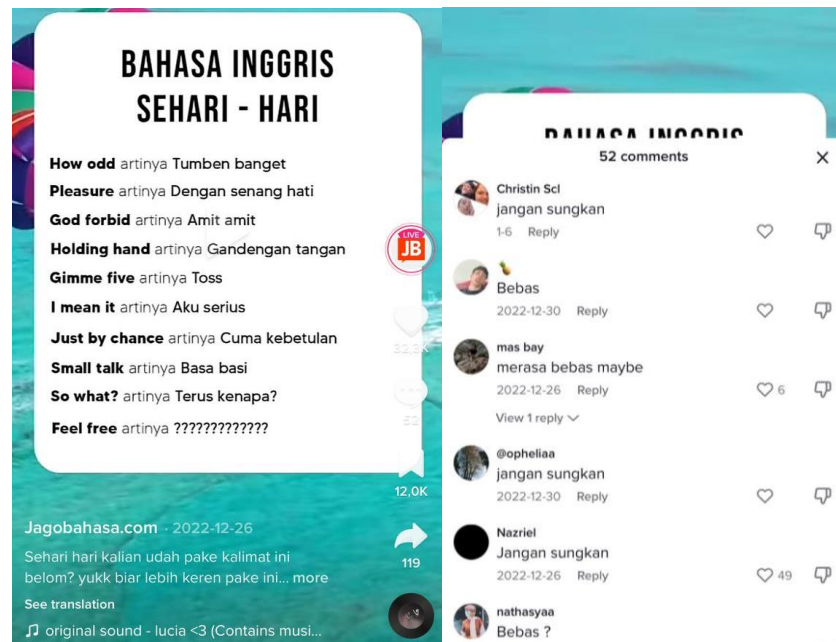
Figures 4.4. Original Sounds on TikTok Account @jagobahasa.com

Figures 4.4, revealed that the educational videos from the @jagobahasa.com TikTok account were authorized with their original audio and without any background music. The original sounds phrase in s 4.4 asserts that the presenters' voices are the only sounds used in the video. This program automatically utilizes the song's copyright as sounds if there is any more music present in addition to the speaker's voice. However, a few of the videos also have music since they are text-only or lack presenters. On the TikTok @jagobahasa.com account, music is used in text videos, although this has no impact on learning purposes because first those videos are rarely uploaded. Based on average video uploads, only three to five times a month, these text videos are posted. *see figures 4.5*



Figures 4.5. Video Texts on TikTok Account @jagobahasa.com Used Background Music

Figures 4.5, displayed the usage of background music for text videos in the TikTok account @jagobahasa.com. The title of the song is shown at the bottom of the screenshots with a music symbol 🎵. The additional music prevents the video from getting monotonous. The weeding procedure is applied when an educational video contains distracting elements such as overly loud music or animated scenes. But, the researcher did not discover any distractions from the text videos on the account, though. The proof can be seen below. *see figures 4.6*



Figures 4.6. Question and Responses Viewers on TikTok Account  
@jagobahasa.com

From figures 4.6, the video text asked:

*“Feel free artinya ??????????”*

Then in the comments section the viewers answered:

*“Jangan sungkan” (C1)*

*“Bebas” (C2)*

*“Merasa bebas maybe” (C3)*

As demonstrated in figures 4.6, the viewers are actively responding to the questions that arise in the video text. Next, the backgrounds in each video are varied and not intricate. The backgrounds are used generally as a plain background, an original background, or a green screen background depending on the content being taught. Moreover, there were no excessively numerous animations that had no connection to the content. Evidence can be seen below.

*See figures 4.7*





Figures 4.7. Backgrounds Used on TikTok Account @jagobahasa.com

#### 4) Matching Modality or matching the medium to the subject matter.

This technique is the opposite of the weeding technique. Where the weeding technique is the cutting of redundant or unimportant things in an educational video, while the matching modality is the use of audio/verbal or visual/image to increase cognitive load and provide clear information to the audience. Based on data findings, a lot of verbal and non-verbal communication has occurred in educational videos on the TikTok @jagobahasa.com account. The evidence can be seen from the number of speakers on the account. Concerning the findings of the analysis, there are eight teachers. Moreover, the extensive use of animations and graphics to offer more in-depth explanations of the material being taught was another indicator of the use of matching modality. Evidence can be seen below. *see figures 4.8*



Figures 4.8. Visuals or Images Used on TikTok Account  
@jagobahasa.com

### b. Student Engagement

Three ways can be used to increase student engagement in educational videos. The first is creating short videos. Based on the findings, the short video in this account has been described in the segmenting technique. Less than six minutes is the average effective time to increase student engagement in learning from videos, The average videos duration for the TikTok account @jagobahasa.com are less than one minute and it can be an effective time for students spends watching educational videos.

Second, the use of conversational language style. Based on the findings, conversational or non-formal language is also used on the account. The proof can be seen in the scripts videos below:

*“di American ngomong mobil itu bukan car tapi mereka lebih seneng nyebutnya ride. Jadilah dirimu sendiri, kalo American biasanya nggak pakai be yourself tapi mereka bilanganya keep it real. Mau bilang salahku itu bukan my*

*mistake tapi kalo American lebih suka bilangnya my bad. Keren biasanya bilangnya cool tapi american lebih suka diganti kata sick. Nah kalau bestfriend bahasa gaulnya gimana ? (S1)*

*Speaker 1 : Ivana mau nanya, to feel blue itu ngerasa biru ya ? Speaker 2 : bukan, itu maksudnya lagi sedih. Speaker 1 : oh iya terus gue kemarin itu curhat sama teman gue terus dia bilang I feel you itu artinya apaan sih? Dia merasakan aku atau gimana ?, emang aku bisa dirasain ?. Speaker 2 : I feel you itu artinya aku tau kok jadi aku ngerti apa yang kamu rasain gitu. Speaker 1: nah terus ada orang yang tiba-tiba ngechat aku pas dia gempu, yang terjadi kemarin itu dengan angka 411 maksudnya apaan itu?. Speaker 2 : nah itu artinya orang itu nanyain infonya kaya gimana, what's the info. Speaker1 : terus yang terakhir YOLO itu maksudnya apaan sih, YOLO YOLO I dont know?. Speaker 2 : ada yang tahu ga ya YOLO itu apa? (S2)*

From the video scripts above, the first video is titled “*bahasa gaul American*” and the second is titled “*jangan salah artiin ya*”. The two scripts above show that the language used by the speaker is a non-formal or conversational style. With a language style, student involvement increases because when students can understand what is being taught, these students are more confident in their understanding. However, language styles such as the first and second script examples are not always required in educational videos on the TikTok @jagobahasa.com account for teaching vocabulary because some videos

directly mentioned the vocabulary and its translations without explanatory dialogue or monologues. The proof can be shown in the script below:

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

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

Third, talk swiftly and with enthusiasm. Speaking swiftly means fluently and precisely, without too many pauses. Based on the findings, the researcher divided the two parts for the average range of words spoken in each video. For videos that contain explanations such as scripts (S1) 61 words with 30 seconds duration and (S2) 119 words with 38 seconds duration. But, for videos such as script (S3) 24 words 23 seconds duration. From the results of the average use of words in a video of approximately 1 minute, the tempo of speech used by teachers on the TikTok @jagobahasa.com account is ideal, neither fast nor slow. Furthermore, enthusiasm and student engagement in speaking speed are correlated with teacher enthusiasm. based on the findings, instructors @jagobahasa.com have high enthusiasm when teaching. Evidence can be seen in the figures below. *see figures 4.9*



Figures 4.9. Body Gestures and Expression Used by The Instructors' TikTok Account @jagobahasa.com

From figures 4.9, educators on the TikTok account @jagobahasa.com use body gestures to demonstrate related to the vocabulary being taught. besides that, the use of the expression is also applied to arouse the enthusiasm of the audience.

### c. Active Learning




In this section there are four strategies used to improve active learning in educational videos there are:

#### 1) Package Video with Interactive Questions

Based on the findings, most of the videos on the TikTok @jagobahasa.com account offer interactive questions for the viewers. The question is always at the end of the video. The use of interactive questions produces responses from the students. As explained in the weeding technique section about text videos. Through the comments column, many students answered the questions asked. These interactive questions are not only for text

videos but are applied to all videos. Evidence can be seen in the table below. *see table 4.2*

Table 4.2  
*The Sample Videos Used Interactive Questions on TikTok Account @jagobahasa.com*

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

## 2) Use Interactive Features that Give Students Control

The possibility of using labels is an example of an interactive feature used in educational videos. However, educational videos on the @jagobahasa.com account are different from educational videos related to syllabi or textbooks which have chapters. However, the purpose of interactive features is for students to control their progress. Based on its features, in this

account, the use of titles can be said to be the same as adding chapters. Because with the title of the video, students can find out the content of the material being studied and control the necessary lessons.

### 3) Use Guiding Questions and Make Video Part of a Larger Homework Assignment

In this section, the researcher explained the findings of two points at once. No guide questions such as brainstorming activities were discovered. The teaching system on the TikTok @jagobahasa.com account is not the same as educational videos that teach school subjects, carry out activities such as brainstorming or pretests, and also distribute homework for assessment. This account is free and can be accessed by everyone on the TikTok platform without referring to the syllabus or course book. Therefore, the last two guides cannot be found in educational videos on the TikTok @jagobahasa.com account.

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

In this stage, the researcher assessed the quality of teaching vocabulary contents on the TikTok @jagobahasa.com account. These characteristics include frequency, range, availability and expediency, specific need or interest of learners, learnability, and lastly cultural factors. the findings are shown below.

### **a. Frequency**

The first characteristic used to teach vocabulary is frequency. The vocabulary word frequency is the most prevalent or often used. Perhaps students who are experts will not care, but for those who are just starting, this serves as

the foundation of their English skills. The examples include weekdays, family terms, and other typical vocabulary groupings; in other words, keep to bodily experiences and individual emotions. Based on the research findings, the researcher collected five videos that correspond to the qualities of the account @jagobahasa.com frequency vocabulary teaching. The data is displayed in the table below. *see table 4.3*

Table 4.3  
*The Sample of Frequency Vocabulary Taught on TikTok Account  
 @jagobahasa.com*

<b>Title</b>	<b>Vocabulary</b>
<i>Variasi day</i>	<i>Day : Hari</i> <i>Today : Hari ini</i> <i>Day one : Hari pertama</i> <i>Daydream : Melamun</i> <i>Bigday : Hari besar</i> <i>All day : Sehari</i> <i>Day care : Tempat penitipan anak</i> <i>Day and Night : Siang dan malam</i>
<i>Macam-macam rasa</i>	<i>Hambar: Bland</i> <i>Lezat: Tasty</i> <i>Gurih: Savor</i> <i>Pahit: Bitter</i> <i>Pedas: Spicy</i> <i>Asam: Sour</i> <i>Asin: Salty</i>
<i>Kosakata Alam</i>	<i>Kolam : Fond</i> <i>Sungai : River</i> <i>Samudra : Ocean</i> <i>Gurun : Desert</i> <i>Bukit : Hill</i> <i>Danau : Lake</i> <i>Air terjun : Waterfall</i> <i>Tepi Pantai : Coast</i> <i>Goa : Cave</i>



<b>Tittle</b>	<b>Vocabulary</b>
<i>Kata tahu</i>	<i>Tahu makanan: tofu</i> <i>Mengetahui: to know</i> <i>Pengetahuan : Knowledge</i> <i>Memberi tahu : To tell/ to inform</i> <i>Ketahuan : Get caught</i> <i>Sok tau: Know-it-all</i>
<i>Ungkapan sehari-hari</i>	<i>Cuma bercanda : Just kidding</i> <i>Sekali lagi : Once more</i> <i>Ada yang lain? : Is there anything else?</i> <i>Menginap : Spend the night</i> <i>Cepatlah : Hurry up/ Chop-chop</i> <i>Jangan sungkan-sungkan : Feel free</i> <i>Awas : Watch out</i>

### **b. Range**

Next is a range, vocabulary range is where the term is even narrower. For example, vocabulary that is unusual or rarely heard. Based on the findings, the vocabulary taught in this account also includes vocabulary whose reach is limited or perhaps rarely known as evidenced in the table below. *See table 4.4*

Table 4.4  
*The Sample of Range Vocabulary Taught on TikTok Account @jagobahasa.com*

<b>Tittle</b>	<b>Vocabulary</b>
<i>Macam-macam cedera</i>	<i>Keseleo : Sprain</i> <i>Memar : Bruise</i> <i>Luka : Cut</i> <i>Luka gores : Craze</i> <i>Patah/ Retak : Fracture</i> <i>Cedera leher : Whiplash</i> <i>Kulit melepuh : Blister</i> <i>Luka bakar : Burn</i>
<i>Kosakata telur</i>	<i>Kuning telur : Yolc</i> <i>Putih telur : Egg white</i> <i>Telur mata sapi : Sunny side up</i> <i>Telur rebus : Poached egg</i> <i>Telur urak-arik : Scrambled eggs</i> <i>Telur dadar : Omelet</i> <i>Telur asin : Salted egg</i>
<i>Macam-macam ke</i>	<i>Kerokan: Body scraping</i>

<b>Tittle</b>	<b>Vocabulary</b>
	<i>Kesurupan: Possessed</i> <i>Kedodoran : Oversized</i> <i>Keceplosan : Blurt out</i> <i>Kesemutan : Pins and needles</i>
<i>Tanda baca</i>	<i>(;) Semicolon : Titik koma</i> <i>(") Quotation marks : Tanda kutip</i> <i>(-) Em dash : Tanda strip panjang</i> <i>(') Apostrophe : Tanda petik</i> <i>(()) Round brackets : Tanda kurung bulat</i> <i>([]) Square brackers :Tanda kurung siku</i> <i>(/) Blacklash : Garis miring</i> <i>(#) Hastag : Tanda pagar</i> <i>(%) Percent : Persen</i> <i>(&lt;) Less than : Kurang dari</i> <i>(&gt;) Greater than : Lebih dari</i> <i>(&amp;) Empersand : Simbol untuk dan</i> <i>(\$) Dollar sign : Tanda dollar</i>
<i>Kata ulang</i>	<i>Terengah-engah : To pant</i> <i>Terbata-bata : To stammer</i> <i>Bertele-tele : Wordy / Long-winded</i> <i>Semena-mena : Arbitrarily</i> <i>Tawar-menawar : Bargaining</i> <i>Deg-degan : Heartbeating</i>

### c. Availability and Expediency

To reduce student confusion or misunderstanding, vocabulary phrases like availability and expediency must be taught. Having receptive knowledge of words like "sweater," "jumper," and "pullover," for instance. Based on the research's conclusions, the researcher discovered these elements in the teaching vocabulary presented in educational videos on the TikTok @jagobahasa.com account. Such as the aim to minimize confusion and misunderstanding of the vocabulary given, there are explanations by the speakers like the evidence in the table below. *see table 4.5*

Table 4.5  
*The Sample of Availability and Expediency Vocabulary Taught on TikTok  
 Account @jagobahasa.com*

<b>Tittle</b>	<b>Scripts</b>
<i>Kata pakai like</i>	<p>1. (<i>Likeable : Menyenangkan/gampang disukai</i>)  <i>Speaker 1 : Like suka, able bisa. bisa suka?</i>  <i>Speaker 2 : Likeable artinya yang disukai. Olive is a likeable girl.</i>  <i>(Olive adalah gadis yang menyenangkan)</i></p> <p>2. (<i>Like crazy : sangat</i>)  <i>Speaker 1 : Hah suka gila, Maksudnya?</i>  <i>Speaker 2 : Like crazy artinya sangat. I miss you like crazy.</i>  <i>(Aku sangat merindukanmu)</i></p> <p>3. (<i>Like a shot : sangat cepat</i>)  <i>Speaker 1 : Like a shot? Waduh bahaya nih suka nembak</i>  <i>Speaker 2 : Like a shot artinya sangat cepat. Call me if you need me, I'll come like a shot.</i>  <i>(Kabarin aku jika kamu butuh, aku akan datang dengan sangat cepat)</i></p> <p>4. (<i>And such like : dan sejenisnya</i>)  <i>Speaker 1 : eee seperti suka, maksudnya apatuh?</i>  <i>Speaker 2 : and such like artinya dan sejenisnya. We sell healthy snacks such as dried fruit, apple peanut butter, pumpkin seed, and such like.</i>  <i>(Kami menjual makanan sehat seperti buat kering, apel selai kacang, biji labu dan sejenisnya)</i></p>
<i>Kalian suka salah tranlate gak?</i>	<p><i>Speaker 1 : matahari tenggelam itu bukan sun sink</i>  <i>Speaker 2 : itu sunset</i>  <i>Speaker 1 : kalo misal bintang jatuh bukan fallen star</i>  <i>Speaker 2 : itu shooting star</i>  <i>Speaker 1 : nirkabel itu bukan without cable</i>  <i>Speaker 2 : itu wireless</i>  <i>Speaker 1 : celana dalam bukan inner pants</i>  <i>Speaker 2 : itu underwear</i>  <i>Speaker 1 : kalo meja makan bukan eat table</i>  <i>Speaker 2 : itu dining table</i>  <i>Speaker 1 : kalo pencakar langit bukan sky scratcher</i>  <i>Speaker 2 : itu skyscraper</i>  <i>Speaker 1 : kalo makanan ringan ?</i></p>
<i>Hewan jantan dan betina</i>	<p><i>Kucing jantan : Tom</i>  <i>Kucing betina : Queen</i>  <i>Ayam jantan : Rooster</i>  <i>Ayam betina : Hen</i></p>

Tittle	Scripts
	<i>Singa jantan : Lion</i> <i>Singa betina : Lioness</i> <i>Kuda jantan : Stallion</i> <i>Kuda betina : Mare</i> <i>Anjing jantan : dog</i> <i>Anjing betina : ???</i>
<i>3 kata hampir sama</i>	<i>Tekan : press</i> <i>Tertekan : Stressed out</i> <i>Tekanan : pressure</i>  <i>Cuma : just</i> <i>Percuma : useless</i> <i>Cuma-Cuma : for free</i>  <i>Minta-minta : beg</i> <i>Permintaan : request</i> <i>Minta : ???</i>
<i>Jangan artiin satu-satu</i>	<i>Speaker 1 : masuk angin itu enter wind bukan ?</i> <i>Speaker 2 : bukan yang bener itu catch a cold</i> <i>Speaker 1 : kalo sarapan pagi eat morning ?</i> <i>Speaker 2 : kepanjangan yang bener tu breakfast</i> <i>Speaker 1 : eee meja kerja work table ?</i> <i>Speaker 2 : itu juga kepanjangan yang bener desk</i> <i>Speaker 1 : oke oke terakhir matahari eye day bener gak?</i> <i>Speaker 2 : emangnya bener matahari itu eye day?</i>

#### d. Specific Needs or Interests of Learners

At this point, the researcher cannot identified vocabulary specific to the needs or interests of the pupils. This account is not associated with a community or organization. Consequently, the vocabulary provided is not dependent on the learner's requirements or preferences. However, it may be required depending on the learners. Because the TikTok @jagobahasa.com account is primarily intended for all English language learners.

### e. Learnability

Learnability is words with characteristics including phrases with spelling difficulties, phonological difficulties, complex syntactical qualities, inability to associate objects with one world experience or culture, and words with similar meanings that are difficult to distinguish like "make/do". In educational videos on TikTok account @jagobahasa.com detected teaching vocabulary of synonyms or antonyms contents, such as learnability characteristics. The evidence can be shown below. *see table 4.6*

Table 4.6  
*The Sample of Learnability Vocabulary Taught on TikTok Account @jagobahasa.com*

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

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

#### **f. Cultural Factors**

Based on the findings, vocabulary teaching on the TikTok account @jagobahasa.com used cultural aspects of vocabulary or language that vary owing to cultural variances, such as the distinction between British and American English, are highly well-known and fascinating to study. The evidence is shown below. *See table 4.7*

Table 4.7

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

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

<b>Tittle</b>	<b>Vocabulary</b>
	<i>Kaus dalam : Vest (B) Undershirt (A)</i>
	<i>Piyama : Pyjamas (B) Pajamas (A)</i>
	<i>Baju tidur : Night dress (B) Nightgown (A)</i>
	<i>Tuksedo : Dinner jacket (B) Tuxedo (A)</i>
	<i>Celana : Trousers (B) Pants (A)</i>
	<i>Bretel : Braces (B) Suspenders (A)</i>

## **B. Discussion**

This section reviews these findings by linking the results to related data and theories. Thus, the discussion is classified based on the research questions of the study.

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

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

#### **a. Cognitive Load**

Signaling, segmenting, weeding, and matching modality are the four techniques listed in the cognitive load section that is required to provide cognitive load in educational videos. The method of signaling first. In this analysis, the researchers discovered signaling techniques in all educational videos on the TikTok account @jagobahasa.com. This technique is still used, for instance, in the teaching of grammar or pronouns. For an educational video, text and symbols are required. Without text, it is possible to argue that the



information being given is inadequate or doesn't even meet learning goals. To help students understand the proper writing of the vocabulary being taught, the text in the video is positioned while the speakers speaking. In contrast to text components, symbols are rarely used in this account. However, the usage of symbols in several videos, such as the one in figure 4.3, requires symbols to clarify the distinction between proper and bad phrases to prevent students from being confused by the information they are given. This statement is supported by Zhang (2022) showed that the availability of text and similar elements is required to improve the quality of educational videos.

Furthermore, segmenting techniques (Brame, 2016). This technique was available in the educational videos on the TikTok account @jagobahasa.com. Based on the findings, over the past three years, videos posted have an average duration of under one minute. With videos lasting less than one minute, it will be simpler for students to retain new information and manage their cognitive load properly. Compared to long durations that can make students unable to control important information due to a large amount of material being taught. besides the short videos, the "pause" feature also helps manage cognitive load and this feature has been provided in this application. In essence, all videos on TikTok have implemented the segmenting technique from the start this account was formed, not only on this account but on whole accounts on TikTok. Because basically, TikTok is a social platform that is packaged in the form of short videos (Yang, et al. 2019).

Meanwhile, weeding techniques or removal music, intricate backgrounds, or supplemental features. based on Brame (2016), actually this method is involved when video editing, and educators must consider the information based on the students' standards. The goal is to reduce extraneous loads such as things that don't need to be used for an educational video. Based on the findings, this technique is indirectly applied. The evidence are shown in figure 4.4, the use of the original sounds from the speakers without any background music, figures 4.5 and 4.6 displayed the students' responses remained active in answering questions even though the text video uses music without speakers, as well as figure 4.7 used the simple and uncomplicated backgrounds. The use of the weeding technique is yet to be confirmed from the pieces of evidence found by the researcher. However, the suitability of the criteria may declare that educational videos on the TikTok account @jagobahasa.com contain the cognitive value.

The last of the cognitive load criteria is the matching modality technique. The application of this technique is the use of audio/verbal or visual/image in educational videos (Brame, 2016). Based on the findings, verbal and non-verbal communication is more prevalent in this account. This is due to the availability of adequate speakers which totaled eight teachers. The use of verbal communication is closely related to the use of signaling, where the sentences spoken by the speakers are reproduced in the text format shown in the video. Such as explained in the signaling technique. These two techniques are very effective in improving the quality of better educational videos. This is also

supported by Mayer (2014) in his book on “multimedia instruction” that videos may be more effective if they combine visuals with an audio narrative rather than just showing images and texts.

### **b. Student Engagement**

Next, student engagement. To realize student involvement in educational videos, Brame (2016) suggests three ways: short videos, using conversational language, and talk swiftly with enthusiasm. Based on the findings of the three categories available in educational videos on the @jagobahasa.com account. First, the application of short videos. It turns out that short videos not only boost students' cognitive load but also contribute to their engagement. A video runtime of less than one minute is an efficient way to increase student engagement with video-based learning. In accordance with the findings of Guo et al. (2014), the average effective watching duration for learning videos is less than six minutes, based on more than six million viewing sessions. This engagement may be seen by the fact that each video has a very significant number of views and has more than one million followers.

The second point to mention is the usage of conversational language (Brame, 2016). Since conversational language is simpler to grasp than formal language, it may boost students' self-confidence. This conversational language is used in educational videos on the TikTok account @jagobahasa.com. With this conversational language, the activeness of students can be seen from the comments from the audiences who always give good reviews.

Lastly, talk swiftly and with enthusiasm. Student engagement is dependent on the teacher's speaking speed, this is not to push the instructor to talk faster, but rather to increase enthusiasm (Guo et al, 2014). In this account, the researcher found the teachers used the ideal tempo of speech and raised the enthusiasm of the viewers with body gestures. This statement is supported by Carmichael et al. (2018), Social presence theory claims that social interaction induced by nonverbal cues such as eye contact, facial expressions, and gestures may lead to greater levels of engagement. A corresponding study by Guo, et al (2014) showed speaking rates ranging from 31-156 words per minute. also, this account shows the same thing, the average speaking speed is 30-120 per less than one minute.

### **c. Active Learning**

Active learning is the last point by Brame (2016) for producing more effective educational videos. This tutorial offers four methods, such as the use of interactive questions, interactive features, guiding questions, and videos as homework. Based on the results, just two components were available.

The use interactive questions that are available at the end of each video. The questions asked are always pertinent to the content of the video. This is beneficial for the self-evaluation of student understanding (Brame, 2016) and for enhancing students' memories (Rice, et al. 2019). Furthermore, for the usage of interactive features such as labels or chapters not present in this account, but back to the purpose of active learning, students will be able to control their progress while utilizing interactive features. The researcher concludes that the

label or chapter, which is an example of an interactive feature in educational videos, is the same as the use of titles in every video in this account, which are interactive features in active learning not just for chapters or labels in educational videos, but for all features that allow students to control their learning. The videos on this account are distinct from educational videos for subjects school. Hence, the last of the two requirements cannot be identified, since the subject being taught is universally applicable to teaching English skills to all learners. Thus, the usage of guided questions and videos as homework to improve students' active learning is not met. Maybe these two categories are more suited for educational videos, such as lecture sessions. For further details, the researcher provided a table about the criteria were used. *See table 4.8*

Table 4.8

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

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

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

The findings of the analysis clearly proved that five of the six criteria by Lopez (1995) for selecting vocabulary to be taught were found in this study. The first characteristic is frequency. Word frequency is the most important and first vocabulary taught to English learners. This statement is supported by Honeyfield (1997), word frequency is still an important criterion for selecting vocabulary for language teaching. for example, availability, familiarity, coverage, etc tend to be used as frequency complements. Examples of word frequency are weekdays, family terms, other typical vocabulary groupings, and individual bodily and emotional experiences. From table 4.3 it can be seen that word frequency is taught in several videos on the TikTok @jagolanguage.com account.

Second, range. The term is used for vocabulary unusual or rarely heard by learners (Lopez, 1995). This analysis is based on the perspective of followers of the TikTok account @jagobahasa.com which is the most they learn English as a second language. from table 4.4 the researcher found English words narrower range by Indonesian people. Specifically, those words are unfamiliar but need to be learned.

Third, availability and expediency. These criteria are taught to provide a proper understanding of confusing vocabulary (Lopez, 1995). The same thing was also found in research by Yarema (2013), availability and expediency offer learners knowledge that is useful for future communication. The findings of the

analysis showed that teachers on the @jagolanguage.com account provide clear explanations of the vocabulary being taught. evidenced by the scripts in table 4.5.

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

Fifth, learnability, the example identified for this criterion is the contents of synonyms and antonyms. Other than that, words with spelling, phonological, or syntactical difficulties were not available because the contents were intended for learning speaking and pronunciation. So, researchers only concentrate on terms that are similar and difficult to distinguish. This information is very beneficial for avoiding mistakes in the usage of words while speaking or writing and for enhancing pupils' ability to remember new terms. This statement is backed by Tajik (2013), Teaching synonyms and antonyms may have a favorable effect on students' long-term memory for words and reinforce their experience learning foreign language vocabulary.

Sixth, cultural factors. So many different cultures impact the evolution of English. The distinction between American and British English is the most

well-known topic for teaching vocabulary on the @jagobahasa.com account. The interest of the Indonesian people with linguistic distinctions is one of the reasons why this account is studied based on cultural vocabulary. Based on the findings of Parjas et al. (2018), students need higher access to the contrasts between American and British English. Lecturers need to make students pay more attention to differences in the variety of English. In this case, related to vocabulary. The availability of information about the differences between English versus America on this account indicates that the content being taught matches the demands of second-language students in Indonesia. For further details, the researcher offered a table for simple information about the criteria that were used. See table 4.9

Table 4.9

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

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