

# CHAPTER I

## INTRODUCTION

This chapter provides an overview of the background, research questions, research purpose, research, research, scope, and conceptual.

### A. Background of Research

This research aims to provide valuable insights into language learning dynamics in the digital age. The findings are expected to contribute to a deeper understanding of how TikTok can be effectively utilized as a learning medium and offer practical recommendations to educators on enhancing vocabulary through innovative platforms like TikTok.

Vocabulary in English is highly crucial, emphasizing the necessity for students to prioritize vocabulary acquisition (Liando, 2009). Language, as highlighted by Liando, is vital as words serve as expressions of meaning. The process of knowing, remembering, and comprehending words is extensive, involving daily repetition during vocabulary learning or teaching. According to Smith and Bintz (2011), vocabulary learning is a continuous endeavor, supported by Somba et al. (2022), who describe vocabulary acquisition as an ongoing and integral process. This recognition underscores the fundamental role of vocabulary in language and everyday communication, forming the basis for English language skills.

Mastering vocabulary stands as a crucial aspect in language acquisition. Vocabulary, defined by Hornby (2006), is the complete set of words a person is familiar with and incorporates into their language usage. In essence, it encompasses the totality of words an individual employs for effective communication.

In tandem with this perspective, language mastery and vocabulary development assume pivotal roles in establishing a robust foundation for academic success, particularly among senior high school students. The ability of these

students to comprehend and retain new words not only influences language proficiency but also significantly contributes to their cognitive development. Educators, acknowledging this significance, are consistently exploring innovative teaching methods to facilitate vocabulary acquisition in senior high school students. Vocabulary mastery is deemed fundamental for second language learners, showcasing their understanding of the language, including the capacity to recognize and express word meanings (Hiebert & Michale L, 2005, as cited in Dalimunthe & Haryadi, 2022). This proficiency is integral across various language skills in L2 teaching. Viera (2017) further highlights the importance of vocabulary in comprehending written and spoken texts, demonstrating the capacity to understand specific concepts. Additionally, vocabulary mastery proves indispensable in the process of learning a second language.

In recent years, the integration of digital platforms into educational settings has become a common aspect of language learning. One platform that has gained widespread popularity, especially among the younger generation, is TikTok. TikTok, a social media application for sharing videos, offers unique opportunities for language exposure and engagement. English teachers are now expected to integrate information and communication technology into the learning process, especially by utilizing educational applications as tools for teaching and learning with students (Fitria et al., 2022). In this technological era, there is a need for unique and innovative teaching methods to capture the attention and interest of students (Syamsi, 2022). Therefore, adjustments need to be made to the goals, structure, and content of educational programs, as well as learning media, to make learning more engaging, relevant, and in line with technological developments. Hence, the selection of learning media must be responsive to the changing trends of the present time. This research focuses on understanding the correlation between students' frequency in watching English TikTok videos and their vocabulary mastery.

The use of social media, including TikTok, holds a significant place in language learning. With proper guidance from language instructors, TikTok can serve as a catalyst to make language learning enjoyable within classrooms.

Technological advancements have not only transformed the way learners communicate but also revolutionized the learning process itself. Future researchers could delve into various language aspects that TikTok users can benefit from. In his study, Yang (2020) indicated that the majority of participants agreed to integrate the TikTok social media application into the English as a Foreign Language (EFL) class as a video aid. This is because TikTok is considered to enhance their interest and motivation in learning English in the classroom, enrich teaching activities, and broaden their knowledge of the English language.

TikTok's English content encompasses a diverse range of short-form videos created and shared by users globally. Users on TikTok, often referred to as "creators," generate content in English that spans various categories such as entertainment, education, comedy, lifestyle, and more. The platform's unique algorithm showcases content tailored to users' preferences, fostering a dynamic and engaging environment.

In terms of education, TikTok has become a popular platform for learning and sharing knowledge, including language learning. Users create content to teach English vocabulary, grammar tips, pronunciation, and cultural insights in a creative and digestible format. Additionally, there are challenges and trends related to English learning, encouraging users to participate and practice their language skills.

The diversity of content on TikTok allows for a wide range of English language exposure, from casual conversations to more structured educational content. This mix contributes to an immersive language-learning experience, making TikTok a versatile platform for individuals seeking to improve their English mastery. Overall, TikTok's English content reflects the platform's commitment to providing entertainment, education, and cultural exchange in a short-form video format.

The research by Ovia Nabilla, Rumiri Aruan, and Novitri in 2022 examined the relationship between social media activeness and vocabulary mastery among English department students at Universitas Riau. The findings showed that the

students were highly active on social media and had good English vocabulary mastery. The study found a moderately significant positive correlation (correlation coefficient = 0.480) between social media activeness and vocabulary mastery, which was statistically significant, leading to the rejection of the null hypothesis. The coefficient of determination (0.2304) indicated that about 23% of the variation in vocabulary mastery could be attributed to social media activeness, with the remaining 77% influenced by other factors.

In contrast to previous studies, the primary objective of this research is to investigate the correlation between students' frequency in watching English TikTok videos and their vocabulary mastery, particularly in TikTok content related to English language education. The focus is on understanding how this frequency contributes to the enhancement of their vocabulary.

## **B. Research Questions**

A set of research questions has been formed from the issues mentioned earlier. Three questions are addressed in this study:

1. How frequently do students watch English TikTok content?
2. What is the students' vocabulary mastery based on their vocabulary test scores?
3. Is there any correlation between students' frequency of watching English TikTok content and their vocabulary mastery?

## **C. Research Purposes**

The objectives of this study are derived from the research questions above. The aims of this study are:

1. To determine the frequency with which students watch English TikTok content.
2. To assess students' vocabulary mastery based on their vocabulary test scores.

3. To examine the correlation between students' frequency of watching English TikTok content and their vocabulary mastery.

#### **D. Research Significance**

In this part, the researcher will discuss the theoretical significances and practical will be explained as follow:

- a. Theoretically

The research is theoretically significant as it contributes to our understanding of the relationship between students' frequency in watching English TikTok videos and their vocabulary mastery. By exploring this correlation, the study enhances the existing theoretical framework, shedding light on the potential impact of digital platforms on language learning outcomes.

- b. Practically

1. Teachers

English language teachers can adapt their teaching methods based on these findings. Integrating engaging digital content into the curriculum can create a more dynamic and effective learning environment. Teachers can employ more innovative approaches and tailor teaching methods to enhance student participation.

2. students

Students can improve their vocabulary mastery through customized digital engagement. Understanding the positive impact of using platforms like TikTok, students can become more aware of how to use social media to enhance their language skills. This can stimulate their interest in learning English.

3. Other Researchers

These findings open doors for further research on the impact of social media platforms on language proficiency. Other researchers can delve deeper into the pedagogical potential of platforms like TikTok in diverse educational contexts. This can provide more insights into how social media use can support language learning.

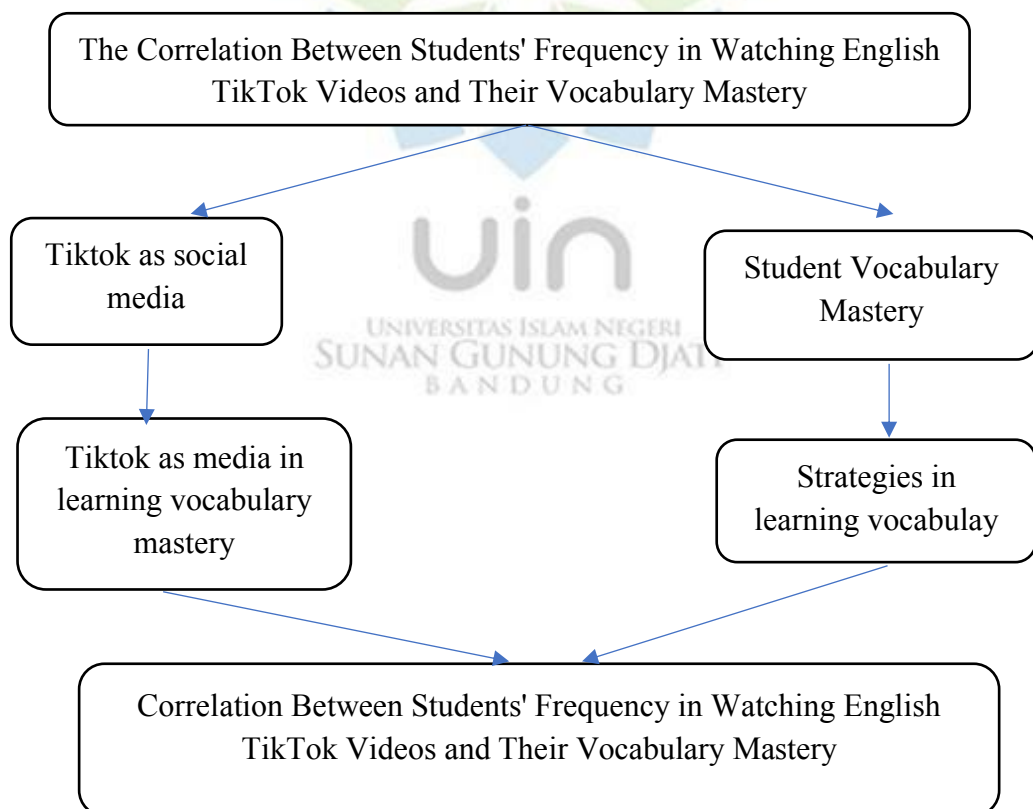
## E. Research Scope & Limitation

This research has some scopes within in. it can be seen below.

1. Students' Frequency in Watching English TikTok Videos and its correlation to their vocabulary mastery.
2. The participant is the 11th students and SMAN 3 Cimahi is the site for this research.

The research limitation is shown by this research focus on The Correlation Between Students' Frequency in Watching English TikTok Videos and Their Vocabulary Mastery. The researcher decides to investigate and find out the correlation between the variables in this research.

## F. Conceptual Framework



**Figure 1.1 Conceptual Framework**

High school students' English vocabulary encompasses a diverse range of words and phrases crucial for academic success and daily communication. This includes vocabulary related to subjects like mathematics, science, history, and literature, as well as terms associated with school activities such as examinations, projects, extracurriculars, and social interactions. Moreover, technology, internet, and social media-related vocabulary play a significant role in students' lives, aiding them in navigating the digital world effectively. Mastering English vocabulary in high school equips students with the linguistic tools necessary for academic achievement and effective communication in various contexts. Vocabulary, being a product of the human mind, is of paramount importance in language learning. In comparison to other language aspects, vocabulary holds a more critical and urgent role, particularly from a linguistic perspective (Dakhi & Fitria, 2019). The impact of vocabulary in learning a foreign language cannot be overstated, as it serves as a crucial component linking the four language skills of reading, speaking, writing, and listening, enabling effective communication in a foreign language.

To teach English vocabulary to senior high school students, a variety of media, ranging from traditional methods like textbooks to innovative tools such as educational videos, online platforms, and digital games, can enhance learning. These multimedia resources provide engaging lessons, visual representations, and interactive experiences, catering to diverse learning styles. Real-world materials like newspapers offer authentic language exposure, helping students contextualize vocabulary. This comprehensive approach supports educators in effectively fostering English vocabulary mastery. Utilizing teaching media, as defined by Gagne (in Sadiman, 2009:6) as various components and environments that enhance the study experience, and as described by Brigs (in Sadiman, 2009:6) as physical tools delivering messages, can stimulate students in learning English and encourage them to actively engage in the learning process.

TikTok, a widely used social media platform, proves to be a surprisingly effective tool for teaching English vocabulary to senior high school students. Renowned for its short-form videos, TikTok offers a plethora of educational content

that educators can utilize to captivate students. Teachers can either create or curate TikTok videos specifically focusing on English vocabulary words, phrases, or idioms, presenting them in a visually appealing and dynamic format. These videos can incorporate storytelling, humor, and real-life examples to aid students in understanding and memorizing vocabulary within a context. Furthermore, teachers can motivate students to craft their own TikTok videos using the learned vocabulary, fostering active learning and creativity. By incorporating TikTok into the classroom, educators tap into the platform's popularity and multimedia features, making the process of learning English vocabulary more enjoyable and relevant for senior high school students.

Building on this, the study selects the TikTok application as a pertinent medium to share creative and innovative learning videos. According to Khlaif & Salha (2021), short TikTok videos are revolutionizing the way skills are taught and mastered, providing a new avenue for communication through visually engaging materials. This research focuses on examining the relationship between students' frequency in watching English TikTok videos and their vocabulary mastery, employing a quantitative approach and correlational research design. The independent variable, students' frequency in watching TikTok videos, will be measured quantitatively through surveys and analytics tools, considering factors such as daily time spent, types of interactions, and frequency of engagement. The dependent variable, vocabulary mastery, will be assessed using standardized tests, providing numerical scores categorizing students into proficiency levels.

To operationalize the variables, numerical values will be assigned to quantify the frequency in watching and mastery levels. A representative sample of students from diverse academic levels will be selected for comprehensive insights. Descriptive statistics will analyze frequency, while correlation analysis, particularly the Pearson correlation coefficient, will explore the strength and direction of the relationship between TikTok frequency and vocabulary mastery. Additionally, inferential statistics, such as regression analysis, may identify predictive factors. Adopting a correlational research design, the study hypothesizes a positive



correlation between students' frequency in watching TikTok and vocabulary mastery. The null hypothesis posits no significant correlation. Surveys and vocabulary tests will be administered over a specified period, accommodating variations in engagement patterns and potential seasonal influences. This conceptual framework aims to provide valuable insights into the dynamic relationship between students' frequency in watching English TikTok videos and their vocabulary mastery, contributing to our understanding of the impact of digital platforms on language learning outcomes.

### **G. Hypothesis**

Hypothesis in quantitative research is when the researcher produces a prediction or conjecture about the result of the correlations research among several characteristics (Creswell, 2012). The hypothesis in this research is formulated as follows:

- a. H<sub>0</sub>: There is no correlation between students' frequency in watching English TikTok Videos and their Vocabulary Mastery.
- b. H<sub>a</sub>: There is a correlation between students' frequency in watching English TikTok Videos and their Vocabulary Mastery.

### **H. Previous Study**

Firstly, the research conducted by Ovia Nabilla, Rumiri Aruan, and Novitri in 2022 took place at Universitas Riau, focusing on English department students. The study employed a quantitative correlational method to investigate the relationship between students' social media activeness and their vocabulary mastery. Data were collected through questionnaires that assessed the students' social media activity and vocabulary tests that measured their English vocabulary proficiency. Data analysis used correlation techniques to explore the relationship between the two variables, revealing a moderate, positive correlation with a coefficient of 0.480. The correlation was statistically significant, leading to the rejection of the null hypothesis. Furthermore, the coefficient of determination (0.2304) indicated that approximately 23% of the variation in vocabulary mastery

could be attributed to social media activeness, while the remaining 77% was influenced by other factors. The results showed that students who were more active on social media tended to have better vocabulary mastery.

Secondly, the study by Oshdi and Rahmat (2023) was conducted among TikTok users to explore the relationship between motivation and vocabulary use. The researchers employed a correlational study design to assess this relationship. Data was collected using surveys or questionnaires distributed to TikTok users, focusing on their motivation for using the app and its impact on their vocabulary. Statistical analysis was then used to determine the strength and direction of the relationship between motivation and vocabulary use. The findings revealed a moderate positive relationship between the motivation to use TikTok and vocabulary use among language users. Although participants primarily used TikTok for entertainment and to stay updated with trends, the study found that TikTok use also contributed to improved vocabulary. Additionally, the research highlighted that observing how words are used in various contexts on TikTok plays a role in enhancing vocabulary.

Thirdly, Du Thanh Tran's (2023) empirical study, titled "TikTok's Effect on English Vocabulary Learning: An Empirical Study of English Major Curriculum," was conducted at Thu Dau Mot University in Vietnam, focusing on English major students. The research employed an empirical study design to assess TikTok's impact on vocabulary learning. Data was collected through surveys or questionnaires administered to students regarding their use of TikTok for language learning and its effects on their vocabulary. Statistical analysis was used to evaluate the relationship between TikTok use and improvements in vocabulary and language skills. The study found that TikTok positively influences vocabulary learning by increasing practice frequency and engagement among students. Additionally, TikTok was shown to enhance memory retention and communication skills. However, the study acknowledged limitations, including a small sample size and the need for further research to understand the long-term effects and broader applications of TikTok in language learning. The research concluded that TikTok

is a valuable tool for language education, recommending its use with carefully selected content tailored to students' skills and interests.

Last, Pham Manh Tri, Nguyen Thi Thanh Van, and Cao Thi Xuan Tu's (2023) study, conducted at Van Lang University, provides a detailed examination of how Vietnamese students perceive and use social media to improve their English vocabulary. The researchers employed a qualitative research design to explore students' attitudes and practices regarding social media platforms such as Facebook, YouTube, and Instagram. Data was collected through surveys and interviews, which gathered insights into students' preferences, the effectiveness of social media in vocabulary learning, and their opinions on its role in language education. The analysis revealed that students appreciate the active and practical learning environment offered by these platforms, which enhances their vocabulary acquisition. The study highlights the effectiveness of social media in supporting vocabulary learning and provides a deeper understanding of how digital tools impact language education in the modern era.

However, the study acknowledges limitations, including a restricted number of participants and a notable absence of discussion on potential drawbacks associated with using social media for language acquisition. Despite these limitations, the researchers contribute valuable insights to the field by suggesting future studies concentrate on specific majors, increase participant numbers, and employ more objective methodologies. The call for a comprehensive examination of both the advantages and disadvantages of social media in language learning underscores the researchers' commitment to fostering a nuanced understanding of the topic.

The use of social media has a place in language learning. With the guidance of language instructors, the use of TikTok can be used as a catalyst to make learning fun in language classrooms. Technology has changed the way learners communicate and has also changed the way learners learn. Future researchers could explore other language aspects that users of TikTok can benefit from.

In contrast to earlier studies, the goal of this research is to explore the correlation between students' frequency in watching English TikTok videos and their vocabulary mastery, particularly in TikTok content related to English language education, and how it contributes to the enhancement of their vocabulary. The findings of this study will contribute to our understanding of language learning and provide practical recommendations to educators on how to use TikTok as a learning medium to improve vocabulary.

