

# CHAPTER I

## INTRODUCTION

This chapter presents a comprehensive summary of the background, research question, research purpose, research significances, research scope, and previous study of the research.

### **A. Background**

Vocabulary is a crucial aspect of language acquisition, particularly for learners who are studying a new language. Vocabulary is the fundamental skill that students must master before learning other skills. We will know the meaning and understand what someone says if we master vocabulary. Students with a strong vocabulary will excel in four areas: speaking, writing, reading, and listening. It is challenging to achieve mastery of the other competences if one does not first acquire and comprehend the vocabulary. Accordingly, with the statement of Thornbury (2002) that the absence of grammar in a teaching-learning activity would result in minimal conveyance of information, whereas the absence of vocabulary would render the conveyance of information impossible.

Vocabulary is a linguistic element that links the four language skills required for learning a foreign language: hearing, speaking, reading, and writing (Huyen and Nga, 2003). Vocabulary is a crucial determinant in achieving mastery in the four English language skills. Mastery in this lexicon can enhance several aptitudes. The lack of sufficient vocabulary acquisition impedes successful communication in a second language (Rohmatillah, 2014). Vocabulary mastery is instrumental in facilitating effective communication.

Social media is widely regarded as a highly popular and effective platform for acquiring knowledge of the English language. In addition to its primary function of providing entertainment, social media serves other purposes. In the current era of globalization, social media has emerged as a platform for acquiring knowledge. Social media is easily accessible to anybody, anytime, and from anywhere. Learning is not limited to standard classroom settings. Learning can be acquired in any location and at any moment. Multiple social media platforms

can be utilized for educational purposes. These platforms include YouTube, Instagram, TikTok, and others. TikTok is widely popular among the many social media platforms.

Criticos (1996) defined media as a means of transmitting messages or information from a sender to a receiver. In other words, media in learning is a tool use by teachers to communicate information to students. It is hope that by using this media, students will be able to understand the material present by teacher. Books, for example, are a type of media. However, learning media has evolved and no longer refers solely to textbooks in the modern age. More technology-based learning media are being use nowadays.

The ongoing digital revolution has a profound influence on the advancement of learning media. Learning and technology are now being combine. This was the case in the pandemic situation two years ago. Many schools create e-learning for distance learning. Thus, YouTube, Zoom, Meet, TikTok, and other social media platforms use as learning media. Several studies have been conducted on the utilisation of technology in the field of education.

The TikTok application is currently one of the most widely used forms of media. TikTok is a modern app that has quickly spread worldwide and is widely used in Saudi Arabia. TikTok was launched in September 2016 and has established itself as the most commonly downloaded program (Yang, 2020). This is reinforced by the statement Sloane and Rittenhouse (2019) TikTok predominantly attracts a youthful demographic, with 69 percent of its users falling between the age range of 16 to 24 years old. Conversely, TikTok is a form of social media that combines audio and visual elements, allowing users to both see and hear content. TikTok is a mobile application that offers distinctive and exclusive effects to produce captivating short videos.

TikTok is a Chinese app that allows users to share and view music videos. TikTok was introduced in September 2016 and quickly became the most downloaded application, as reported by Huining (2020) and Susilowati (2018). Miftahul (2020) stated that TikTok, a social networking platform, offers a wide variety of video content. Users are not only able to view and imitate videos, but they can also simply make their own. They have the ability to produce diverse

and innovative videos based on their ideas and imagination. Not solely focused on distinctive videography, dancing, lip syncing, etc. Moreover, students can acquire knowledge by observing the video, sharing their own movies, and engaging with other users via comments.

Moreover, TikTok provides users with the opportunity to interact with their audience by means of comments and private conversations. Additionally, users can create films ranging from 3 to 90 seconds, incorporating captivating special effects and editing skills (Demmy and Fathul, 2018). Users can produce long videos with diverse themes over a significant time. Beneficial for both entertainment and educational purposes.

Su (2018) found that TikTok users have a favourable disposition due to their ability to acquire numerous advantageous abilities for their everyday existence. TikTok serves as an effective medium for delivering educational content to students. The educational video media included in the videos are specifically developed for learning purposes. The content has been tailored to align with the learning objectives in order to assist students in their learning process (Erniasih, 2018). In short, the TikTok app facilitates the process of acquiring English language skills, particularly in terms of vocabulary.

Thus, drawing from the findings of studies on reading. The primary challenge encountered by students in acquiring and comprehending English is a lack of vocabulary. Students do not easily memorize vocabulary. Because the media uses to teaches vocabulary needs to be more appealing. Moreover, not all teachers can apply technology-based learning in teaching English. Bahous (2011) state that most students were unmotivated and uninterested in improving their language competence. As noted by C. V. Katemba (2019), Indonesian students frequently encounter difficulties in learning English, particularly in acquiring vocabulary. This is due to the differences in structure, pronunciation, and vocabulary between English and Bahasa Indonesia, the Indonesian language.

The TikTok application is reported to be an effective technology-based learning media for enhancing students vocabulary. Based on the findings of the research Hastomo, Tommy. Dwi Marcela, Eny. Ramadhanti, Adella. Viana,

Fidelia. Saftiah, Fitri. (2022) stated the majority of students believe that short videos of English material on TikTok benefit them in certain ways, such as the students can use TikTok anytime and anywhere to learn English vocabulary. Students are no longer fixated on learning in the classroom and only from textbooks. The results of the study (Sinta and Zulfitri, 2022) explain that The TikTok duet video programme can enhance users' memorization skills, particularly with regards to vocabulary adjectives. Many users mistakenly believe that this application is solely for amusement purposes. Indeed, it can serve as a medium for learning.

In addition, some research found that the TikTok application is effective in improving students' vocabulary, but this research has never been done in junior high school in Bandung. Another thing to consider is that this research focuses on students' vocabulary mastery in junior high school. This research is expected to be able to fill the existing research gap regarding students' vocabulary improvement in junior high school.

## **B. Research Questions**

Based on the theory above, the following problem is formulated:

1. What are the students' vocabulary mastery before using TikTok application?
2. What are the students' vocabulary mastery after using TikTok application?
3. How does the TikTok application give a significant improvement on students' vocabulary mastery?

## **C. Research Purposes**

Based on the research problem above, it can be defined in the following description:

1. To know the student's vocabulary mastery before using TikTok application.

2. To determine the students' vocabulary mastery after using TikTok application.
3. To find out the significant improvement in students' vocabulary mastery before and after using TikTok application.

#### **D. Research Significances**

1. Theoretically

- a. For Students

This study can provide an overview in learning vocabulary mastery through TikTok application. Students can explore more deeply about the vocabulary with the help of the application touch. The one where this app is easily accessible anywhere and anytime.

- b. For Teachers

it might function as a valuable data source for educators who are interested in employing innovative methods to teach vocabulary.

- c. For Future Researchers

This study can serve as a valuable resource for future researcher who are interested in investigating the influence of Technology-based learning on vocabulary acquisition.

2. Practically

- a. For Student

Students are very motivated to study vocabulary because to this research. Vocabulary information is made easier to understand using interactive media learning.

- b. For Teacher

TikTok is one of the many interactive media platforms that teachers can employ. In addition, to increase the attraction to teach and learn when it comes to vocabulary mastery.

- c. For Future Researcher

Future studies are advised to expand on the elements of the TikTok app that can be utilized to teach vocabulary.

Additionally, The result of this study aim to motivate students to enhance their English vocabulary by utilising TikTok as an alternative media learning.

### **E. Research Scope**

This study specifically investigates the enhancement of students vocabulary mastery before and after utilising TikTok. This article focuses on English material on TikTok as a media learning. This research intends to ascertain a significant improvement in students vocabulary mastery before and after utilising TikTok application.

### **F. Hypothesis**

A statistical hypothesis is employed in quantitative research, necessitating statistical testing for its acceptance. This study employs two types of formulated statistical hypotheses: the null hypothesis (Ho) and the alternative hypothesis (Ha).

1. Ha: There is a significant difference between the students' vocabulary improvement before and after they are taught using the TikTok application toward the students' vocabulary improvement of the seventh class at SMP 4 Cimahi.
2. Ho: There is no significant difference between the students' vocabulary improvement before and after they are taught using TikTok application media toward the students' vocabulary improvement of the seventh class at SMP 4 Cimahi.

### **G. Previous Study**

The researcher found several related studies of using TikTok application in teaching vocabulary. Zahro, Goddess Fatimatuz. Yasminto, Muhammad (2023) entitled "The Effect of @englishhero TikTok Video on Students' Vocabulary Mastery at the 10th grade of MA Zainul Hasan Pare". This research used pre-experimental methods with 24 samples from 65 populations. The results of this research show that @englishhero TikTok Video can improve students' vocabulary. It can be seen from the results that the mean score of post-tests with 95.33 was higher than pre-test with 63.50.

Study from Audrey and Kolej's research (2021) with the title "Expanding ESL Students' Vocabulary Through TikTok Videos". This research uses qualitative method using interview design. The results showed that TikTok helped expand ESL students' vocabulary by getting to know more specific terms or phrases from the videos shown. Thus, the TikTok application encourages learning English vocabulary. Novita Sari, Wiwin. Dollah, Syarifuddin. G, Hasriani (2023) entitled "The Use of TikTok Application as an Online English Learning Medium to Improve Students' Vocabulary Mastery at Messawa Catholic High School". The method used is pre-experimental design with pretest, posttest, and questionnaire as instruments. The results of this research show that the TikTok Application can improve students' vocabulary mastery. Students perceive the use of TikTok Application in learning English vocabulary quite positively. Their perceptions to the twelve statement items were dominated by positive responses.

Furthermore, from several previous studies have found that the TikTok application aids in vocabulary learning. in which the TikTok app use as an interactive media learning. The differences found in this study are at the educational unit level. The researcher looked at students' vocabulary mastery skills before and after using TikTok app in junior high school.