

CHAPTER I

INTRODUCTION

A. Background of Study

In the current era of globalization, English is a very important requirement in all fields of education, work, etc. For the vast majority of learners, being able to communicate is the ultimate goal of studying, making vocabulary one of the language components that play a significant role in the development of language skills. English vocabulary is crucial because it teaches you the fundamental components of an English sentence.¹ Thornbury states that without grammar very little can be said and explained, without vocabulary nothing can be said.² According to Alqahtani, A second language learner's ability to communicate successfully is hampered by a restricted vocabulary, hence vocabulary knowledge is frequently seen as a crucial tool.³

Social media is currently a vital and useful communication network. It may be used to quickly improve things, connect with new

¹ Zuleta Alvear Jennifer Belén, “TikTok and English Vocabulary Learning” (Technical University of Ambato, 2022).

² Indah Pravita Sari, *Teaching and Learning Vocabulary Through Video Clip at the Second Semester of the Seventh Grade of SMP PGRI 6 Bandar Lampung in the Academic Year of 2015 / 2016 Tarbiyah and Teacher Training Faculty State Institute of Islamic Studies Raden Intan Lampung*, 2016, repository.radenintan.ac.id.

³ Mofareh Alqahtani, “The Importance of Vocabulary in Language Learning and How to Be Taught,” *International Journal of Teaching and Education* III, no. 3 (2015): 21–34.

people, and keep in touch with old friends from all over the world. The use of social media such as TikTok is becoming increasingly important in language learning. It confirms previous research by Lilis Kartika Dewi and Yudhi Arfani found that popular social media apps such as Instagram, WhatsApp, TikTok, and Weblog inspire students to learn English. They appeared to be excited about using these applications.⁴

TikTok is well-known as a social media platform for creating little segments of entertaining videos that one engages with during their "free" time the time they spend scrolling through social media.⁵ TikTok videos, in the opinion of Siti Khafidhotul Koniah et al., strongly contribute to both the entertainment content and the language learning process for students; more specifically, they help students stay interested and motivated and understand the context of the language as well as provide points of reference or specific stimuli.⁶ Audrey A Bernard Ining found that 8 of the 8 students she investigated have a TikTok account and are frequent TikTok users, spending 5 to 8 hours per day searching and viewing TikTok videos. During the initial phase,

⁴ Lilis Kartika Dewi and Yudhi Arifani, "The Utilization of Line Video Call and Tiktok Video for Teaching Pronunciation in Thailand," *Celtic: A Journal of Culture* 8, no. 2 (2021): 260–274, <http://ejournal.umm.ac.id/index.php/celtic/index>.

⁵ Sara Solomon, "Incorporating Social Media into the Classroom: A Case Study on How TikTok Can Be Immersed into Classroom Pedagogy," *Dominican Scholar Master* (2021): ii–73.

⁶ S.K Koniah, A Fitriarningsih, and I.I.T Rohmah, "The Phenomena of Students Responses Toward The Use Tiktok Videos in Learning Simple Present Tense At SMK Al-Mustawa in Randublatung," *Ikip PGRI* (2021): 1–6.

it was discovered that, despite being frequent users, half of the students acknowledged watching TikTok for enjoyment purposes.⁷ The TikTok app is very popular among young people, or what is known as generation Z.⁸ Generation Z is the first generation to have been "born digital," having been born in 2001 or later.⁹

Through the many topics and themes of the videos made on the site, TikTok assisted in increasing the vocabulary of ESL students by exposing them to new words and phrases. Due to TikTok's abundance of videos with engaging, varied material across many genres, including comedic, religious, and instructional videos, students were more motivated to learn. She claimed that through watching the movies, she was able to learn new words related to the products and cooking equipment seen in the videos.¹⁰

Based on pre-research at SMP Negeri 1 Gunungsari, they still only have very limited knowledge of English and can only use vocabulary to introduce themselves and describe straightforward objects. The reason behind this is that when they were in elementary

⁷ Audrey A Bernard Ining, "Expanding ESL Students' Vocabulary Through TikTok Videos," *Kajian Kebahasaan, Kesusastraan, dan Budaya* 11 (2021): 171–184.

⁸ Dewanta, "Pemanfaatan Aplikasi TikTok Sebagai Media Pembelajaran Bahasa Indonesia Aanbj," *Jurnal Pendidikan dan Pembelajaran Bahasa Indonesia* 9 (2020): 78–85.

⁹ Nafan Tarihoran et al., "The Impact of Social Media on the Use of Code Mixing by Generation Z," *International Journal of Interactive Mobile Technologies (iJIM)* 16, no. 07 (April 5, 2022): 54–69, <https://online-journals.org/index.php/i-jim/article/view/27659>.

¹⁰ Ining, "Expanding ESL Students' Vocabulary Through TikTok Videos."

school, they had to follow a curriculum where English topics were finally removed in favour of local regional languages. In addition, a lot of students watched TikTok Videos as entertainment during their time off or after class.

Overall, my research is different from previous research, because my research aims to focus on analyzing the phenomenon of English content TikTok videos and exploring students' ways of English vocabulary in SMP Negeri 1 Gunungsari. And my research uses Mixed Methods to investigate the perspective of the problem in my research.

The researcher conducted a study entitled **A Phenomenon of English Content TikTok Videos as A Resource in Learning English Vocabulary** (Mixed-Methods at SMP Negeri 1 Gunungsari).

B. Identification of The Problem

Following is a list of identified issues relating to the background of the study:

1. Even though vocabulary is crucial to students' ability to communicate, there are still many students who do not possess a solid grasp of English.
2. A lot of students watch TikTok videos to pass the time when they're bored without thinking about what they can learn or gain from them.

C. The Research Questions

Based on the background of the study, the formulation of the research question is stated as follows:

1. How are students' perceptions of developing their English vocabulary after watching English TikTok Videos?
2. What challenges do students face?
3. How do they get vocabulary from the TikTok videos that have been watched?

D. Focus of the Study

The researcher focused on analyzing the phenomenon of English content TikTok videos and exploring students' ways of English vocabulary in SMP Negeri 1 Gunungsari. The mean participation in this research is students who have watched TikTok videos.

E. Objectives of the Study

Based on the background of the study above, the researcher has the objective of the study. The objectives of the study in this research are:

1. Analyzing their perceptions after they watch TikTok videos can develop or undeveloped their English Vocabulary.
2. To find out the challenges faced by students.

3. To explore the way, they get vocabulary from the TikTok videos that have been watched by students at SMP Negeri 1 Gunungsari.

F. Significance of the Study

This research has significance as stated in the following:

1. Theoretically, this research can help learners to observe more deeply about Learning English Vocabulary and get to know developing students' vocabulary from TikTok videos. And Adding new insights into the field of learning innovation by using TikTok Social Media in learning English.
2. Practically, the researcher hopes that students can know and understand about learning English Vocabulary from social media and can develop their vocabulary ability more actively. Moreover, this research refers to research from TikTok videos that we know are currently viral in the community, which means that this research was conducted so that the audience knows where to learn to increase their English vocabulary.
3. For the researchers, it is hoped that this research will be useful as a reference in encouraging and developing further studies especially about learning English Vocabulary.

G. Previous Research

In this study, the researcher used several previous studies that are related to this research. It can be found in the following statements:

1. Expanding ESL Students' Vocabulary Through TikTok Videos

The first review is related to this research, and the title is Expanding ESL Students' Vocabulary Through TikTok Videos by Audrey A. Bernard Ining. This research focuses in investigate the further impact of TikTok videos in expanding ESL students' vocabulary learning. The method of the research is Qualitative Methodology and the instrument for analyzing data using a Semi-Structured Interview with end open-ended questions. This researcher also uses Craswell & Clark's theory in the qualitative method and uses Rubin & Rubin's theory in described of the interview. According to the researcher, they found that This study demonstrated how TikTok contributed to pupils' vocabulary growth by exposing them to new words and phrases through the variety of subjects and themes used in the platform's video creations. Due to TikTok's abundance of videos with engaging, varied material across many genres, including comedic, religious, and instructional videos, students were more motivated to learn, the video's text and subtitles, according to the students, helped them learn a lot of new

vocabulary.¹¹

2. *TikTok and English Vocabulary Learning*

The second previous research is TikTok and English Vocabulary Learning which has been researched by Zuleta Alvear Jennifer Belen. The research used a mixed approach, it had a qualitative and quantitative approach. The qualitative approach in which she was able to observe directly respondents' opinions, experiences, and thoughts when learning English Vocabulary from TikTok Videos. Furthermore, quantitative research used observation and empirical methods to collect information. According to this research, the findings of which include a TikTok video showing new words written on the screen along with emojis is an effective video for improving learning English vocabulary, TikTok videos that included definitions in English, explanations and written examples, comparisons of formal and informal language, pronunciation examples, dynamic videos with pictures, and practice dialogues gave students comfort by including dynamics or trends used on TikTok that correspond with the type of content they typically consume and allowed them to improve their scores.¹²

¹¹ Ining, "Expanding ESL Students' Vocabulary Through TikTok Videos."

¹² Jennifer Belén, "TikTok and English Vocabulary Learning."

3. *Aplikasi TikTok sebagai Media Pembelajaran Bahasa Inggris di Indonesia*

The third previous of this research is Aplikasi TikTok sebagai Media Pembelajaran Bahasa Inggris di Indonesia which has been researched by Almaidah Bahri, Chella Meira Damayanti, Yosephine Helena Sirait and Fitri Alfarisy. This study focuses on the TikTok application for audients to Learn English through Video Content shared by TikToker famous. This research used a qualitative method with an inductive approach. According to this research, they found that are four types of subject from the TikTok application that is often made, namely vocabulary, grammar, pronunciation and common mistakes. And this research found that TikTok users prefer grammar-category videos.¹³

Based on the previous research above, the similarity between the three studies is that students' English vocabulary develops using TikTok videos. These results are the same as the research I did, namely developing English vocabulary with TikTok videos.

The difference between the three studies above is the first from Audrey A. Bernard Ining in her research entitled *Expanding*

¹³ Almaidah Bahri et al., "Aplikasi Tiktok Sebagai Media Pembelajaran Bahasa Inggris Di Indonesia," *Jurnal Indonesia Sosial Sains* 3 (2022): 1120–1130, <http://jiss.publikasiindonesia.id/>.

ESL Students' Vocabulary Through TikTok Videos conducted research that aims to further explore videos from TikTok that affect students' vocabulary learning. This study demonstrated how TikTok contributed to pupils' vocabulary growth by exposing them to new words and phrases through the variety of subjects and themes used in the platform's video creations. The methods used qualitative descriptive and instruments used Semi-Structured Interviews to collect data. Additionally, Zuleta Alvear Jennifer Belen entitled her research *TikTok and English Vocabulary Learning* also carried out research, the findings of which include a TikTok video showing new words written on the screen along with emojis is an effective video for improving learning English vocabulary, This research used Mixed-Methods with used instruments questionnaire and observation to collect data. The last is entitled *Aplikasi TikTok sebagai Media Pembelajaran Bahasa Inggris di Indonesia* by Almaidah Bahri et al. This study focuses on the TikTok application for audients to Learn English through Video Content shared by TikToker famous. This research used a qualitative method with an inductive approach. According to this research, they found that are four types of subject from the TikTok application that is often made, namely vocabulary, grammar, pronunciation and common

mistakes.¹⁴

This research is different from a previous study because the research aims to focus on analyzing the phenomenon of English content TikTok videos and exploring students' ways of English vocabulary in SMP Negeri 1 Gunungsari. This study uses Mixed Methods to investigate the perspective of the problem in my research. A questionnaire and Semi-Structured Interview were used to collect data.

¹⁴ Bahri et al., "Aplikasi Tiktok Sebagai Media Pembelajaran Bahasa Inggris Di Indonesia."

H. Organization of the Study

The researcher will arrange three chapters and each chapter consist of some points to explain the chapter.

Chapter I is Introduction. Which contains: the background of the study, identification of the study, the focus of the study, the research question, the objectives of the study, significance of the study, previous study, and organization of the study.

Chapter II is Literature Review. This chapter contains the theories of Social Media, TikTok, and Vocabulary who have conducted the research related to this research.

Chapter III is Research Methodology. This chapter consists of the methodology of the research which includes Sources of study, Techniques of data collection, techniques of data analysis, collecting the data and techniques of analyzing the data.

Chapter IV is Research Findings and Discussions. This chapter presents the results of data analysis and discussions of the TikTok video as an Online Learning English Vocabulary.

Chapter V is Conclusion and Suggestion. This chapter presents the conclusions of the overall content of the research and suggestions given by the researcher to the readers.