

CHAPTER I

INTRODUCTION

A. Research Background

When studying English, students must become proficient in the four essential abilities of listening, speaking, reading, and writing. These abilities cannot be taught in fragments since they must be incorporated into the learner's growth.

Every language relies heavily on vocabulary to express ideas, desires, and feelings as well as to interact with others. At any time when we need to communicate with people using a language, vocabulary is one of the elements that helps the speakers. It implies that the key component of communication is language. To properly listen, read, talk, and write, one utilizes vocabulary. Both directly and indirectly, students pick up language. Schmitt claims that the vocabulary serves as the language's building block. Importantly, it must first be mastered.¹ vocabulary is the language's foundation, hence in order to become proficient in a language, one must first learn it. Once the fundamentals of the language have been grasped,

¹ Norbert Schmitt, *McCarthy Vocabulary: Description, Acquisition, and Pedagogy*, (Cambridge: Cambridge University Press, 2009), 68.

anyone can speak English fluently. Caroline Lines defines a person's vocabulary as their collection of words.²

Learning new vocabulary is still regarded as being less significant. Despite being aware of the benefits, many people are too sluggish to remember terminology. As a result, one method for learning vocabulary in the classroom needs to be fun, different, and repeated until the learner masters it. This strategy also needs to call for the learner to be able to pronounce the vocabulary they have learned with the appropriate intonation in accordance with the culture of the language they have learned.

Students have less vocabulary, because they have no interest in learning vocabulary. However, teachers use less media. The learning process is undoubtedly impacted by the consumption of monotonous media, particularly when acquiring new words. As a result, it's important for instructors and students to be able to match the appropriate media to students' interests.

At this time, information and communication technology (ICT) has a great influence on the field of education. Information and communication technology (ICT) is able to assist teachers and students in finding language learning media easily. ICT tools that are

² Caroline Lines and David Nunan, *Practical English Language Teaching Learners*, (New York: MCGraw-Hill Contemporary: 2005), 43.

able to create and improve learning media for foreign language learning and teaching.³ Many teachers already use ICT in their learning activities. However, some of them still use the same media. Most teachers still use media such as just a conversation between two people or reading English texts, and the topic is usually not in accordance with the current situation of students. One of the media from ICT that can be used by teachers and has often been used by students is TikTok.

TikTok is currently among the most widely used social networking platforms. It has received a lot of attention from the students. There are many things you can do in TikTok and as a result, the enormous use of TikTok as a social media platform can provide an excellent environment for students. In the said application, students can study other languages and subject abilities to learn as often as they like.⁴ TikTok is a social networking platform that allows users to post material in the form of a short video.⁵ There are videos and audios on TikTok that can assist students in explaining the

³ Nan Guan, Jianxi Song, and Dongmei Li, "On the Advantages of Computer Multimedia-Aided English Teaching," *Procedia Computer Science* 131 (2018): 727–732, <https://doi.org/10.1016/j.procs.2018.04.317>.

⁴ Nita Diah Palupi, Andiwi Meifilina, and Yefi Dyan Nofa Harumike, "The Effect of Using Tiktok Applications on Selfconfidence Levels", *JOSAR*, Vol. 5, No. 2, (September, 2020), 66.

⁵ About TikTok, "Our Mission" 2021 TikTok, <https://www.tiktok.com/about?lang=en>

meaning of vocabulary and increase students' interest in studying vocabulary. All of the pictures and voice instructions in the TikTok videos can assist students in conveying the meaning of vocabulary and increase students' English vocabulary mastery.

One of the tiktok account that can be used by students is "KATE KULP" tiktok videos. Many of Kate Kulp's videos discuss vocabulary discrepancies between native speakers and textbooks or English language learners, synonyms, differences between American and British orthography, and slang terms. Researchers frequently employ "Kate Kulp" TikTok videos because they contain simple vocabulary that is simple to interpret, vocabulary that is not overly long, and intriguing content that stimulated students' interests in learning language.

With the research title "The Effectiveness Of "Kate Kulp" Tiktok Videos On Students' English Vocabulary Mastery" (A Quasi-Experimental Research at Eighth Grade of MTs Nur El Falah Kubang). Based on an explanation of Kate Kulp" TikTok Videos on Students' English Vocabulary Mastery because MTs Nur El Falah has the same issues as those previously mentioned, researcher carried out this study there. Then, the video from Kate Kulp maked it simpler for students at MTs Nur El Falah to develop a greater interest in

studying English vocabulary mastery. The researcher aims to gain an understanding of the effects of using “Kate Kulp” TikTok Videos on Students’ English Vocabulary Mastery at MTs Nur El Falah Kubang.

B. Identification of The Problem

There are issues that can be found based on the description in the preceding section:

1. Students' lack of vocabulary is a result of their lack of practice.
2. Students’ lack of interest in expanding their vocabulary.
3. The teacher's lack of use of a variety of media.

C. The Limitation of The Research

This research is concentrated on the effectiveness of “Kate Kulp” TikTok Videos on students’ English vocabulary mastery at MTs Nur El Falah Kubang and the scope of this research is English vocabulary mastery. The "Kate Kulp" TikTok videos that I utilized include terms for routine tasks as well as synonyms and antonyms. The researcher takes the population of this research as the eighth grade of MTs Nur El Falah Kubang. The researcher only uses two classes of eighth grade in MTs Nur El Falah Kubang. The first class is the control class and which one is the experimental class.

D. Research Question

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

1. How is the students' vocabulary mastery of eighth grade of MTs Nur El Falah Kubang?
2. How is the effect of "Kate Kulp" TikTok videos on students' English vocabulary mastery?

E. Objectives of Study

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

1. To describe students' vocabulary mastery of eighth grade of MTs Nur El Falah Kubang.
2. To investigate the effectiveness of "Kate Kulp" TikTok videos on students' English vocabulary mastery.

F. Significance of Study

1. Theoretically

This research can help learners to find solutions to improve their vocabulary through "Kate Kulp" TikTok videos.

2. For the Researchers

This research is expected to be able to help researchers to find references in developing future research, especially in the vocabulary field.

3. Practically

This research is expected to be able to help students understand how to improve their vocabulary through “Kate Kulp” TikTok videos.

G. Previous Study

In this research, the researcher uses three previous studies as a consideration in doing this research:

First, Siska Amelia entitled “*TikTok Followers as a Parameter of Interest in Learning English Vocabulary for Non-Native English Learner*” in this research use quantitative method. This research find TikTok followers become a parameter of interest in learning English vocabulary, because based on the results of pretest and posttest scores, processes during the treatment, the results of video practice task, and hypothesis testing, the conclusion is that TikTok followers become a parameter of interest in learning English vocabulary. NNES use TikTok followers as a parameter of interest in

learning English vocabulary because based on the result of the questionnaire which was done before beginning the research, the popular application during the pandemic is TikTok, which is the second most popular application under the WhatsApp, but the average user only uses TikTok for less beneficial entertainment, so the NNES or researcher chooses a TikTok application as a parameter of interest in learning English vocabulary. TikTok Followers become a Parameter of Interest in Learning English Vocabulary for Non-Native English Learner by doing a questionnaire before beginning the research, then formulating the problem statements, creating a statical hypothesis. After that doing the pretest-treatment-posttest, then having hypothesis testing and the result is TikTok Followers become a Parameter of Interest in Learning English Vocabulary for Non-Native English Learner.⁶

Second, Intan Erwani, Muhammad Jalaluddin Romi, Muhammad Naziruddin Sawithy, Rohana, Saidah Ulfah, and Izzah Supeni entitled "*The Influence of TikTok in Increasing Vocabulary for Elementary School in SMP 1 Muhammadiyah Banjarbaru*". This research used Qualitative method. This descriptive research aimed to

⁶ Siska Amelia, *TikTok Followers as a Parameter of Interest in Learning English Vocabulary for Non-Native English Learner*, Skripsi, (State Islamic University OF Sultan Maulana Hasanuddin Banten: 2022), 1.

describe the impact of the TikTok EFL application. According to the survey findings, most pupils acknowledged becoming bored with studying just through books. When asked to choose between audio and video media as a learning medium, most of them picked video. 11 of the 11 students who completed the survey said they used the TikTok app on their smartphones. They claim that TikTok is a good app if it is utilized correctly by the user. Those who responded agreed that TikTok can capture the interest of today's students. The created videos must be excellent and fascinating, with short and clear learning segments. When asked what talents they want to improve and what skills they want to use with TikTok, more than half say listening skills. Tik Tok's benefit is that it offers a lot of fun elements that keep kids interested in studying. The problem is that the TikTok program demands a large amount of capacity. The student's viewpoint on the usage of the TikTok application is pretty excellent and practicable if it is utilized in learning, especially in the EFL class on the summary of the answers to the questionnaire.⁷

Third, Yossi Rahmawati and Khoirul Anwar entitled "*The Use Of TikTok Application: The Impact On Students' Vocabulary*

⁷ Intan Erwani, Muhammad Jalaluddin Romi, Muhammad Naziruddin Sawithy, Rohana, Saidah Ulfah, and Izzah Supeni, "The Influence of TikTok in Increasing Vocabulary for Elementary School in SMP 1 Muhammadiyah Banjarbaru", *Journal of English of Linguistics, Literature and Education*, Vol. IV, No. 1, (June, 2022), 1.

And Attitude". The researcher employed quantitative approaches in this study, including a one-group pretest-posttest design and a semi-structured interview as a measuring instrument. The subject of this study was sixth-grade students of Phanang-Phakerng School Thailand. The result showed that the improvement percentage was 95%, which means that the TikTok application effectively affects students' learning outcomes in mastering vocabulary. Based on the interview results, the participants showed positive attitudes toward learning English through the TikTok application. Therefore, this result of this study could give an alternative strategy to the teacher to teach vocabulary by using the TikTok application in the classroom due to the students' positive attitudes.⁸

Based on the previous research, there are similarities from the research studied including the application equations used by students as learning media, TikTok is used as medium in learning English process in particular, the use of TikTok can improve students' ability and has a positive impact on learning. Then, the differences from each of these previous studies include, first, there are the differences authors, namely the authors examine the effectiveness of "Kate Kulp"

⁸ Yossi Rahmawati and Khoirul Anwar, "The Use of TikTok Application: The Impact on Students' Vocabulary and Attitude", *Professional Journal of English Education* Vol. V, No. 3, (May, 2022), 1.

TikTok videos on students' English vocabulary mastery. Second, in previous research, the first is the TikTok Followers as a Parameter of Interest in Learning English Vocabulary for Non-Native English Learner results in that it is TikTok followers become a parameter of interest in learning English vocabulary. Third, The Influence of TikTok in Increasing Vocabulary for Elementary School in SMP 1 Muhammadiyah Banjarbaru results in that it is TikTok can capture the interest of today's students. Fourth, The Use of TikTok Application: The Impact on Students' Vocabulary and Attitude results in that it is TikTok application effectively affects students' learning outcomes in mastering vocabulary and the participants showed positive attitudes toward learning English through the TikTok application.

The novelty of the research is that it focuses on only one TikTok account, namely "Kate Kulp" TikTok Video as a learning medium in this research, most of the previous research is still using TikTok in general and this account has never been utilized by students as a learning tool before.

H. The Hypothesis of The Research

The hypothesis is a temporary answer to the problem formulation. It is said to be temporary because the answers given are only based on relevant theories and not yet based on empirical facts obtained through data collection. In this research, the researcher assumes that the alternative hypothesis of research as follow:

(Ha): “Kate Kulp” TikTok videos is effective to improve students’ English vocabulary mastery.

(Ho): “Kate Kulp” TikTok videos is not effective to improve students’ English vocabulary mastery.

I. The Organization of Writing

Chapter I is Introduction. Introduction which consists of the background of the study, the identification of the problem, limitation of the study, the research question, the objectives of the study, the significance of the study, previous study, hypothesis of the study and organization of writing.

Chapter II is Theoretical Framework. This chapter consist of the theorist from some experts we have conducted the research to this research.

Chapter III is Methodology of Research. This chapter consist of place and time of the study, research methodology, data collecting, and data analysis.

Chapter IV is The Finding and Discussion. This chapter consist of description of the data and discussion of finding.

Chapter V is Conclusion and Suggestion. It consists conclusion and suggestion.