CHAPTER I

INTRODUCTION

This chapter is intended to introduce the reader to the topic and problem. This consists of the background of the research, the formulation of research problems, research objective, research hypothesis, significance of the research, scope and limitation of the research, and definition of key terms.

A. Background of the Research

Every individual around the world needs to communicate with other individuals. The key to communication is language. Language is a set of rules that facilitates communication between people (Siahaan, 2008). A language facilitates meaningful human communication (Nurhayati, 2016). Language functions as a system of communication that employs symbolic vocalizations to signal and interact with others. Language is a structured collection of arbitrary vocal symbols that enable communication among members of a specific culture, or others who have learned the system, to communicate or interact. Language is purely through a system of voluntarily produced symbols (Susanto, 2017). According statement above we can conclude that without language we can't communicate with others.

Languages play a central role to the intellectual, social, and emotional growth of students. Learning a foreign language such as English involves mastering four key language abilities: listening, speaking, writing, and reading. The process of students learning English is the one called learning. Learning is the result of student experiences and interactions with their environment (Masitoh, 2003). Learning is

process of acquiring an environment that has been prepared beforehand, then students take part in adopting certain attitudes as objectives, learning is a specific aspect of education (Corey, 1986). When students start learning, they go through several stages. By engaging in learning, they will achieve those objectives. For example, students will be able to apply what they have gained to their lives.

In learning a language, we need a learning media. The teaching and learning process cannot be carried out without learning media, a certain type of media is needed to convey teaching material, so the learning process can run well (Puspitarini & Hanif, 2019). In addition, the use of media in education can also create new needs, stimulation of active, interests, increase motivation, and have a psychological impact on students (Bulan & Idhar, 2021). The learning process requires media as an addition to the learning strategy. There are many types of media should be able to support the students' absorption process. Social media is one of the media that can engage students in learning English vocabulary, particularly attracting their interest.

Currently, many media can be used to learn English, one of which is social media. Social media is a platform where users can communicate, comment on others' posts, creates, modify, and share content in various formats. (Syrdal & Briggs, 2018). Students' vocabulary skills can be improved through the utilization of different social media platforms. The TikTok app is one such medium that enhances students' engagement in English classes. Students may get more motivated to learn English vocabulary by using this application. TikTok application is a social media platform was launched in September 2016. Users of the TikTok

application have the ability to create their own videos, making it the most downloaded platforms. TikTok application became the most downloaded application with total 45.8 million downloads during the first quarter (Q1) of 2018. (Sari et al., 2022). In July 2018, TikTok's application was blocked in Indonesia. However, a week later TikTok application available for download ecause of a number of causes and new laws.

According to Hootsuite Indonesia, report data said that 191.4 million people in Indonesia were using social media. Another data, based on Byte Dance advertising, in 2022, the number of TikTok users in Indonesia is expected to reach 92.07 million. Various groups of Indonesian society can use the TikTok application, but the largest number of users are among students with a total number is 40% (Andini, 2023). The use of TikTok videos can increase students' interest in learning because of the short duration and various animations, also used by people from all over the world (Wardani, 2022). That will encourage them to learn English vocabulary through TikTok videos and understand the meaning.

The fundamental to learning all of the skills is vocabulary. Vocabulary is fundamental language, without sufficient vocabulary people can't communicate well and understand what they want to say. Vocabulary is seen as a crucial element of language proficiency and forms the foundation for learners' speaking, listening, reading, and writing abilities (Richard & Renandya, 2002). A person who is proficient in many words can speak fluently, and even think, broadly about various topics (Stahl & Nagy, 2006). Vocabulary can be said to be the main capital for

composing sentences that we want to communicate. Without adequate vocabulary, students will have challenges in learning English skills.

Mastering vocabulary is a crucial aspect of learning any language, particularly in the case of English. As a foreigner knowing and understanding well of vocabulary is important. When people learn vocabulary, they automatically increase their skills in English, because vocabulary is an element that makes all other skills work together. Likewise, Students need to be familiar with the language's vocabulary since it helps them develop their skills. (Linse, 2005). Vocabulary can't only be memorized but must be understood well the meaning. To know the meaning of vocabulary, can guess through context or open the dictionary, and then the vocabulary can be memorized in your brain.

Through understanding vocabulary students can understand the meaning, can read, write, and have conversations with other people. As a Senior High School student, mastery of vocabulary is important. Knowing more and understanding vocabulary makes students know well the meaning of particular words, how to say the words and put them in writing also how to read in some sentences. Without sufficient vocabulary, students cannot understand and communicate well. In addition, students will find it easier to improve their vocabulary skills to the level of understanding the context of sentences. This is one of the advantages that students will get when improving their vocabulary skills.

From observations made by researchers, many students at SMKN 1 Boyolangu struggle to understand the definitions of specific vocabulary words, which hinders

their ability to communicate effectively in English. Therefore, researchers need to look for ways to improve students' vocabulary mastery so that students can engage more actively and joyfully in learning English. For the reasons above, researchers want to use TikTok videos as learning media to improve vocabulary mastery at SMKN 1 Boyolangu.

There are some preliminary studies conducted by other researchers related to the same topic. The first study was conducted by Sakinah Nur Rahman (2022) and discusses the use of the TikTok application in learning English at the Ninth-Grade students of SMPN 1 Buru. The result shows that the TikTok application can improve student's pronunciation. The second study came from Putri Utami Kusuma Wardani (2022) discusses students' perception toward English videos on TikTok to improve their vocabulary mastery, the findings indicated that participants found TikTok highly beneficial, using it primarily to view educational videos, including those focused on vocabulary.

The next came from Nadia Julyanti Nainggolan, David Berthony Manalu, and Basar Lolo Siahaan (2022) discuss the effect of using the Tiktok application on students' vocabulary mastery at SMA Negeri 3 Pematangsiantar. The result shows that TikTok applications have a good influence on vocabulary learning. The next one came from Salma Hamidah Siti Pramesti (2023) discusses an analysis of English vocabulary teaching methods used by English tutors on the Kampung Inggris LC Tiktok channel. The results show that videos on the Kampung Inggris LC TikTok channel that teach vocabulary in English receive more good feedback. The last came from Audrey A. Bernard (2021) found that TikTok helped ESL

students learn more words. TikTok's varied content and useful, practical features helped students learn a lot of new languages.

However, TikTok videos are not widely, utilized by students as a tool for learning English, particularly in senior high schools in the Tulungagung area. So, the researcher decided to look at the effectiveness of using TikTok videos in learning vocabulary with the title is **"The Effectiveness of Using TikTok Videos Toward Students' Vocabulary Mastery at SMKN 1 Boyolangu"**

B. Research Problem

Based on propose in this study explanation on the background above, the research question "Is there any significant difference score on students' vocabulary mastery before and after being taught by using TikTok videos at SMKN 1 Boyolangu?"

C. Objectives of the Research

Based on the formulation of the research problem, the objective of this study is "to find out the significant differences in students' vocabulary mastery scores before and after being taught by TikTok videos at SMKN 1 Boyolangu."

D. Research Hypothesis

1. Null Hypothesis(H_0)

H_0: The students' vocabulary mastery after being taught using TikTok videos is less than or equal to their vocabulary mastery before being taught by using TikTok videos at SMKN 1 Boyolangu.

2. Alternative Hypothesis (Ha)

H_a: The students' vocabulary mastery after being taught using TikTok videos is higher than their vocabulary mastery before being taught using TikTok videos at SMKN 1 Boyolangu.

E. Significance of the Research

The results of this research are expected to give some advantages to three groups of people, they are:

1. The Teacher

The result of this study is to give information and alternative media in teaching vocabulary, especially by using TikTok videos.

2. The Students

The result of this study is to motivate them to improve their vocabulary using social media, especially TikTok videos, and also make them more enjoyable and fun in learning English.

3. The Researcher

For the next researcher, this study is to give some information and gain more knowledge.

F. Scope and Limitation of the Research

The researcher limits the scope of this research, to avoid misunderstanding about this research. The scope of this research is conducted at SMKN 1 Boyolangu, focused on the effectiveness of using TikTok videos toward students' vocabulary mastery. The materials that will be taught to students are using TikTok videos and focused on vocabulary on the @eranitri channel.

G. Definition of Key Terms

This study uses certain terms that require definition as follows:

1. Vocabulary Mastery

   Vocabulary mastery refers to the number of words someone knows. It suggests that one should be able to know the meaning of the wor ds through the context.

2. TikTok Videos

   TikTok is a short-lived video-sharing application, users of the application can make their videos with special effects and editing tools.