

CHAPTER I

INTRODUCTION

This chapter consists of the background of study, the formulation of research problem, research objective, significance of the research, scope and limitation of the research, and definition of key terms.

A. Background of the study

The rapid development of technology and the growth of social media platforms have significantly influenced teaching methods, especially in language learning.¹ The interactive nature of social media offers new opportunities for teaching strategies that may be lacking in traditional classrooms.

One such platform, TikTok, has become a popular tool among students due to its engaging and interactive content.² Marina Tasha is a popular Indonesian food content creator who focuses on reviewing Indonesian cuisine. What sets her apart from other food reviewers is her consistent use of English in all her video content. While most food reviewers in Indonesia typically use the local language, she uniquely integrates English to describe local dishes. This approach not only entertains but also exposes viewers to authentic, real-world English usage in a culturally relevant context.

¹ Neil Selwyn, *Is Technology Good for Education?* (John Wiley & Sons, 2016).

² Cevin Zhang, Hemingxi Zheng, and Qing Wang, "Driving Factors and Moderating Effects behind Citizen Engagement with Mobile Short-Form Videos," *IEEE Access* 10 (2022): 40999–41009.

Marina Tasha, a top content creator on TikTok, has attracted attention for her creative videos to improve English vocabulary. Her approach is consistent with multimedia learning theory, which posits that learners can benefit from both visual and auditory information. By using these elements, Marina Tasha's videos have the ability to enhance vocabulary memory and comprehension. Dual coding theory also supports this idea, arguing that information is better remembered when it is encoded both visually and verbally.³

Contextual learning refers to a teaching and learning approach that links content to real-life situations. In the context of language acquisition, this approach helps students to relate English vocabulary with contexts they encounter in daily life. One effective method of contextual learning is through authentic media, such as videos which present vocabulary in natural use.

In line with contextual learning, incidental vocabulary acquisition occurs when learners pick up new vocabulary without direct instruction, often through exposure to language in context, such as watching videos or listening to conversations. This is particularly effective when the media used is engaging, relatable, and presented in a meaningful context.

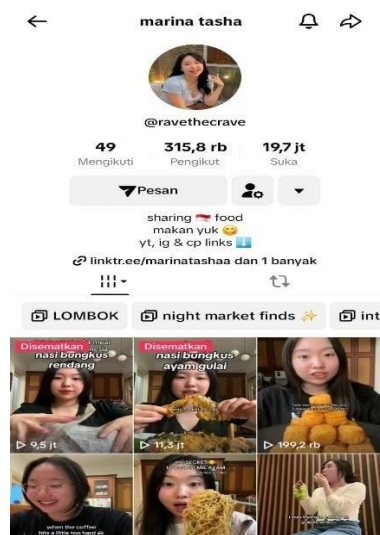
One example of such media is the video content created by Marina Tasha, a well-known Indonesian food content creator on TikTok. What makes her unique is that although she reviews mostly Indonesian foods, she consistently uses English in her video narration. This distinctive approach not only promotes cultural content

³ Allan Paivio, "Intelligence, Dual Coding Theory, and the Brain," *Intelligence* 47 (2014): 141–158.

but also introduces English vocabulary in a real-life, relatable context especially food related terms and descriptive language. Her use of English in informal settings supports both contextual learning and incidental vocabulary acquisition, making her videos a valuable resource for students learning English vocabulary in a more enjoyable and meaningful way.

Study of multimedia learning emphasis on broad exposure to language, supports the idea that multimedia learning is convenient and contextual and helps improve vocabulary acquisition.⁴ Therefore, through rich, contextual, multimodal, authentic, and engaging content, Marina Tasha's TikTok videos will effectively support the improvement of viewers' vocabulary fluency.

Picture 1.1 Marina Tasha's tiktok account



⁴ Fidel Çakmak, "Exploring the Role of Multimedia Glosses and Strategy Use in Second Language Listening Comprehension and Incidental Vocabulary Learning in a Mobile Environment" (2014).

The importance of mastering vocabulary in language learning cannot be denied. Vocabulary is an essential element of language mastery and is essential in communication and understanding. Words are the foundation of language and a strong vocabulary is essential for students to be able to express themselves clearly and understand others. Traditional vocabulary learning methods, such as rote memorization and manual exercises, often fail to engage students in a meaningful way, leading to a lack of motivation and retention.⁵

The integration of technology into education has transformed the way we approach learning, especially in the field of language acquisition. Over the years, technology-based tools have proven to enhance both engagement and efficiency in the learning process. Digital platforms, for instance, offer opportunities for learners to interact with language in authentic and meaningful contexts. By doing so, they make it easier to grasp and retain new vocabulary in ways that feel practical and relevant.

Mobile applications, in particular, have become a popular tool for language learning due to their interactive and multimedia-rich environments. These apps combine text, audio, and visual elements, making the learning experience more engaging and accessible. The interactive nature of these tools encourages active participation, which helps learners process new information more deeply. Additionally, the flexibility of mobile learning allows learners to practice anytime and anywhere, which can lead to better long-term retention and consistent progress.

⁵ Hamide Nur Ünal, "Comparison between Kahoot! And a Traditional Exercise in Terms of Vocabulary Retention in EFL Learners" (Eğitim Bilimleri Enstitüsü, 2018).

Through the use of these innovative tools, technology continues to reshape the way we acquire and use language in a modern, dynamic world.

Social media has become a big part of our everyday lives, and over the years, it's grown into more than just a way to stay connected with friends or share updates. It's now being used as a powerful tool in education, especially when it comes to learning languages. These platforms create spaces where learners can practice real-world communication and interact with others in a way that feels natural and engaging. Unlike traditional classrooms, social media offers a relaxed, familiar environment that can make learning feel less intimidating. It also helps build a sense of community, which is so important for staying motivated and sticking with the learning process over time. Marina Tasha's TikTok account exemplifies how social media can transform into an informal yet effective educational space where learners are immersed in real-life vocabulary exposure while being entertained.

One platform that really stands out for this is TikTok. With its short, creative videos, TikTok offers a fun and effective way to learn new vocabulary and practice language skills. The format is perfect for today's fast-paced world where information is delivered in small, bite-sized chunks that are easy to understand and remember. It's not just about watching videos either; TikTok encourages users to participate by trying out new words, imitating accents, or even creating their own content. This hands-on approach makes learning feel more like play and less like work.

What makes TikTok so effective is how it aligns with how our brains process information. There's this idea called cognitive load theory, which basically

says we learn better when information is broken down into manageable pieces. TikTok's short videos do exactly that, helping learners focus on one thing at a time without feeling overwhelmed. Plus, because it's so engaging, it's easier to stay interested and actually enjoy the process.

Beyond just learning words or phrases, TikTok also opens doors to new cultures and real interactions with people around the world. You can watch videos from native speakers, pick up on slang or cultural nuances, and even connect with others who are learning the same language. For teachers, it's a goldmine of inspiration for creative lessons that feel relevant to today's learners.

In a world where everything is going digital, platforms like TikTok show how technology can bring a fresh, exciting twist to education. It's not just about scrolling mindlessly it's about using the tools we already love to make learning more engaging, personal, and fun.

In addition, the dual coding theory proposed by Paivio suggests that information is better retained when presented through both verbal and visual channels.⁶ This theory aligns well with the format of TikTok videos, which combine spoken language, written text, and visual demonstrations to enhance learning.

Furthermore, the social nature of TikTok, where users can interact, comment, and share content, is consistent with Vygotsky's social constructivist theory, which emphasizes the essential role of social interaction in cognitive

⁶ Paivio, "Intelligence, Dual Coding Theory, and the Brain."

development.⁷ In this context, Marina Tasha serves as a More Knowledgeable Other (MKO) by providing authentic and scaffolded language input through her videos. Her content not only models vocabulary use in context but also creates opportunities for learners to engage in a virtual community of practice. This interaction, whether through watching, commenting, or mimicking, enhances vocabulary learning through collaboration, discussion, and exposure to real-life English usage.

In the context of UIN Sayyid Ali Rahmatullah, using TikTok as an educational tool is especially relevant. The institution's student body, comprised mostly of young adults may already be aware of and participate in social media platforms. This familiarity can be used to facilitate learning in an environment that students find comfortable and accessible. Research by Ahmed supports this notion, showing that students' prior engagement with social media can be leveraged to support learning outcomes.⁸

This study aims to explore the perceptions of students of the Department of English at UIN Sayyid Ali Rahmatullah regarding the use of Marina Tasha's TikTok videos to master English vocabulary. By examining these perceptions, the study aimed to determine whether such videos could serve as effective supplementary tools in the vocabulary learning process for college students. This investigation is

⁷ L Vygotsky and M Cole, "Lev Vygotsky: Learning and Social Constructivism," *Learning Theories for Early Years Practice*. UK: SAGE Publications Inc (2018): 68–73.

⁸ Yunis Ali Ahmed et al., "Social Media for Knowledge-Sharing: A Systematic Literature Review," *Telematics and informatics* 37 (2019): 72–112.

important for understanding the potential of social media as a contemporary educational resource and its implications for future teaching methods.

Based on the explanations above, the researcher is interested in conducting a research concerning the perception of using Tiktok videos to mastering vocabulary entitled “*Students’ Perception Toward The Use Of Marina Tasha Tiktok’s Video On English Vocabulary Mastery Of 4th Semester Students Of English Department At UIN Sayyid Ali Rahmatullah Tulungagung*”. The findings of this research are expected to provide insight into how authentic digital content can be utilized as an alternative media for vocabulary instruction in higher education.

B. Formulation of Research Problem

From the following background of the study, the researcher formulated the research problem as follows: Is there any positive perception among 4th-semester English Department students at UIN Sayyid Ali Rahmatullah Tulungagung toward the use of Marina Tasha’s TikTok videos in learning English vocabulary?

C. Objective of The Study

Based on the formulation of the research problem, the objective of the study is to understand the perception of English department students at UIN Sayyid Ali Rahmatullah regarding the use of Marina Tasha's tiktok video.

D. Significance of The Research

This study is important for several reasons:

First, It contributes to the literature on the use of social media platforms in education, especially in language learning. Second, It provides guidance to

educators on integrating new media tools into their teaching strategies to improve student engagement and learning outcomes. Lastly, It brings practical meaning to students, suggesting effective methods to self-study vocabulary using popular means.

E. Scope and Limitation of The Research

This study is limited to fourth-semester students of the English Department at UIN Sayyid Ali Rahmatullah Tulungagung who have used or interacted with Marina Tasha's TikTok videos. The research focuses solely on exploring students' perceptions toward the use of these videos as a learning medium for English vocabulary. It does not aim to measure the actual improvement in students' vocabulary proficiency or cover other areas of language learning such as grammar, speaking, or pronunciation. Furthermore, since the data were collected through self-reported questionnaires, the findings may be subject to bias and should be interpreted with caution. Therefore, the conclusions drawn from this study are strictly based on students' self-perceived experiences and cannot be generalized to all aspects of language acquisition or to learners from different academic levels or institutions.

F. Definition of Key Terms

1. Perception

Perception is a process by which individuals organize and interpret their sensory impressions to give meaning to their environment.⁹ Perception is Students' attitudes, beliefs, and feelings toward using Marina Tasha's TikTok videos to learn English vocabulary.

2. Tiktok

A social media platform where users can create and share short videos on a variety of topics, including educational content. TikTok is a social media platform primarily used for creating, sharing, and discovering short-form videos. Users can create videos ranging from 15 seconds to 10 minutes on various topics, often incorporating music, special effects, and filters. TikTok has gained popularity as an entertainment platform, but it is also increasingly used for educational purposes, where creators share informative content in engaging formats. In the context of this study, TikTok refers to the use of educational content, particularly Marina Tasha's English vocabulary learning videos, as a tool to enhance English vocabulary mastery among students.

3. English Vocabulary Proficiency

Vocabulary acquisition involves three key aspects: form (recognizing the word), meaning (understanding the word's definition), and use (knowing how and

⁹ Daniel Berg Rodrigues Barroso et al., "Stakeholder Perception in the Organizational Environment Focusing on Behavior," *International Journal of Advanced Engineering Research and Science* 5, no. 2 (2018): 237376.

when to use the word).¹⁰ Vocabulary learning is a gradual process that requires repeated exposure and practice. English vocabulary proficiency refers to the ability of individuals to understand, recall, and use a wide range of English words effectively in both written and spoken contexts. It encompasses not only knowledge of word meanings but also their appropriate use in various linguistic situations, such as grammar, pronunciation, and collocations. In this study, English vocabulary proficiency specifically refers to the student's mastery and retention of vocabulary as influenced by their exposure to educational TikTok videos created by Marina Tasha.

4. Marina Tasha

A TikTok content creator is known for her Indonesian food review videos using English. Marina Tasha's TikTok videos showcase a captivating combination of culinary exploration and language immersion, in which she meticulously delves into the realm of Indonesian cuisine while seamlessly integrating English into her reviews. With a relentless focus on examining a wide variety of Indonesian food products, Marina Tasha's videos offer a fascinating glimpse into the rich tapestry of flavors, textures, and cultural nuances that make up cuisine Indonesian food.

¹⁰ Paul Nation and Paul Meara, "3 Vocabulary," in *An Introduction to Applied Linguistics* (Routledge, 2013), 44–62.