CHAPTER I
INTRODUCTION

A. Research Background

Vocabulary is one of the important language components in learning a foreign language which in this case is English and is also one of the most important aspects that language learners must pay attention to.[1] This is following what has been stated by Zalzabilah that vocabulary will always be a basic aspect to be able to achieve language proficiency and vocabulary will also affect and determine how good mastery of other language skills such as listening, speaking, reading, and writing.[2] From this explanation, it can be said that vocabulary has a very important role and cannot be underestimated by learners when they are learning English.

A student who wants to be able to communicate in English well must master a sufficient number of words and know how to use them correctly because without mastering a lot of vocabulary a person will not be able to convey a message or express his thoughts. It is the same as what has been stated by Simanungkalit and Katemba according to them, without knowing and mastering English vocabulary well, learning, understanding, and even mastering English is impossible, therefore mastering vocabulary is the first thing that must be considered, and also one of the conditions that must be met by learners if they want to be able to master English.[3] In short, it can be concluded that the most basic thing to do when someone finally decides to learn English is to learn and master a lot of vocabulary first.

Unfortunately, the position of English in our country is as a foreign language because it is not used in daily communication, it will certainly make the process of learning and mastering vocabulary not easy, and of course, it will also make students experience various problems when learning vocabulary, students at the college level are no exception. Based on research conducted by Afzal, he mentioned that there are several problems faced by college students, especially in the English department, related to the learning process and vocabulary

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[1] Ali Al Ghaithi, "Omani EFL Learners' Vocabulary Learning Strategies" 13, no.March (2022): 285–99.

[2] Melati Nur Qurataini Zalzabilah, "Learning English Vocabulary Using Kampung Inggris Social Media Account," *Dialectical Literature and Educational Journal* 7, no. 1 (2022): 35–45, https://doi.org/10.51714/dlejpancasakti.v7i1.77.pp.35-45.

[3] J.R.M Simanungkalit and C.V. Katemba, "Utilizing English Tiktok as a Media in Learning English Vocabulary: University Students' Perspective," *Eduvelop: Journal of English Education and Development,* 6 (2023): 137–50.

mastery. These problems include knowing the meaning of new words, using new words correctly, pronouncing and spelling vocabulary, and memorizing new vocabulary.[4]

In the first category, which is related to meaning problems, English language learners still often have problems with the meaning of a word, most of them do not know the meaning of an English word and it is also difficult to remember new vocabulary.[5] Then the second problem is the problem of using new vocabulary correctly which often occurs when students use vocabulary in speaking and writing.[6] Next is the problem of pronunciation and letter spelling, in pronouncing an English word the students still cannot pronounce it with the correct pronunciation this is due to the difference between the written English word and the English word when spoken.[7] Then, the last problem is the problem of memorizing new vocabulary, in this problem most of them still find it difficult to remember the vocabulary they have just heard, especially difficult in memorizing the prefix and suffix parts of a word.[8]

About the problems of students in mastering the vocabulary mentioned above, there are ways that students can minimize these problems by choosing the right learning strategies and media in their learning process. Afzal states that by choosing the right learning strategies, methods, and media, it will be very useful for students to be able to determine what next steps should be taken so that the goal of enriching vocabulary can be achieved.[9]

Talking about media in learning vocabulary, so far various media have been used to learn and enrich vocabulary including audio, visual, and audio-visual media. Audio media that are usually used in learning vocabulary can be from radio, songs, music, and others, visual media can use pictures and flashcards, while audiovisual media is like using social media, the internet, videos, movies, and so on.[10] With the rapid development of technology from time to time, we are now in a modern and digital age that can make it possible to learn whenever and

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[4]Naeem Afzal, "A Study on Vocabulary-Learning Problems Encountered by BA English Majors at the University Level of Education," *Arab World English Journal* 10, no. 3 (2019): 81–98, https://doi.org/10.24093/awej/vol10no3.6.

[5]Afzal., *A Study on Vocabulary*, 2019, 86.

[6]Afzal., *A Study on Vocabulary*, 2019, 87.

[7]Afzal., *A Study on Vocabulary*, 2019, 88.

[8]Afzal., *A Study on Vocabulary*, 2019, 89.

[9]Afzal., *A Study on Vocabulary*, 2019, 90.

[10]Nguyen Thi Thao Nguyen, "A Review of the Effects of Media on Foreign Language Vocabulary Acquisition," *International Journal of TESOL & Education* 1, no. 1 (2021): 30–37, https://i-jte.org/index.php/journal/article/view/5.

wherever we are and can make it easier for us to use various interesting media in the vocabulary learning process, such as using social media, for example, Facebook, YouTube, Instagram, Twitter, TikTok and so on.

Fauziah et al., stated that one of the most effective ways that language learners can in this century is to utilize the social media platform as a means as well as a medium in the learning process, including learning English vocabulary, this is because learning activities are not limited by space and time, which means it can be done anytime and anywhere.[11] According to Al-Saggaf et al, the speed at which students learn and absorb new vocabulary is faster using social media, this is because social media platforms contain audio and visuals that are more interesting than just listening to learning carried out in the classroom.[12] So in other words, in the digital era like today's era, learning English vocabulary can not only be done during classroom learning but nowadays learning vocabulary can also be done independently through various social media platforms, one of which is TikTok.

TikTok is a social media platform for sharing music videos introduced by Zhang Yiming in September 2016 and quickly gained popularity around the world.[13] Today, TikTok has become one of the most popular social media platforms in the world community including in Indonesia which is not only used by the younger generation but also used by all groups ranging from young people to adults. Ningsih et al., state that TikTok is a unique and dynamic social media platform that can be used by English language learners to improve their language skills while having fun because TikTok allows users to watch, create, edit, and share short video clips with other TikTok users with a duration of 15 seconds to 5 minutes with various content themes

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[11] Nita Fauziah, Nor Angga Pebriano, and Tenny Murtiningsih, "Analysis of Vocabulary Learning Process from Instagram and TikTok," *Jurnal Penelitian Ilmu-Ilmu Sosial* 4, no. 1 (2023): 69–78.

[12] Mohammad Ali Al-saggaf, Tharshana Prabakaran, and Ali Hadi Al-aidaros, "Perception of Students From BTESL Towards Enhancing Vocabulary Through Social Media in MSU," *TESOL and Technology Studies* 2, no. 1 (2021): 49–64.

[13] W. N. Sari, S. Dollah, and G. Hasriani, "The Use of TikTok Application as an Online English Learning Medium to Improve Students' Vocabulary Mastery at SMA Katolik Messawa," *Journal of Technology in Language Pedagogy (JTechLP)* 2, no. 4 (2023): 648–58, https://all3dp.com/2/fused-deposition-modeling-fdm-3d-printing-simply-explained/.

ranging from entertainment content, food, beauty, to educational content complete with filters and accompanied by music as support.[14]

According to Hastomo et al., many TikTok content creators create educational content containing English language materials such as teaching English grammar, vocabulary, correct pronunciation, and expressions such as idioms, slang, and others where all instructions, images, and sounds contained in TikTok videos can help students to know and understand the meaning of English vocabulary and improve their language skills.[15] Using TikTok videos in the vocabulary learning process can make students more enthusiastic about learning because of the interesting visual content and interactive features, and it can also save energy and time because learning can be done anytime and anywhere. So, it can be said that TikTok is a friendly media to be used in the process of learning English, especially in vocabulary learning.

Several research have been conducted regarding the use of TikTok in learning English. First, research by Adnan this study aims to explore two research questions: (1) What are the university student's experiences of using TikTok? And (2) What are the university student's perceptions of using TikTok in education?, the subject of this study is university students of mixed courses who were selected through convenience sampling, data collection was carried out by questionnaires, and the results of the study are presented in two parts, first theme of their experience with the application's video creation feature indicated that they had not tried to create their own TikTok videos, and the second theme relates to students' perceptions as they said that using TikTok had improved their English skills such as pronunciation and vocabulary.[16]

Second is research by Hastomo et al., which aims to investigate the student's perceptions of using TikTok for learning English vocabulary, the subjects in this study were second-semester English department students at STKIP PGRI Bandar Lampung, and the method used was descriptive quantitative using surveying observation and the results showed the students agree that TikTok can help them

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[14]Deski Yolan, Septatenti Ningsih, and Dion Tira Erlangga, "The Role of TikTok in Assisting Students in Learning English" 3, no. 1 (2023): 1–12.

[15]Tommy Hastomo et al., "Student's Perceptions of Using TikTok Application for Learning English Vocabulary," *Lexeme : Journal of Linguistics and Applied Linguistics Vol.* 4, no. 2 (2022): 144–50.

[16] Nur Ilianis Adnan, "University Students' Perceptions of Using TikTok in Education: A Preliminary Study," *International Journal of Practices in Teaching and Learning (IJPTL)*, no. 2 (2022): 30, https://www.researchgate.net/publication/363294553.

easily memorize the new English vocabulary.[17] The third research was conducted by Syamsiyani and Munfangati, the purpose of this research was to understand student's perceptions and the challenges students face in using TikTok videos for learning English, the researcher used a qualitative descriptive method with observation and interview techniques with the research subject, namely fourth-semester students of the English education department at the Ahmad Dahlan University of Yogyakarta and the results of this research showed that there are various positive and negative perceptions among students about the use of TikTok videos for learning English. Apart from that, there are also various challenges when students use TikTok videos to learn English.[18]

Furthermore, research by Pratami examines how student opinion responses to the use of the TikTok application as a medium for learning English, Pratami's research is qualitative research using instruments in the form of questionnaires, the subjects of this research were third-semester students from the English department at the Dehasen University of Bengkulu, and the results of the research showed that students strongly agree that TikTok is used as a medium in learning because by using short videos on TikTok students can be as creative as they are, therefore the use of TikTok as a learning medium is considered capable of helping students improve and develop their English language skills, [19] and for other research conducted by Simanungkalit and Katemba to determine the university students' perspective on utilizing TikTok in learning English vocabulary, this research uses a quantitative research design with data collection conducted through questionnaires. The participants are university students from private and public universities in Bandung, Lampung, and Jakarta, the results of the research that utilizing TikTok in learning English vocabulary university students helps them expand their English vocabulary which indicates positive feedback about utilizing TikTok in learning English vocabulary.[20]

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[17]Hastomo et al., *"Student's Perceptions of Using TikTok"*, 2022.

[18]Millenia Syamsiani and Rahmi Munfangati, "Students' Perception toward the Use of Tiktok Videos for Learning English," *International Social Sciences and Humanities* 2, no. 1 (2022): 324–29, https://doi.org/10.32528/issh.v2i1.150.

[19]Wiranda Gusti Pratami and Syafryadin Syafryadin, "The Students Perceptions by Using Tik Tok as a Media Learning English," *Jadila: Journal of Development and Innovation in Language and Literature Education* 3, no. 1 (2023): 48–58, https://doi.org/10.52690/jadila.v3i1.366.

[20]Simanungkalit., *Utilizing English Tiktok*, 2023.

From some of the previous research above, we can see that there are good results related to the use of TikTok as an English learning tool, we also know that there has been research that discusses student's perceptions of using TikTok to learn vocabulary. So, the similarity between this research and the previous one is that both discuss the use of social media TikTok. However, in previous research, most of them examined student perceptions about the use of TikTok on things that were still too general, namely as a medium for learning English and there was also not too much research that focused on one of the aspects of learning English such as focusing on how students' perceptions, especially students at the college level on the use of TikTok as an effort to enrich and enhance vocabulary mastery. Other than that, there are also differences in terms of research location where this research will be conducted at one of the Islamic higher education institutions in Indonesia, precisely in Kudus City, therefore the researcher decided to further investigate and explore more deeply how actually English education department students perceptions at Kudus Islamic higher education institution towards the use of TikTok to enhnace their English vocabulary mastery.

The reason why this research is important to do is because by knowing how student's perception about the use of TikTok in vocabulary mastery and understanding the extent of TikTok's contribution in enhancing student's vocabulary mastery, it can open opportunities for educators to be more productive in creating and developing digital teaching media and strategies in language learning, especially vocabulary learning that are better, innovative, creative, interesting, and relevant to the needs of the times by utilizing and optimizing the potential of digital technology, such as utilizing one of the social media platforms, TikTok. This is in line with and supports the digital literacy policies and programs promoted by the Ministry of Education and Culture to face the challenges of education in the 21st century.[21]

This research seeks to answer the following research questions: 1) How are the student's perceptions of using TikTok to enhance English vocabulary mastery?, 2) What is the benefit that students get when using TikTok to enhance English vocabulary mastery?, and 3) What is the challenge faced by students when using TikTok to enhance English vocabulary mastery?

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[21] Rullie Nasrullah et al., "Materi Pendukung Literasi Digital," *Kementerian Pendidikan Dan Kebudayaan*, 2017, 43, http://gln.kemdikbud.go.id/glnsite/wp-content/uploads/2017/10/literasi-Digital.pdf.

Based on all the explanations above, it can essentially be concluded that this research will focus on students' perceptions regarding the use of TikTok on vocabulary mastery, so the researcher took the title *"A Case Study on the Student's Perception towards the Use of TikTok in Vocabulary Mastery"* and the purpose of this study is to find out the perceptions of English education department students of Kudus Islamic higher education institution about the use of TikTok to enhance vocabulary mastery and to identify the benefits and also challenges obtained by them when they use TikTok to learn and enhance English vocabulary mastery.

B. Research Focus and Scope

In this research, the scope will be focused on exploring more deeply how students especially in the English education department actually perception on the use of TikTok to enhance their English vocabulary mastery and also to find out the benefits and challenges they experience in using TikTok to enhance English vocabulary mastery.

C. Research Questions

This research attempts to answer the following research questions:
1. How are the student's perceptions of using TikTok to enhance English vocabulary mastery?
2. What is the benefit that students get when using TikTok to enhance English vocabulary mastery?
3. What is the challenge faced by students when using TikTok to enhance English vocabulary mastery?

D. Research Objectives

Based on the research questions, the objectives of this research are presented as follows:
1. To find out the student's perception towards the use TikTok to enhance English vocabulary mastery
2. To find out the benefits that students get when using TikTok to enhance English vocabulary mastery.
3. To find out the challenges faced by students when using TikTok to enhance English vocabulary mastery.

E. Research Significances

The results of this research are expected to contribute and provide information both theoretically and practically to several parties that are classified as follows:

1. Theoretical Benefits

It is hoped that the findings in this research can support, complement, and increase the number of scientific references that others can use in their research, especially about students' perceptions, especially students in college, towards the use of TikTok as an effort to enhance their mastery of English vocabulary.

2. Practical Benefits

The information obtained from this research is expected to have benefits for students majoring in English education, for teachers or educators in the English department, and also for future researchers.

a. For English Education Department Students

The findings in this research are expected to provide them with knowledge and insights related to one of the social media platforms, namely TikTok, which apart from being used as social media, they can also use to learn and enhance their mastery of English vocabulary independently outside of learning in the classroom in a relaxed and fun way.

b. For Educators in the English Department

The results of this research can provide new insights and can also be a reference for them to be able to use TikTok as a creative medium in the English language learning process so that the potential of social media as a learning tool can be utilized optimally.

c. For Future Researcher

It is hoped that this study can help and provide references for future researchers who also research and take the same topic.

F. Definition of Key Terms

To prevent misunderstanding or misinterpretation and so that this research can be easily understood, the following is a definition of key terms used in this research based on the research title:

1. **Student's Perception**

Student's perception is a process of how students interpret a stimulus they receive or interpret a certain event so that later they will gain experience, knowledge, and good or bad responses. In

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short, it can be said that student perception is the result of each student's thoughts on the understanding of what they have felt regarding a particular thing or situation.

2. **The Use of TikTok in English Learning**

TikTok is a type of social networking application and music video platform originating from China which was launched in September 2016 by Zhang Yiming. This application allows users to create, edit, upload, and share 15-second to 5-minute video clips with other TikTok users complete with filters and accompanied by music as support.

TikTok provides features and content created by content creators that can help students learn independently to develop English skills which include listening, speaking, writing, reading, vocabulary, and grammar.

3. **Vocabulary Mastery for English Students**

Skills in expressing ideas in English both orally and in writing are greatly influenced by the amount of vocabulary that is already known and mastered, the more vocabulary they have, the easier it will be for English learners to understand what is heard and what is read, on the contrary, if their vocabulary mastery is only limited then they cannot communicate and convey their ideas smoothly to others.

G. Organization of Thesis

This research is divided into three parts as follows:

1. **The Complementary Pages**

The first section there are the title, approval sheet, statement of authenticity of the thesis, abstract, motto, dedication page, acknowledgment, preface, and table of contents.

2. **Research Content**

The content of this research is divided into five sections as follows:

Chapter I, Introduction

The first chapter is an introduction that contains: the research background, research focus and scope, research questions, research objectives, research significances, definition of key terms, and organization of the thesis.

Chapter II, Review of Related Literature

The second chapter includes a theoretical description, theoretical framework, and review of the previous study.

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Chapter III, Research Methodology

In the third chapter, the researcher explained to research method, research subjects, instruments and data collection technique, and data analysis technique.

Chapter IV, Result and Discussion

In the fourth chapter, the researcher presents and provides explanations related to the results and discussion of the research.

Chapter V, Conclusion and Recommendation

In the fifth chapter, the researcher provides conclusions and recommendations.

3. **Closing Page**

The final part of this research