

CHAPTER I

INTRODUCTION

In this chapter consist of research background, research problem, reasearch objectives, research significance, research limitations, and definition of key terms in this thesis.

1.1 Research Background

Language stands as a foundational aspect of human life, serving as a means of communication and expression of thoughts and emotions to others. As highlighted by Mailani et al., (2022), language plays a crucial role in facilitating human interactions, linking it closely with communication. This connection underscores the profound impact of language on various spheres of human activity, including politics, social interactions, legal proceedings, and education. Language is indispensable for human intelligence, social engagement, and emotional growth, as emphasized by (Maindoka et al., 2022). Consequently, humans must actively learn and master language, which involves honing skills in both verbal and written communication.

Currently, there exist numerous languages globally, one of which is English, recognized as a global language and mandated for learning in all nations. English serves as the primary language in international trade, diplomacy, scientific endeavors, and various professions, facilitating cross-cultural communication (Maindoka et al., 2022). Beyond its role as a means of international communication and knowledge expansion, English offers adaptability as a significant advantage. This underscores the importance of acquiring English as a second language in the contemporary world to broaden perspectives and access a wealth of information. Consequently, mastering English enables individuals to engage in more extensive communication and opens doors to technological advancements (Rohmah, 2019).

In Indonesia, English is taught as a foreign language, therefore students need to expand their vocabulary. After grammar and pronunciation, vocabulary is another aspect of language acquisition that requires constant refinement for speakers of both native and non-native tongues. Ideas cannot be transmitted without a sufficient language, claims (Hartatiningsih, 2022). Using vocabulary to construct phrases, clauses, sentences, and paragraphs is essential for writing, speaking, listening, and reading. Vocabulary must be mastered; the more vocabulary one understands, the more proficient they will be in all facets of English.

Hartatiningsih believes that students frequently struggle with vocabulary despite the importance of understanding it as previously indicated. These difficulties might include spelling, pronunciation, and word choice errors in writing and speaking. Low comprehension makes it difficult for students to connect with one another and exchange ideas (Hartatiningsih, 2022). Pupils who struggle with reading and memorization lose interest in learning English. Furthermore, according to Wilsana, (2015), students with a restricted vocabulary may find it challenging to react to test questions and explain themselves in detail. Pupils start to question their ability to acquire vocabulary in English to a satisfactory level, which makes it difficult for them to complete their homework assignments. When educators present unfamiliar vocabulary to their pupils, it only takes one day for them to process it before they forget it and find it difficult to comprehend what the instructor says the following day.

Aside from that, a variety of internal and environmental factors influence students' ability to master language. Students may be impacted by internal factors such as study habits, personality traits, focus, learning attitudes, learning concentration, and the ability to understand the material. If students approach a subject with positivity, they can have great success in learning a language. That being said, language is sometimes frightening to children who struggle with it. Students'

motivation in improving their English skills during this time is mostly dependent on the teacher's talents and the tools that are accessible to them (Wilsana, 2015). However, because they think Google Translate makes things simpler, students are lazy when it comes to understanding the meaning of words in English. Therefore, the terminology used in the texts challenges the learner in some way.

Descriptive text is one of the several text genres that middle school pupils' study. A descriptive text is a simple type of writing that gives information on a particular person, place, or thing (Ningtias,2017). A descriptive text is a sort of written paragraph that is specifically designed to describe an item, whether it be alive or non-living, with the goal of providing the reader with a clear account of the object (Sanjaya, 2013). Consequently, a descriptive text is any type of text that gives a clear and detailed description of a person, location, item, or animal. Words related to the attributes of the objects being described make up the majority of the vocabulary used in descriptive texts (Sanjaya, 2013). Terms pertaining to features, activities, conduct, or, in the case of a place, location, may be among them. With the use of media, vocabulary that is based on descriptive texts may be learned.

Learning support materials are necessary to assist pupils in overcoming their difficulties with vocabulary acquisition. In fact, there are many different vocabulary learning resources that English instructors may use, such as picture words, word cards, word walls, guess words, flash cards, and visual dictionaries (Ritonga, 2019). Naturally, every learning medium has benefits and drawbacks of its own, so educators need to be wise in their choice of relevant materials. Researchers explore for media that can make students feel comfortable, engaged, and challenged by the material. Consequently, researchers in this study utilize Tiktok Short Videos as a tool for problem-solving. Tiktok is an application that offers unique and captivating effects that users can easily use to create

entertaining videos that can be shared with friends or other users (Rahajeng,2022). It also features a large selection of music that allows users to perform with a variety of voices and sounds, ultimately encouraging users to become content creators.

There are several previous studies that support this research namely first, Tampubolon et al., (2023) entitled, “*The Effect of Using Tiktok on Students’ Vocabulary Mastery In Seventh Grade At SMP Negeri 9 Pematang Siantar*”. The research findings indicate the average scores of the pre-test and post-test in the experimental class and the average scores of the pre-test and post-test in the control class. Meanwhile, in the experimental class, the average pre-test score is 60.5, and the post-test score is 80.3, whereas in the control class, the average pre-test score is 60.16, and the post-test score is 70.66. The standard deviation in the experimental class is 1,424.16, and in the control class, it is 867.5. After calculating the mean and standard deviation of both classes, the researcher used the t-test formula, resulting in a t-test value higher than the critical t-value at a significance level of 5% ($5.761 > 1.697$). Based on these research findings, the researcher concludes that the alternative hypothesis (H_a) is accepted, and the null hypothesis (H_0) is rejected. Therefore, it can be inferred that the use of TikTok has an impact on students' vocabulary mastery, particularly in seventh-grade classes.

Second, the research from Erwani et al., (2022) entitled, “*The Influence of Tiktok in Increasing Vocabulary for Elementary School in SMP 1 Muhammadiyah Banjarbaru*”. This study aimed to assess the impact of using the TikTok EFL application. As per the survey results, a majority of students expressed boredom with traditional book-based learning methods. When given the option to choose between audio and video media for learning, most students preferred video content. Out of the 11 participants who completed the survey, all of them reported using the TikTok app on their smartphones. They believe that TikTok can be beneficial if used appropriately. Respondents

agreed that TikTok can capture the attention of modern-day students, emphasizing the need for engaging and concise educational content in videos. When asked about skills they wish to enhance using TikTok, more than half mentioned improving their listening skills. Despite its entertaining aspects that can make studying more enjoyable, TikTok's high data demand poses a challenge. Overall, students view the use of TikTok in education, particularly in EFL classes, as promising and practical, as indicated by the questionnaire responses.

Third, the research from EVA ERNIA, (2024) entitled, "*The Effectiveness of TikTok Application to Improve Students' Vocabulary: A Study of Eight Grade at MTS MT Belanting*". The results of this study demonstrate the efficacy of using the TikTok app to help eighth grade students at MTS MT Belanting expand their vocabulary. The experimental class's average post-test vocabulary score was higher than the control class's, coming in at 77.48 as opposed to 61.20. Additionally, the data analysis revealed that the t -table is 1.677 and the t -test (t_o) is 5.191. Conversely, the p -value or sig. (2-tailed) of the independent sample t -test result was 0.000, which is less than the sig. $\alpha = 0.05$ (5%). This indicates that the null hypothesis (H_o) is rejected and the alternative hypothesis (H_a) is accepted.

Those studies above show that if Tik Tok has the beneficial for the junior high school students' vocabulary. To knowing the real problem and advantages in the research sites, the researcher engages the preliminary study. The researcher engages the preliminary study in the SMP Negeri 3 Sutojayan. The researcher collaborates with teacher and 7th grade students for the interviews and class observations. The results showed if the teacher in class were seldom to use digital learning media when teach English vocabulary, they prefer to use learning book module. And also, several students said if they found difficult to learn vocabulary in the way just memorizing immediately. As blessing in disguise, the students are allowed to bring smartphone when the teacher asked to

bring it. Based from these preliminary research findings, the researcher wants to propose Tik Tok Short Video for trying enchanching their vocabulary mastery in 7th grade English material. So that, the researcher proposes, “The Efficacy of Tiktok Short Video to Elevate The Students Achievement On The Vocabulary Learning: The Experimental Study in SMP Negeri 3 Sutojayan”.

1.2 Research Problems

Based from the background above, the researcher wants to propose the research problem as follows. How is the effectiveness of Tiktok Short Video to elevate the students’ achievement on the vocabulary learning in SMP Negeri 3 Sutojayan?

1.3 Research Objectives

Based from the research problems, the research significance is, to analyze the effectiveness of Tiktok Short Video to elevate the students’ achievement on the vocabulary learning in SMP Negeri 3 Sutojayan.

1.4 Research Significance

This research has the several significances to the stakeholders namely:

1.4.1 For Teacher

This research will assist the teacher to use Tiktok Short Video in providing the vocabulary material. So, the teacher will able to blend this application with the implementation of *Kurikulum Merdeka*.

1.4.2 For Students

This research will provide the result of students’ vocabulary mastery based from the usage of Tiktok Short Video. The research will help students to be familiar in the use of Tiktok Short Video.

1.4.3 For Future Researcher

The future researcher can able to use this research as previous studies which will show the weakness and advantages inside. The future researcher can choose the other subject type or variable inside of the future research.

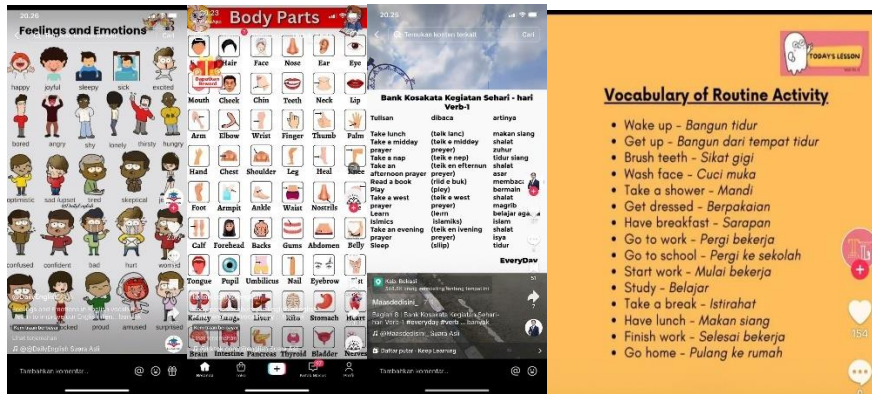
1.5 Research Limitations

This study focuses on 7th grade students at SMP Negeri 3 Sutojayan, particularly their vocabulary material. The research assesses the effectiveness of the Tiktok Short Video as a tool for improving vocabulary skills. Limitations may include time constraints, availability of resources, and potential biases in participant responses. This research will conduct by the Sugiyono's (2019) One Group Pre-Test Post-Test Design.

1.6 Definition of Key Terms

The definition of key terms which added in thus research are namely:

- 1.6.1 Tiktok Short Video: According to Rahajeng,(2022) John Pare as one of the famous Tiktok Content Creator possesses strong communication skills and utilizes easily understandable language, which aids in explaining English concepts and facilitating better understanding among students. TikTok allows for direct interaction between creators and viewers through comments and responses, and John Pare actively engages with his followers, creating a more interactive and personalized learning environment.



Below are several videos from Tiktok regarding vocabulary learning that will be used for class 7 b students' learning. Some of these videos contain vocabulary about daily activities, feelings and emotions, and there are many other videos to support students' vocabulary addition. Some of the lessons in Tik Tok for this lesson can be accessed on the site ; <https://vt.tiktok.com/ZS2F99gSX/> , <https://vt.tiktok.com/ZS2F9W2Lb/> , <https://vt.tiktok.com/ZS2F9Uo8J/> , <https://vt.tiktok.com/ZS2F9mfbU/>

1.6.2 Vocabulary achievement : is the rising result on an accomplishment exam that shows how much a student has learned about vocabulary. Algarabel & Dasi, (2001), an alternative viewpoint presented by the American Psychological Association (APA) in 1999 views achievement largely as an individual's level of competence in a certain subject area. Many intellectual and non-intellectual elements affect this skill. Furthermore, achievement is defined by Steinmayr et al., (2014) as the performance outcomes that show how well an individual has accomplished particular objectives that were the focus of activities in an instructional environment, particularly in educational institutions like schools, colleges, and universities.

1.6.3 Vocabulary Learning : a list of terms or expressions that are typically specified and ordered alphabetically. One way is to incorporating TikTok into teaching and learning processes stimulates the creation of innovative content that follows instructional design

principles. As a result, short instructional movies created for teaching can be customized to meet learning objectives and aid student learning; this strategy may aid learners in comprehending complicated topics and acquiring new creative abilities and knowledge. Khlaif and Salha also agreed on the usage of TikTok in educational settings. Students have a good attitude toward the app because they have previously used it to acquire various skills and knowledge in their daily lives.

1.6.4 Descriptive text : Descriptive text is one of the several text genres that middle school pupils' study. A descriptive text is a simple type of writing that gives information on a particular person, place, or thing (Ningtias,2017). A descriptive text is a sort of written paragraph that is specifically designed to describe an item, whether it be alive or non-living, with the goal of providing the reader with a clear account of the object Sanjaya, (2013).