

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this chapter, the researcher explains in detail the theoretical framework covering the definition of vocabulary, types of vocabularies, vocabulary significances, vocabulary achievement, vocabulary assessment, definition of tiktok short video, the historical background of tiktok, tiktok as online learning media, definition of digital learning, the digital learning's importance, the characteristic of digital learning, the digital learning's benefit and drawback, and previous studies.

#### **2.1 Theoretical Basis**

##### **2.1.1 Vocabulary**

###### **2.1.1.1 Definition of Vocabulary**

Diverse specialists provide various interpretations of the word. Vocabulary, as defined by Linse & Nunan, (2005), is the collection of terms that a person is familiar with. According to another viewpoint, vocabulary is the words necessary for clear communication when speaking (expressive vocabulary) and listening (receptive vocabulary), as stated by (Neuman and Drawyer and cited in Bintz, 2011). Hornby, (2006) characterizing vocabulary as all the terms a person knows or uses in a given language while speaking about a certain topic. According to Cahyono & Widiati, (2008), having a strong vocabulary is essential to learning all language skills, including productive skills like speaking and writing as well as receptive skills like reading and listening. This emphasizes how important vocabulary acquisition is to developing language abilities.

The several definitions of vocabulary that have been provided suggest that vocabulary is the basic building block of language learning and is essential for clear communication. Additionally, it is clear from combining the definitions given that vocabulary is all the terms one is familiar with in a particular language, highlighting its significance in promoting efficient communication.

### **2.1.1.2 Types of Vocabularies**

Classification of vocabulary can be differentiated according to how it appears in print and spoken situations (Hiebert & Kamil, 2005). When spoken or read loudly, vocabulary assumes an oral form; when it is written down or read quietly, on the other hand, it takes on a print form. Furthermore, Hiebert & Kamil, (2005) expand on a different classification by distinguishing between two categories of vocabulary: receptive and productive vocabulary. The differences between these two categories—productive and receptive vocabulary—will be explained.

First and foremost, productive vocabulary is utilized when someone writes or speaks about their ideas. When someone writes or talks, they usually use vocabulary that they are already familiar with Hatch & Brown, (1995). These well-known terms make up the category of productive vocabulary. According to Hiebert & Kamil, (2005), a productive vocabulary is a set of words that a person may use to communicate successfully both orally and in writing. These are terms that are widely used, well-known, and comfortable.

Second, a person's receptive vocabulary is the set of words that they can understand while reading or listening. Students usually use these phrases less frequently and are less familiar with them (Hiebert & Kamil, 2005). According to Haycraft in Hatch & Brown, (1995), pupils with receptive vocabulary are able to identify and comprehend words when they are presented in a particular context, despite the fact that they may find it difficult to pronounce these words correctly.

The statement underscores that student with inadequate reading skills are at risk of academic failure or encountering difficulties in academic progress. Conversely, students equipped with strong reading skills are better positioned for success in their academic pursuits. This highlights the enduring significance of reading for students, both during their academic journey and beyond graduation.

#### **2.1.1.3 Vocabulary Significances**

The importance of vocabulary in learning English cannot be overstated, since it is the fundamental component that links the four core language abilities of speaking, listening, reading, and writing. For pupils to effectively learn these abilities, they need to have a solid vocabulary base. Students can more readily grasp English language skills when they have a large enough vocabulary to express themselves both orally and in writing, as well as to understand the expressions of others. As Thornbury, (2002) highlight even further that studying grammar for a long period of time does not result in a noticeable improvement in English. Rather, significant progress happens when people concentrate on increasing their expressions and vocabulary. Grammar by itself could be sufficient to communicate certain information, but communication is impossible without language.

These claims highlight how important vocabulary is to language development, placing it on level with grammar. Students studying English have difficulties when they lack vocabulary, which makes it more difficult for them to convey concepts. Thus, it is clear that vocabulary is essential to learning English since it is a vital component in assisting pupils in mastering the language.

#### **2.1.1.4 Vocabulary Achievement**

As was previously said, achievement is defined by Niemi & Vainiomäki, (1999) as the ability to apply key ideas and principles, basic facts and assertions, skills, strategic knowledge, and knowledge integration. According to 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.

#### **2.1.1.5 Vocabulary Assessment**

Apart from the noted differences like breadth versus depth Laufer & Goldstein, (2004), selective versus embedded, or specific versus general word knowledge, vocabulary assessment can be broadly categorized into two key areas: gauging existing vocabulary knowledge, which deals with understanding different aspects of words, and evaluating vocabulary acquisition, which concentrates on the capacity to learn new words. The choice of which aspect to evaluate depends on the specific objective in question. For instance, following an educational intervention, it might be advantageous to assess specific word knowledge (tailored assessment based on the taught material) alongside an evaluation of general word knowledge (using a standardized test) to measure the learning of targeted words and the broader skills involved in acquiring new vocabulary (Tseng et al.,2006).

Current analyses of vocabulary assessment suggest taking into account both the extent and profundity of vocabulary, along with evaluating both word-specific acquisition and overall vocabulary growth (Reuven et al.,2014). Moreover, it's advised to initially evaluate target words

independently and subsequently in a contextual framework to ascertain their clarity during reading and their potential impact on overall text understanding (Kremmel & Schmitt,2016).

## **2.1.2 Tiktok Short Video**

### **2.1.2.1 Definition of Tiktok Short Video**

TikTok is an application that offers special, unique, and captivating effects that can be easily utilized by its users to create cool and attention-grabbing short videos. TikTok is a Chinese social networking and music video platform that was launched in September 2016. It is an app for creating short videos supported by music, which is highly favored by many, including adults and underage children. This TikTok app allows users to also watch short videos with various expressions from their respective creators. Furthermore, users of this app can imitate videos from other users, such as creating videos with the popular "two-finger dance" music trend that many people are also making (Rahajeng,2022).

### **2.1.2.2 The Historical Background of Tiktok**

The TikTok application allows users to create short music videos. It was launched in September 2016 and developed by a Chinese developer, ByteDance Inc, which expanded its business to Indonesia by launching the TikTok app, a social networking and music video platform. During the first quarter (Q1) of 2018, TikTok established itself as the most downloaded app with 45.8 million downloads.

According to Bohang & Wahyudi,(2018), this number surpassed other popular apps like YouTube, WhatsApp, Facebook Messenger, and Instagram. The majority of TikTok users in Indonesia are millennials, school-aged, or part of Generation Z. The app was also temporarily blocked on July 3, 2018. The Ministry of Communication and Information Technology (Kemenkominfo) monitored the app for a month and received numerous complaints, totaling 2,853

reports by July 3. Many individuals, like Bowo and Nuraini, have gained popularity by showcasing their creativity on TikTok, using it as a platform for self-expression through entertaining and creative videos. This has led to a surge in downloads and usage of TikTok, bringing joy to users as they engage with these videos.

### **2.1.2.3 Tiktok as Online Learning Media**

Online learning goes by various names such as electronic education, e-education, internet-enabled education, virtual education, or web-based education. As per Chaidirman et al., (2019), integrating the internet into education isn't just a choice but rather a necessity. The perspective of the researcher underscores the critical need for leveraging the internet in online learning. Online learning offers learners the chance to practice and develop communicative competence skills, understand their learning styles, strengths, and weaknesses in the target language, and collaborate with partners who are physically distant (Palloff & Pratt, 2013). This perspective suggests that materials distributed to students through online platforms, despite being remote and lacking face-to-face interaction, can still provoke and engage their thoughts, thereby enhancing their interest in the subject matter.

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. The content shared by John Pare must align with the curriculum or English learning objectives to ensure students derive maximum benefit from TikTok as a learning tool. Variations between John Pare's English TikTok account and others can arise from several factors:

1. **Teaching Style and Content:** Each content creator has a unique approach to delivering material, and John Pare's specific method distinguishes him from others.
2. **Accuracy with Curriculum:** John Pare's focus on aligning content with the curriculum enhances the relevance of his materials.
3. **Communication Skills:** Differences in communication skills and understanding can impact content delivery among creators.
4. **Uniqueness and Creativity:** John Pare's creative teaching approach sets him apart from others.
5. **Interaction with Followers:** Levels of interaction can vary among content creators, influencing the learning experience.
6. **Suitability to Target Audience:** Each account can cater to specific audience needs, such as beginner or advanced English learners.
7. **Range of Learning Materials:** Variations exist in the types of learning materials provided, from grammar-focused to conversational topics.
8. **Specific Focus or Theme:** Content creators may have different themes or focuses, such as listening or speaking skills.

These differences contribute to the effectiveness and appeal of John Pare's TikTok account as a learning medium, with account selection guided by student needs, preferences, and learning objectives.

### **2.1.3 Digital Learning**

#### **2.1.3.1 Definition of Digital Learning**

Digital learning is a rapidly evolving instructional medium that is being used in educational settings and is powered by technology. As to Suciati,(2018), it serves as a stimulant for students to improve their abilities in accordance with current requirements, with the objective of cultivating

critical thinking and problem-solving abilities via cooperative endeavors and proficient communication.

As further explained by Hidayat & Khotimah,(2019), digital learning may be viewed as a digital processing system that allows students to actively participate, build knowledge, ask questions, and support their discovery. It also facilitates data interchange and remote contact between teachers and students who are in various geographical places. Another viewpoint, presented by Pakpahan & Fitriani, (2020), emphasizes how digital learning gives students the chance to use search engines like Google and YouTube to acquire a wide range of knowledge. The use of digital technology in the classroom creates an immersive atmosphere that stimulates students' senses at every stage of the learning process.

Furthermore, as mentioned by Horton in Majid, (2019), e-learning is defined as using digital and internet technology to create personalized learning experiences for people. It delivers instructional content that is suited to the requirements of modern learners by leveraging digital technology and internet connectivity. After combining many definitions, academics conclude that e-learning is a type of instruction that uses digital technology and internet access to create a learning environment that is not limited by time or place and that embodies a modern educational paradigm.

### **2.1.3.2 The Digital Learning's Importance**

E-learning's integration, whether for distant learning or as an additional educational aid, encompasses numerous goals, as articulated by (Wijaya, 2015) as follows first, enhancing the quality of online education. Second, innovating the teaching methods employed by instructors. Third, shifting from passive student engagement to a more interactive approach, fostering a new era of self-guided learning. Fourth, distributing educational materials through digital channels via

easily accessible e-learning platforms crafted by students. Fifth, enhancing educational content to stay current with advancements in knowledge and technology. Sixth, establishing a competitive advantage and enhancing brand reputation. These aims promote increased interactivity in learning, as education isn't limited by temporal constraints.

### **2.1.3.3 The Characteristic of Digital Learning**

Digital learning is a tool that's currently being used in education. According to Husamah, (2014), digital learning within a blended learning framework has four key characteristics. First, incorporating various delivery methods, instructional models, teaching approaches, and a range of technology-driven learning resources. Second, combining traditional face-to-face teaching, self-directed learning, and online education (e-learning). Third, using effective combinations of delivery methods and teaching strategies to support learning. Fourth, recognizing the important roles of both educators and parents, with educators facilitating and parents supporting the learning process.

Furthermore, as noted by Firdaus, (2021), the features of digital learning include. First, conducting home-based learning through web-based distance/online platforms to provide meaningful educational experiences to students, without the need to cover the entire curriculum for grade advancement or graduation. Secondm focusing on life skills education, such as information related to the Covid pandemic, during home-based learning. Third, customizing learning activities and assignments at home based on individual interests and circumstances, while acknowledging differences in access to learning resources. Fourth, offering qualitative feedback from teachers on the outcomes of home-based learning activities, without requiring specific scores

or grades. All of these aspects depend on skilled educational professionals. Improving the quality of human resources in education is a critical aspect that should not be ignored.

#### **2.1.3.4 The Digital Learning's Benefits and Drawbacks**

The digital learning has benefits and also drawbacks. Here are the advantages of the e-learning approach, as described by (Firdaus, 2021). First, availability of e-moderating tools that enable indirect communication between educators and students through continuous internet connectivity, facilitating communication activities regardless of distance, location, or time limitations. Second, the use of structured and scheduled study materials or learning guides via the internet, allowing educators and students alike to assess the level of understanding of the study materials. Third, flexibility for students to participate in learning at any time and from any location, as the study materials are accessible on computers. Fourth, convenient access to supplementary information related to the subject matter being studied, enabling students to deepen their understanding through online resources. Fifth, involvement of both educators and students in online discussions with a diverse range of participants. Sixth, support for the transition of students from passive recipients to active and more self-reliant learners.

However, despite its benefits, e-learning also has its drawbacks. According to Firdaus, (2021), these disadvantages include. First, limited interaction between educators and students, and sometimes among students themselves. Second, the risk of prioritizing business or commercial interests over academic or social aspects, and vice versa. Third, a tendency for the learning process to prioritize training over education. Fourth, changes in the educator's role when using computer-based learning techniques. Fifth, challenges for students with low motivation, which can lead to academic setbacks. Sixth, inadequate internet access in certain areas. Seventh, a shortage of

personnel with internet proficiency. Eight, insufficient personnel with proficiency in computer programming languages.

## 2.2 Previous Studies

Research on related issues is built upon the foundation of earlier studies. Researchers can detect study gaps, reduce duplication of methodologies and subjects, and create links between prior research clusters by comparing their present findings with those of past studies. Researchers working on more current studies can use this as a point of reference, which helps to clarify the benefits and drawbacks of filling in the gaps in the field's research. Usually, researchers look for the titles or methods used by their forebears to find previous research.

**Table 2.1** Previous Research

Writer's Research Title	Previous Research Titles	Researcher Name	Similarities	Differences
	The Influence of Tiktok in Increasing Vocabulary for Elementary School in SMP 1 Muhammadiyah Banjarbaru	(Erwani et al., 2022)	This research has similarities on the usage of quantitative research approach and also the research samples are from junior high school students.	This research chose interviews as the primary data collection method. Instead of that, this thesis using pre-test and post-test.
	The Effect of Using Tiktok on Students' Vocabulary Mastery In Seventh Grade at SMP Negeri 9 Pematang Siantar	(Tampubolon et al., 2023))	Similarities with this research are 7 <sup>th</sup> grade student samples, quantitative experimental research methodology by using pre-	The differences with this thesis are how the previous researchers conducted sampling. They conducted by random sampling and dividing it in two class. This thesis will use pre-

		test and post-test	experimental design which is only one class will be conducted for research.
Improving Students Vocabulary Mastery by Using Tik-Tok Application for The Eighth Graders of SMP Muhammadiyah 4 Metro	(Cantika, 2023)	This research similar to the engaged variables namely Tiktok and Vocabulary Testing. Then, the subject of the research is also same as the junior high school students.	This research has the differences in the research approach. The previous researcher chose Classroom Action Research (CAR) with two cycles, instead of experimental research.
Students' Experience in Vocabulary Memorizing of Adjective by Using TikTok Duet Video	(Ichara Sinta, 2022)	The similarities are in the used variables namely tiktok and the vocabulary achievement.	The difference from this previous research showed in the research methodology. The previous researcher chose mixed method methodology, instead of only using quantitative method. Then, the previous researcher mainly used
The Effectiveness of Tiktok Application to Improve Students' Vocabulary: A Study of Eight Grade at MTS MT Belanting	(EVA ERNIA, 2024)	This research similarities are samples from junior high school students and the research methodology using experimental method.	This reseach has the differences in the specific methodology that used. This previous researcg chose true experimental research, instead of pre- experimental research method.

### 2.3 Theoretical Framework

Students' vocabulary acquisition results were consistently below the Minimum Completion Criteria (KKM), according to teacher interviews and student assessment data from a preliminary study conducted at SMP Negeri 3 Sutojayan Blitar. This is ascribed to pupils' low motivation as a

result of the boring and traditional teaching methods that mostly depend on PowerPoint presentations and little other media.

Understanding how important it is to increase students' excitement for learning English, Manoppo et al., (2021) point out that using learning media may revitalize lessons, pique students' interests, and have a good effect on their academic performance. Students' performance in language learning is thought to be improved by the use of technology in the classroom. Despite the abundance of learning media items accessible, their efficacy has to be assessed. One workable way to study vocabulary in English is to use the Tiktok application.

TikTok is a mobile application offering a range of special and captivating effects, allowing users to easily create engaging short videos. Launched in September 2016, TikTok is a Chinese social networking and music video platform that has gained popularity among both adults and underage users. The app enables users to create short videos set to music and watch content created by others, including various expressions and trends like the "two-finger dance" music trend, as highlighted by (Rahajeng, 2022).

To assess the effectiveness of learning vocabulary with the Tiktok Application, a research design based on the one-group pre-test post-test approach, as outlined by Sugiyono, (2019), will be implemented. The purposive sampling method will be used to select students as research subjects, aiming to create optimal conditions at SMPN Negeri 3 Sutojayan Blitar. The expectation is that learning vocabulary through the Tiktok Application will significantly improve students' comprehension.

The researcher conducted previous study in SMP Negeri 3 Sutojayan and found low student motivations and score in the learning English Vocabulary.

The usage Tiktok for learning English Vocabulary (Rahajeng, 2022).

The efficacy of digital learning media to improving the learning quality in the classroom (Manoppo et al, 2021).

The researcher will use Tiktok Short Video to enhance the students' learning achievement in English vocabulary at 7<sup>th</sup> grade students.

The researcher will conduct pre-experimental research for this thesis by Sugiyono, (2019)

The Tiktok Short Video is effective to enhancing the students' achievement in vocabulary learning

The Tiktok Short Video is effective to enhancing the students' achievement in vocabulary learning

**Figure 2.1** The Theoretical Framework