Chapter One

Introduction

This chapter describes the introduction of the research. This section explained the background of the study, the Identification of the problem, delimitation of the problem, research questions, the objectives of the research, significance of the research, and the organization of the chapters.

Background of the Research

In learning English language, there are many problems faced by EFL students and it's varied. Some students face difficulty in learning speaking, writing, listening even reading and other students face the problem in learning grammatical, pronunciation and so on. However, English language is very significant to be mastered. English language is the international language where people use it as the main language in communication internationally. It is also necessary to be mastered as the terms to applying for a job or other activities which need this skill. It is supported by Jaliyya and Idrus (2017) mentioned that the possibility of second language learners' proficiency, such as to get a better career, have a promising future, or pass a required test, is related to instrumental orientation (p. 221). In addition, vocabulary is very crucial and significantly in learning English language.

Vocabulary is the most important part that students must to mastered in learning language. It is proven by Aisyah (2017) that explained the importance of vocabulary in foreign language learning is obvious, and students with a large

vocabulary will have an easier time studying English and its four primary skills: listening, speaking, reading, and writing (p. 294). Even though vocabulary is the basic skill must to be mastered by students. Being a good student of English foreign language requires a tool that can help in mastering vocabulary. There are many tools they can use and one of them is an English video. The impact of movies and videos on English vocabulary is beneficial (Alikurtehe, Rathakrishnan, & Krishnasamy, 2019, p. 2730). One of the tools or teaching media to learn English vocabulary is by using TikTok English video.

In order to enrich students' vocabulary mastery, students need habits as the strategies which help them to gain it. Faliyanti and Arlin (2018) found that habit is an activity that is repeated over and over again, and it becomes automatic behaviours in their brain (p. 15). Lutfiah and Sudarwati (2021) said that young people nowadays are closely linked to technology and social media, and TikTok also is one of the most popular social media applications among Indonesian millennials (p. 359).

TikTok is a social media which help user to communicate and also entertained. There is a phenomenon where TikTok is the most famous application and has a million users in the world. It has some kinds of video such as short video which is presenting visual and audio such as synonym video combining with music and real voice. Another feature is live video where the content creator learning about vocabulary, tenses and other subject with the viewer. It also present long video when the content needs further explanation. Because of TikTok has short

duration, it become an interesting feature and make user scrolls the video repeat. Hariyono (2020) stated that the video uses visual and auditory elements to help young learners explain the meaning of vocabulary and encourage their interest in studying it (p. 42). It means that learning through TikTok English video to enrich vocabulary is one of the best ways because the same characteristics that mentioned above. Hanim (2021) said that TikTok covered the 4 main skills, those are listening, speaking, writing and reading (p. 463). That means the use of TikTok English video has a role in learning vocabulary and it can be implemented in the classroom. It is also supported by Yawiloeng (2020) mentioned that English language courses have used videos to assist students to understand vocabulary (p. 77). Therefore, this research aims to investigate the correlation between EFL students' habit of watching TikTok English video and their vocabulary mastery. The study is necessary to be conducted because TikTok is the big and the famous application with a million users which has impact for learner in learning English especially in mastering vocabulary. The problem that researcher focuses in this study is the correlation between EFL students' habit of watching TikTok English video and their vocabulary mastery.

Identification of the Problem

The successful of students in learning English is affected by many issues. The main issues that have significant role in learning English is lack of vocabulary. Some issues affect vocabulary mastery such as facility, teaching material, teacher, teaching method, environment, learning habit and students' motivation, teaching

media and the trend of students' habit of watching TikTok English video. Facility is the first issue that students face in learning vocabulary. According to Hussein (2017) stated that facilities should be prepare well by teacher in order to avoid problems in implementing learning (p. 155). The facilities for learning vocabulary can be divide in two types. Those are offline tool like a book, smartphone, and computer, and the online one such as internet, software, application and so on.

The second issue in learning vocabulary is teaching material. In the digital era, mostly students learn through online such as using online video. They able to achieve a lot of lesson or material such as vocabulary lesson through online application or media social. There are many kinds of online media learning provided for learning vocabulary such as TikTok, Youtube, and Instagram. According to Hanim (2021) said that TikTok is the second ranked in 2019 as the most popular of education sharing video. However, students prefer to learn through videos. It is also supported by Yawiloeng (2020) stated that EFL students enjoyed learning L2 vocabulary through videos with captions in both L1 and L2, attractive images, and appropriate balance of audio (p. 76).

The third issue is the teachers. A teacher has a very significant role in development of students' vocabulary. According to Asyiah (2017) found that Teachers of English as a Foreign Language (EFL) should spend more time on vocabulary (p. 293). It means that vocabulary is the most important and teacher have to show to students the different kinds of strategies to learn vocabulary.

The fourth issue in learning vocabulary is the teaching method. In the digital era, mostly students applying digital learning as the method in learning vocabulary. However, TikTok is one of application that interest by the students to learning vocabulary as the digital learning. Digital learning can be enhancing students' vocabulary (Ramos, 2016, p. 40). It means that using digital learning as the method in learning vocabulary can improve students' understanding.

The fifth issue is students' environment. Environment influenced on students' learning process and it is including their learning acquisition. It is supported by Kang and Yim (2022) stated that the influence of the language environment on students' vocabulary development is significant (p. 283). It means that environment supported students' vocabulary in learning English if they are in the proper environment.

The sixth issue is students' habit. In learning vocabulary, a habit can be influenced the vocabulary mastery. Having a habit like watching movie can be a good habit. It is supported by Faliyanti and Arlin (2018) found that students able to enrich their vocabulary understanding through watching video (p.16). Students also able to understand the meaning of the context through watching.

The seventh issue is students' motivation. Motivation is an important part in learning vocabulary. It can be supported by many things such as their environment or student themselves. High motivation is essential for learning the English language (Abdurrahman & Basalama, 2019, p. 109). Motivation is needed by students, and it necessary for students to get to know what motivates them.

Lastly, the trend of students watching TikTok English video became a phenomenon where TikTok itself is the most famous application and it can be used for learning with a lot of content of English learning. However, TikTok can be as the media to learning English vocabulary. It is also supported by Alghameeti (2022) said that Students point out that TikTok provides a variety of features and options that help to increase vocabulary in English (p. 14)

Delimitation of the Problem

Based on the identification of the problem above. This research will focus to explore on TikTok as the teaching media in learning vocabulary through students' habit of watching TikTok English video. In addition, exploring the two of variables separately whether there is the correlation between two variables. This research is purposed to EFL students and student of English Language Education Department of UMY is appropriate in this study.

Research Questions

Based on the explanations and problems above, this research is supposed to answer the following questions:

1. How is the EFL student's habit of watching TikTok English video?
2. How is the EFL students' vocabulary mastery?
3. What is the correlation between the EFL students' habit of watching TikTok English video and their vocabulary mastery?

The Objectives of the Research

1. To explore the EFL student's habit of watching TikTok English video.

2. To explore the EFL students' vocabulary mastery.

3. To find out the correlation between the EFL students' habit of watching TikTok English video and their vocabulary mastery.

The Significance of the Research

This study will contribute a wide range of variety, including students, teachers, and other researchers.

Advantages for Student. Students able to know whether TikTok English video has significant on their vocabulary mastery. They able to get understanding the use of TikTok English video as the media learning to learn vocabulary. Also, students be able to create English video content through TikTok.

Advantages for Teachers. Teachers can use this research to create activities using TikTok application on mastering students' vocabulary. Teachers also get an understanding of what effect is given by students' habit of watching TikTok English video on their vocabulary mastery. The last, teacher able to use TikTok as the learning media to teach vocabulary.

Advantages for Other Researchers. Other researchers are able to find out what the is the correlation between EFL students' habit of watch Tiktok English video and their vocabulary mastery. They able to have new references relate with the same topic. Other researchers also use this study for research recommendations if needed.

Organization of the Research

The research consists of five chapters. The first chapter is introduction. In this introduction there are several explanations such as research background and research question that serves as a research guide. Then continue with the purposes of research to find out the EFL students' habit of watching TikTok English video, the EFL students' vocabulary mastery and the correlation between two variables. After that, explain about the significance of research that presents what benefits are obtained by a particular person. Finally, the outline of the research to explain each chapter presented to explore the EFL students' habit of watching TikTok English video and the EFL students' vocabulary mastery, and also to find out the correlation among two variables.

The second chapter discusses theories of the correlation between EFL students' habit of watching TikTok English video and vocabulary mastery. There are some content in this chapter such as understanding students' habit of watching TikTok English video and vocabulary mastery. In addition, learning English, using tecnological media as a strategy to learn English, TikTok application, Habit of watching TikTok English video, vocabulary mastery, and the correlation between watching TikTok English video and vocabulary mastery.

Chapter three presents the methodology that is used in this research. There are four sections of this chapter. First, this research used quantitative approach and correlational design. Second, the setting of this research at ELED with 92 participants. Third, data collection method which explain the procedure to gathering

data. Finally, data analysis that use descriptive and inferential statistics to explain the result

Chapter four presents the findings and discussion. The first objective of this research showed that EFL students' habit of watching TikTok English video at moderate level with the mean score was 36.71. The second objective showed that EFL students' vocabulary mastery at high level with the mean score was12.30. finally, the last objective about the correlation of two variables showed that there is no significant correlation of two variables with the significant value 0.079.

Chapter five present the conclusion and implication of the research. An overview of the research, the problem, and the solution is provided in this chapter. The recommendation is included for teacher, students and future researcher.