

CHAPTER I

INTRODUCTION

A. Background of the study

In this rapidly developing digital era, technology has had a significant impact on various aspects of life, including education. One aspect greatly influenced by technological advances is foreign language learning methods, especially English. With the growth of social media, platforms like TikTok have become one of the most widely used platforms by students, learners, and teachers to access various educational content, including English tutorials. In this rapidly developing era, making this the digital era, technology has had a significant impact on various aspects of life, including education.

Social media, including TikTok, also influences students' learning interests. Students tend to be more attracted to visual and interactive learning methods than conventional methods. Social media provides students with more flexible access to learning materials, allowing them to study anytime and anywhere. This indirectly increases their motivation to learn because the learning process feels more enjoyable and relevant to their daily lives. Furthermore, student engagement in social media-based learning also increases due to interactive features such as comments, likes, and sharing content, which allow them to discuss and receive feedback from peers and instructors. According to Al Jahromi (2020) the influx of linguistic output on social media represents numerous opportunities for language learners to process language and obtain input, as young users of social media networks spend more than half of their days using and interacting on these networking sites using their language and communication skills

Foreign language learning methods are also one aspect significantly influenced by technology, particularly English. With the development of social media, platforms like TikTok

have become one of the most widely used platforms by students, including university students, to access various educational content, including English tutorials, making TikTok a key tool for English learning. According to Lam Kieu et al., (2021) In addition to encouraging learner independence and facilitating authentic language use, technology integration also offers a personalized learning experience. It enables technology-assisted adaptive learning systems, which can tailor instruction to students' learning styles and needs.

With the development of digital-based learning technology, students are increasingly enjoying it. Technology has enabled broader access to learning materials, including mastering English vocabulary. One form of short video-based social media technology, TikTok, is currently trending among the younger generation. TikTok offers engaging features, such as short videos, text, animation, and music, which can be used to create more dynamic and easy to understand learning content. According to Khlaif and Salha (2021) TikTok videos have revolutionized education and skills among people by enabling new ways of communicating through visually appealing material.

Rosas et al., (2023) found that the use of TikTok has a positive impact on students' English language learning, especially in improving speaking skills, pronunciation, grammar, vocabulary, and confidence. The research conducted by Nety et al. (2023) found that students had a positive perception of TikTok as a vocabulary learning tool. Most students frequently used the app not only for entertainment but also to access English content, such as songs, educational videos, and English-speaking creators.

TikTok can offer significant potential, as evidenced by the overall improvement in English language competencies among EFL learners. Many scholars have shown that TikTok has positively impacted students' learning experiences through its fun, engaging, and engaging

interface (Khlaif and Salha, 2021; Xiuwen and Razali, 2021; Wibowo and Ellysinta, 2022). Specifically, in terms of speaking, TikTok can also have a positive impact, improving students' speaking skills. Xiuwen and Razali (2021) explain that TikTok can be used to improve students' language skills by creating self-recorded English videos. Pereira and Hitotuzi (2023) stated that making TikTok videos can help improve students' fluency, confidence, and vocabulary.

Many scholars (Alvarez et al., 2024; Rosas et al., 2023; Anumanthan & Hashim, 2022) found that TikTok can help improve communicative competence and support self-confidence for students through video repetition of English conversations and interactive content. In terms of student perception, previous studies have consistently found that English learners generally have a positive perception of TikTok as a learning medium. Students consider TikTok to be entertaining, support independent learning, and interactive (Nety et al., 2023; Dwipa et al., 2024; Alghameeti, 2022). Learning using translated text illustrations, visual illustrations, and authentic English conversations makes learning easier to understand and more enjoyable for students. However, several studies have also noted challenges in this learning process: distractions from entertainment content that can divert students' focus, limited internet access, and the potential for misinformation.

The main uniqueness of the research lies in the approach taken by the researcher, namely the use of relaxed social media content combined with formal and structured English learning in the school environment, especially in highlighting the usefulness of TikTok. Different from previous studies that focused more on students' views on TikTok, its potential in enriching vocabulary, speaking skills, pronunciation, grammar, and learning motivation, and its function as a supporting medium outside the classroom, in this study the researcher focused on exploring how to integrate structured learning in the classroom environment by utilizing TikTok appropriately and in accordance with the existing environment. The researcher has a focus and goal on improving

students' ability to improve their mastery of English vocabulary with their active participation in the process

Based on this background, this study aims to examine the influence of English tutorial videos on TikTok on improving students' vocabulary mastery and to identify their positive and negative impacts on 11th-grade students at MAN 4 Ngawi. It will also explore students' perspectives on the use of TikTok as a learning medium and the factors that make these videos effective in helping them enrich their English vocabulary. Furthermore, this study will examine the challenges and obstacles faced by students in using TikTok as an English learning medium.

The results of this study are expected to contribute to the development of English language learning methods that are more in line with the latest, innovative, and technological advances. It is also hoped that this research can serve as a reference for educators in designing more effective, technology-based learning strategies that are engaging for students.

B. Problem Statement

1. What is the students' perception of the use of TikTok English tutorial videos in Increasing Vocabulary skill/development?
2. Does TikTok affect students' learning outcomes in English Vocabulary?

C. Objective of the study

1. Explore students' perceptions of using TikTok as a learning tool for vocabulary enhancement.
2. Identify the factors that make TikTok videos effective for vocabulary acquisition.
3. To explore the challenges of the influence of TikTok English tutorial videos in increasing the vocabulary skills of students' in XI IPA Class Madrasah Aliyah Negeri 4 Ngawi to improve vocabulary skills

D. The Significance of the Study

a. Students

The results of this study can help students increase their interest and motivation in learning English by utilizing informal, familiar, and engaging digital media. TikTok, as an interactive learning platform, can make the learning process more enjoyable, less boring, and more accessible. The ability to rewatch short video lessons at any time can improve students' vocabulary retention and comprehension.

b. Teachers

This study provides educators with a new perspective, providing a way to integrate social media as an informal medium into their formal teaching approach. Teachers can use various creative techniques through social media-based English learning platforms to improve the quality and atmosphere of English teaching, making the learning process more engaging and tailored to students' needs. Furthermore, the selection of quality educational content can be provided with appropriate guidance for implementation in the classroom.

c. Others Researchers

From this study, it can be useful for the existing literature on the use of informal learning media from social media in formal learning, it can function as a further reference. From this research, it can provide an opportunity to explore the effectiveness of various types of digital content on social media, the level of student contribution in the social media-based learning process, as well as as a comparison between platforms on media that support English learning.