

## **CHAPTER 1**

### **INTRODUCTION**

#### **1.1 The Background of the Study**

Learning vocabulary enables students to comprehend word meanings and utilize them in sentences. It is a crucial component of learning a language and developing language skills. Lewis-Wilkins (2024) argues that vocabulary can improve students' communication and provide a solid foundation for the development of all four language skills. It will be simple for students to communicate their ideas using their language skills and understand what people are saying if they have a good vocabulary. Nowbaghi & Vosoughi (2021) state that people use vocabulary as foundational knowledge for learning a language to communicate and interact daily, meaning that students' vocabulary is intended to facilitate them in thinking, expressing their ideas and feelings, and learning about the world.

Students' vocabulary aims to gain the meaning of words. Saggars, et.al (2023) state that Vocabulary is the understanding of various words. This is not just a link to the definition of words. For this, readers need to properly use words based on this context. Henry and Stahl (2022) argue that Vocabulary knowledge is the understanding of a word, including its meaning and context. This indicates that vocabulary is something that grows and deepens throughout life and can never be fully mastered. Dictionary instructions include searching for dictionary words or using sentences. The dictionary is intentionally acquired by the indirect impact of the word, the clear instructions of the strategy for teaching words and the strategy.

The teacher has a significant role in supporting their students in mastering vocabulary. She or he must provide the materials and strategies for teaching learning. Teng (2023) states that vocabulary helps students think and learn, and for this reason, multimedia inputs, including text, images, audio, animation, and captions or subtitles, are frequently used to support the teaching and learning of foreign languages and second languages (L2). Teachers tried to make vocabulary teaching more effective, such as genuine textbooks, signed videos, and so on to support the security judge of the dictionary. Hadi and Guo (2020) claim that research and memorization in foreign languages are complicated and important. Students have different opinions about how to learn vocabulary. Some of them believe that having vocabulary knowledge and strategies is an effective way for teachers to choose the best approach to teach vocabulary, which is beneficial for language learners.

Teachers must be creative in their teaching to overcome the students' problems with vocabulary. It is still difficult for the majority of students. Based on the English teacher's interview, Mrs Rusda informed her students that their vocabulary scores could not have given more satisfactory results. Only 20% of students were able to master vocabulary. Students' vocabulary needs to be more familiar with the meaning, expressing idiomatic words, and using suitable words based on contexts. Rohmatillah (2020), in her research, described the students' difficulties in vocabulary, such as (1) pronouncing the words, (2) selecting the words' appropriate meaning, and (3) confusing to use the word based on the context. This means that the student's difficulties in vocabulary are unknown meanings,



pronouncing the words, writing and spelling, different grammatical forms of a word, and expressing the idiomatic words

The students have to master vocabulary if they want to understand English. Based on the students' interviews, it was found that their difficulties with vocabulary were due to their difficulty memorizing the meaning of words and their lower motivation. Most of them did not show interest in teaching vocabulary because of the lack of stimulation of the teaching medium. Calderon et al. (2023) state that poor vocabulary is a grave issue for English language students. Teachers should make variations in teaching vocabulary and make the teaching-learning process more enjoyable. The students should also be provided with technology such as videos or audio to learn vocabulary. Fathi, et. al (2022) state that Teachers should view technology as a tool to support their methods and strategies. It means that teachers can use technology as a teaching medium to stimulate their students in vocabulary.

YouTube makes it easier for students to master their vocabulary with a fun learning process. Listening to and watching the songs on YouTube can improve the students' vocabulary. Nisa (2019) described how YouTube can increase students' vocabulary through video content and song lyrics. Video and song lyrics can attract students' attention and make it easy to memorize some words. Putri and Rustipa (2023) state that videos that included lyrics to songs were a good way to teach students English vocabulary because they can motivate students to learn and help them remember the words. This means that using YouTube video songs is an alternative teaching medium that can help students improve their vocabulary.

TikTok is another teaching medium that can be used to improve students' vocabulary. Technology and digital media make it easier for students to master their vocabulary with fun and joy during the learning process. This popular social media application allows users to create, watch, and share videos. This application can be used to facilitate the students' learning process. Montag, et, al (2021) described TikTok as a function called "lipsync," which is a great way to learn new words and how to say them. It means that TikTok is used to introduce and reinforce learning vocabulary through watching, singing, and lipsync, which is used to move the mouth, without speaking or singing to memorize the words. That is why TikTok is enjoyable and also helps students memorize vocabulary.

TikTok songs will be used as a medium to teach vocabulary. Hafisha (2022) states that from TikTok songs, the students will try to memorize the lyrics as the back sound of the video. It means TikTok songs make it easy for students to process information from the song lyrics. Guerrero (2021) found that in education, TikTok is teacher-made videos that students can repeatedly watch, such as tenses, vocabulary, and pronunciation. This media is widely used since it is beneficial and makes learning simple and enjoyable.

YouTube and TikTok, can be used to overcome students' vocabulary problems. These digital applications can be used as media for teaching vocabulary, motivation, and enthusiasm for vocabulary learning. These media make the students feel enjoyable, fun, and creative, improving their vocabulary achievement.



## **1.2 The Problems of the Study**

As mentioned previously, the problems can be written in the form of three questions, they are:

- 1) Does YouTube affect significantly the students' vocabulary achievement?
- 2) Does TikTok affect significantly the students' vocabulary achievement?
- 3) Do YouTube and TikTok affect significantly different on the students' vocabulary achievement?

## **1.3 The Objectives of Study**

The objectives of this study were:

- 1) to describe the students' vocabulary achievements when taught using the YouTube application.
- 2) to describe the student's vocabulary achievements when they are taught using the TikTok application.
- 4) to show YouTube and TikTok affect significantly different on the students' vocabulary achievement.

## **1.4 The Scope of the Study**

The implementation of YouTube and TikTok applications as technology and digital media was limited to song platforms. Then for students' vocabulary, the study was limited to Schmitt (2010), who states that vocabulary relates to word form, word meaning, and word use.

### 1.5 The Significances of the Study

The results were expected to share information about implementing YouTube and TikTok applications on the students' vocabulary achievement. This research finding consisted of theoretical and practical significance.

1. Theoretically, the research findings helped enhance the students' vocabulary achievement through YouTube and TikTok applications to support teaching media using internet technology for online learning. This study focuses on creative and innovative learning.
2. Practically, the research findings were useful for:
  - a) Students who wanted to improve their vocabulary through YouTube and TikTok applications through video songs, song lyrics, and lipsync in the teaching-learning process.
  - b) English teachers who wanted to encourage and improve the students' achievement through digital education by developing their creativity and innovation in teaching vocabulary.
  - c) A school that wanted to realize the goal of national education by implementing technology, digital applications, and online learning.
  - d) Other researchers who wanted to use this research as a reference in further research.