

CHAPTER I

INTRODUCTION

A. Background of the Research

English is widely recognized as a global lingua franca. English has become the fastest increasing language in this modern world and it occupies the status of a commercial language by connecting the East and the West and the North and the South (Rao, 2019). Additionally, globalisation's influence has increased the importance and widespread use of the English language, especially in educational and professional fields (Al-Jiboury, 2024).

This global significance makes English proficiency an essential skill for students, as it provides access to knowledge, communication, and better career opportunities. The ability to communicate well in English in an increasingly globalized world is important for students in many countries, including Indonesia. English is not only used for communication, but also for accessing scientific knowledge, technology, and international information.

Therefore, students are expected to master adequate English language skills to help them advance in their education and future careers. Vocabulary in the language system is a very important component of language activities: speaking, listening, reading, and writing (Andrieieva et al., 2025). Vocabulary learning is proven to play an important role in mastering a language (Khan et al., 2018).

Vocabulary is often considered the foundation of language learning because it supports the development of all language skills. Students with sufficient vocabulary will find it easier to understand texts, express ideas, and communicate effectively in English. Therefore, teachers need to employ engaging and effective methods to help students learn and retain new vocabulary.

However, many junior high schools, including MTs Qaryatul Jihad Bengkulu Tengah, still face difficulties in improving their English vocabulary. Based on initial observations on January 19, 2026, researchers conducted informal discussions with English teachers and found that many students still had difficulty understanding the meaning and use of English

vocabulary, especially in seventh grade.

Students tend to have limited vocabulary skills or knowledge. This condition is often caused by conventional learning method that is solely focused on textbooks and memorization, which makes students feel bored and unmotivated, making learning less interesting, which results in unsatisfactory vocabulary learning outcomes. This problem shows that students need a more creative and interesting learning approach that can help them remember vocabulary better. Therefore, the researcher explored alternative learning media that are closer to students' daily lives and interests.

In the digital age, students are more interested in learning through online media. Social media is a computer-based technology that facilitates the sharing of ideas, thoughts, and information through the building of virtual networks and communities (Hadacs et al., 2021). By using technology, learning can become more interesting and interactive for students. Digital platforms allow teachers to present lessons in various formats, such as animations, images, and videos, which can attract students' attention.

Thus, technology-based learning media can increase student motivation and participation in the learning process in the classroom. One of the most popular social media platforms today is TikTok, which presents interesting videos with attractive visuals that are able to capture students' attention. When used as educational content, TikTok videos can become a platform that presents learning materials that are fun and not boring Alghameeti (2022) states that the use of TikTok in language learning can increase students motivation and desire to learn.

Several previous studies have shown that the use of TikTok has a positive impact on English language learning. Kueh Lee Mei et al., (2022) found that students had a positive perception of using TikTok because it made the increased students' engagement and motivation. Nadyah Rida Alshreef et al., (2023) also proved that TikTok was effective in helping students expand their English vocabulary. Furthermore, a study by Afrah

Abdullah Alghameeti (2022) investigated the effectiveness of TikTok in enhancing vocabulary among fifty Saudi Arabian high school students.

The results showed that students who learned through TikTok exhibited a greater desire to learn and were able to improve their vocabulary mastery through short, engaging, and visual content. These studies show that TikTok has great potential to be used as an inventive learning medium in English teaching, especially vocabulary learning, because the visual and interactive nature of its videos can make learning more interesting and make it easier for students to understand vocabulary.

Although previous studies have shown that TikTok can support English vocabulary learning, most of them focused on students' perceptions, motivation, or attitudes toward TikTok, and were conducted in different countries and educational contexts. Few studies have examined the actual effect of educational TikTok videos on vocabulary mastery using a quasi-experimental design at the junior high school level in Indonesia, particularly in Bengkulu. Therefore, this study aims to fill this gap by investigating the effect of educational TikTok videos on the English vocabulary mastery of seventh-grade students at MTs Qaryatul Jihad Bengkulu Tengah.

This study focuses on the effect of using educational TikTok videos as a learning medium for teaching English vocabulary to seventh-grade students at MTs Qaryatul Jihad in the 2025/2026 academic year. This study is limited to measuring students' English vocabulary mastery before and after the treatment using educational TikTok videos. Other aspects of English language learning, such as grammar, pronunciation, and speaking fluency, are not examined in this study.

B. Identification of the Problem

1. Teachers still rely on conventional vocabulary teaching methods, which may result in less engaging learning activities for students.
2. Students' vocabulary achievement remains low because they lack exposure to interactive and motivating learning media.
3. Students may face difficulties retaining new vocabulary when learning through traditional instructional methods.

C. Research Question

Is there a significant effect of using educational TikTok videos on students' English vocabulary mastery?

D. Research Objectives

To determine whether there is a significant effect of using educational TikTok videos on students' English vocabulary mastery.

E. The Significances of the Study

This research is expected to provide both theoretical and practical significances:

1. Theoretical Significance

This study is expected to contribute to the development of English teaching theory, particularly regarding how social media platforms such as TikTok can be used as creative learning tools to improve students' vocabulary.

2. Practical Significances

2.1 For Teacher : This study can serve as a reference for English teachers to use creative and engaging learning media, such as educational videos from TikTok, to improve their students' vocabulary skills.

2.2 For Students : By using interesting and engaging social media content, this research can help students increase their motivation and interest in learning English vocabulary.

2.3 For Future Researchers : Further research on the use of TikTok or other social media platforms in English language teaching can use this research as a reference.

