

CHAPTER 1

INTRODUCTION

A. Background of the Study

PALP (Peer Assistant Learning Program) is a learning organization in the English education department of Ahmad Dahlan University since 2014, where mentors teach early semester English Education students (1st and 2nd semester) with the guidance of lecturers. The PALP organization consists of boards, mentors, and mentees. The program implements a peer to peer learning method, where the mentors are 3rd to 7th semester students, and they teach 1st and 2nd semester students English outside of class. PALP is also known as an approach that involves students teaching other students, Kirkham & Ringelstein, (2008). PALP was founded to be a place to learn and share information about the world of education, especially in English education study programs. PALP activities focus on learning and mastering English language material. Apart from that, PALP also carries out routine discussion activities in English.

Learning and mastering English certainly cannot be separated from learning four skills, namely speaking, writing, listening, and reading. However, these four abilities cannot be mastered without learning vocabulary. Vocabulary is an important element that is first learned when someone learns English. According to Hatch and Brown (1995), Vocabulary is the basis for language development and functions as a basis for communication. This statement explains that without learning vocabulary, a person cannot express the thoughts to communicate well orally or in writing.

Lack of vocabulary mastery can affect a person's ability to communicate with other people. This is certainly a challenge faced by everyone learning English, especially for students majoring in English education. The reason why it is so difficult to remember the vocabulary being

taught is because the media used is not varied and does not attract students' interest. So using the vocabulary taught in the class in speaking activities such as communicating and discussing is a challenge.

Vocabulary mastery starts with how to learn vocabulary and the media used in the learning. There are many ways and media that can be used to learn vocabulary. Choosing suitable media can influence the results of the learning that has been given. According to Cameron (2001) states that one approach to teaching vocabulary to students that students can learn well is by using audio-visual media and several media such as using pictures, real objects, or actions to provide illustrations of the vocabulary being studied.

As time advances and the amount of technology that has been created, many media can be used as vocabulary learning media. One of the media that provides audio-visuals as the main content is social media. According to Gupta and Bashir (2018), Social media has several main purposes, namely for socializing, information, entertainment, and for academic purposes. From this statement, it is known that social media is not just a place for entertainment but can be used as a learning medium that can be used for education. One approach to teaching vocabulary that is fun for students and can attract students' interest is to use video or audio-visual media provided on social media. One of the social media that generally presents video content on their platform is the TikTok application.

TikTok is a video application from China that was first launched in 2016. TikTok is an application that supports its users to enjoy entertainment content that is presented briefly and also provides a platform for users to upload their content. Since it was first released until now, TikTok has continued to experience an increase in the number of users. Initially, it only existed in China under the name Douyin application, now TikTok has become an international application that has users almost all over the world. The TikTok application is starting to be widely used in Indonesia, especially

among students, with a variety of content such as comedy, health, dance, and education which makes it easier for students to choose and get video content on TikTok according to students' interests. According to Ardiana and Ananda (2022), Tiktok application, apart from being an entertainment medium, can be used as a supporting medium in learning activities because the large variety of content available increases interest and increases activeness in learning activities.

Previous research has also explained that TikTok is an effective medium for learning English, especially in pronunciation. Pratiwi, A., Naura, U., and Riska, S. (2021). *“Utilizing Tiktok Application as Media for Learning English Pronunciation. International Conference on Education of Suryakencana”* This research explains that TikTok videos get a positive response from respondents in developing their pronunciation and speaking skills and using the TikTok application encourages them to learn basic English.\

Yuhariah (2023). *“Students’ Perception of the Use of Youtube Song Lyrics in Constructing English Language Teaching Activities: an Teacher-Student.”* In this study, YouTube videos were used as a means of learning English, with the consideration that using YouTube videos which are included in the audio-visual media category can attract students' interest in learning English because the material is presented in detail, namely subtitles are available and the content provided is content. From this research, is that students have succeeded in increasing their interest and English language skills such as vocabulary, grammar, listening, and speaking.

Based on previous research, the researcher decided to research the use of audio-visual media, namely the TikTok application in learning English with a focus on vocabulary learning. The research was conducted with the subjects, who were students who joined PALP as mentees and mentors. PALP itself is a forum for students to learn and master the skills needed as students

in the English department, such as grammar, writing, reading, listening, and speaking. For PALP activities not only learn material but also practice directly such as discussing a topic using English. In implementing this activity, the obstacle or challenge faced by students, both mentees and mentors, is the lack of vocabulary.

The researcher observed that the challenge faced by mentors and mentees as students in the English education department is the lack of vocabulary. The challenges faced by students at PALP make researchers want to know if there is a media that can be used to help the learning process and vocabulary development and TikTok videos have the potential to be a supporting media in the vocabulary learning process. Previously, researcher had observed activities at PALP and researcher saw that almost all mentees and mentors at PALP had installed the Tiktok application. Researchers also want to explore more deeply the perceptions of students who are members of PALP as English language education students towards the use of the TikTok video application for learning and improving vocabulary.

B. Identification of the Problem.

Based on the explanation above, the following problems can be identified:

- a. Students have difficulty discussing in English due to lack of vocabulary.
- b. Vocabulary learned in class is not suitable for daily conversations for mentors and mentees as English education students.

C. Focus of the Study

Students or mentees and mentors at PALP have difficulty remembering and understanding the vocabulary that has been taught in the class, and have difficulty speaking English due to a lack of mastered vocabulary. Therefore, this research focuses on the perceptions of mentees and mentors using TikTok for vocabulary learning.

D. Formulation of the Problem

Based on the background written above, the researcher formulates the research question as follows:

1. What are the perceptions of mentees and mentors regarding the use of the TikTok application for vocabulary learning?
2. How do mentees and mentors use TikTok videos to improve vocabulary?
3. What obstacles do mentees and mentors face when using TikTok for vocabulary learning?

E. Objective of the Study

Based on the research formulation written by the researcher above, the objective of this study are:

1. To determine the perceptions of mentees and mentors at PALP when using TikTok videos as a medium for learning vocabulary
2. To know how mentees and mentors at PALP use TikTok videos as an instructional medium for learning and improving vocabulary.
3. To know whether there are obstacles that mentees and mentors face when using TikTok videos as a learning medium.

F. Significance of the Study

The results of this research are expected to provide information for:

1. Student

It is hoped that this research can help students increase their interest and enthusiasm in learning English vocabulary because there is a lot of content that uses English on the TikTok application.

2. The Lecturer

It is hoped that this research can provide advice and information for English teachers to make the TikTok application a medium that can be used to learn English vocabulary, because social media, especially the TikTok application, has many benefits to help improve skills and increase

knowledge for students.

3. The Researcher and The Next Researcher

It is hoped that this research can help students increase their interest and enthusiasm in learning English vocabulary because there is a lot of content that uses English on the TikTok application and the results of this research can provide assistance and information to future researcher regarding student perceptions: of using the TikTok application as a medium for learning English vocabulary and being able to conduct detailed and in-depth research regarding the use of the TikTok application.

4. University

The results of this research can be used as a reference and information for campuses in using TikTok media as a creative and innovative learning medium, especially in the English language education department.