INDONESIAN ENGLISH MAJOR COLLEGE STUDENTS' ATTITUDES TOWARD THE USE OF *TIKTOK* FOR VOCABULARY LEARNING

SKRIPSI

by

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ENGLISH LANGUAGE EDUCATION DEPARTMENT

FACULTY OF EDUCATION AND HUMANITIES

UNIVERSITAS KRISTEN DUTA WACANA

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by

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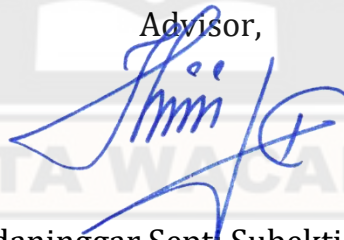Student Number   :   81190063

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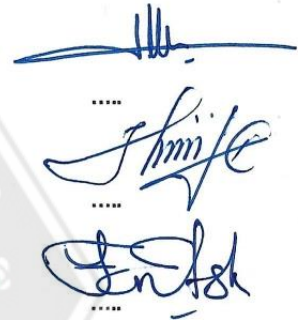
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STATEMENT OF ORIGINALITY

I honestly declare that this *Skripsi* does not contain the work or part of the work of other people, except those cited in the quotations and the references.

Yogyakarta, 19 June 2023

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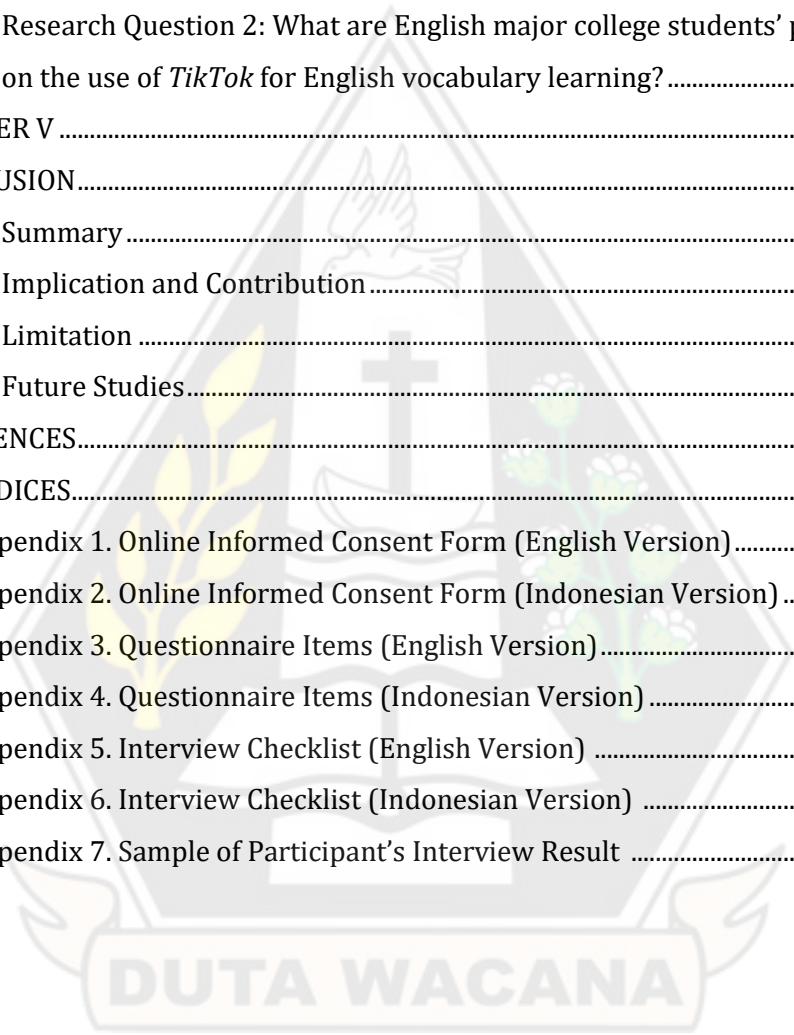
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ABSTRACT

Rita, R. (2023) *Indonesian English Major College Students' Attitudes toward The Use of TikTok for Vocabulary Learning* (Unpublished Undergraduate Thesis). Universitas Kristen Duta Wacana: Yogyakarta, Indonesia.

This study aimed to investigate what are English major college students' attitudes and perspectives toward the use of *TikTok* for vocabulary learning. This research was conducted using mixed-methods by distributing online questionnaires and interviews. In an online survey, this study involved 116 participants of English major college students throughout Indonesia who were active *TikTok* users. The questionnaire was distributed through social media such as *WhatsApp, Instagram, Twitter,* and *TikTok.* The finding of the survey was students have positive attitudes toward the use of *TikTok* for learning vocabulary. Moreover, this study also used follow-up interviews involving six students, selected based on their attitudes levels (highly positive, moderate, and relatively negative attitudes). The results of the interviews were analyzed using thematic analysis. From the result of the interview analysis, this study found; learners could learn English vocabulary through watching various English videos on *TikTok;* the effectiveness of *TikTok* to learn English vocabulary depending on how properly students use it; *TikTok* enabled learners to learn English vocabulary through English native-speaker content creators. The results of this study suggested that teachers and students could use *TikTok* wisely in English vocabulary learning. This research also suggests further research to investigate the weaknesses of *TikTok* to be used in learning English so that students and teachers can anticipate it.

Keywords: TikTok, vocabulary learning, students' attitudes

INTISARI

Rita, R. (2023) *Indonesian English Major College Students' Attitudes toward The Use of TikTok for Vocabulary Learning* (Unpublished Undergraduate Thesis). Universitas Kristen Duta Wacana: Yogyakarta, Indonesia.

Penelitian ini bertujuan untuk menyelidiki sikap dan perspektif mahasiswa jurusan Bahasa Inggris terhadap penggunaan TikTok untuk pembelajaran kosakata. Penelitian ini dilakukan dengan metode campuran dengan menyebarkan kuesioner online dan wawancara. Dalam survei online, penelitian ini melibatkan 116 peserta mahasiswa jurusan Bahasa Inggris di seluruh Indonesia yang merupakan pengguna aktif TikTok. Kuesioner disebarkan melalui media sosial seperti WhatsApp, Instagram, Twitter, dan TikTok. Temuan dari survei tersebut adalah siswa memiliki sikap positif terhadap penggunaan TikTok untuk pembelajaran kosakata. Selain itu, penelitian ini juga menggunakan wawancara lanjutan yang melibatkan enam siswa yang dipilih berdasarkan tingkat sikap mereka (sikap sangat positif, sedang, dan relatif negatif). Hasil wawancara dianalisis dengan menggunakan analisis tematik. Dari hasil analisis wawancara, penelitian ini menemukan; pembelajar dapat mempelajari kosakata Bahasa Inggris dengan menonton berbagai video bahasa Inggris di TikTok; efektivitas TikTok untuk pembelajaran kosakata Bahasa Inggris tergantung pada seberapa baik siswa menggunakannya; TikTok memungkinkan pelajar untuk mempelajari kosakata Bahasa Inggris melalui pembuat konten penutur asli Bahasa Inggris. Hasil penelitian ini menyarankan agar guru dan siswa dapat menggunakan TikTok dengan bijak dalam pembelajaran kosakata Bahasa Inggris. Penelitian ini juga menyarankan penelitian lebih lanjut untuk menyelidiki kelemahan TikTok untuk digunakan dalam pembelajaran Bahasa Inggris sehingga siswa dan pengajar dapat mengantisipasinya.

Kata kunci*: TikTok, belajar kosakata, sikap mahasiswa*

CHAPTER I
INTRODUCTION

This chapter will introduce the topic of the study. There are four subheadings of this chapter that will be discussed, namely research background, research questions, research objectives, and research benefits.

A. Research Background

English is popularly used all over the world, including in Indonesia (Liando & Tatipang, 2022). In learning English, it is important for students to learn vocabulary. It is because without learning vocabulary, students cannot understand the language (Yusda et al., 2020). As stated by Sekhar and Chakravorty (2017) vocabulary learning is the center of language acquisition. One thing that researchers, teachers, and students cannot deny is that learning vocabulary is an essential part of second language acquisition (SLA) (Schmitt, 2008). Furthermore, Muddin (2018) stated that vocabulary is knowledge about words and word meanings. The four language skills (reading, writing, listening, and speaking) cannot be mastered and will be hampered if students' vocabulary acquisition is still lacking (Muddin, 2018). Given the importance of learning vocabulary in a second language (L2), teachers are expected to think about the best way to teach vocabulary (Oxford & Crookall, 1990). Therefore, it is important to conduct a study about students' vocabulary mastery.

Vocabulary can be learned in various ways, one of which is through social media platforms (Khan et al., 2016). Social media has become very popular throughout the world, especially in Indonesia (Pratama et al., 2020). This can be seen from one of the social media platforms, Facebook, where Indonesian users rank fourth in the world in 2018 (Pratama et al., 2020). Furthermore, since the Covid-19 pandemic, social media users have increased (Sujarwoto et al., 2023). Based on data *Social Media Users in Indonesia: The Last Month of 2023* (2023) as of April 2023, there were 195,300,000 Facebook users in Indonesia or 69.8% of the total population and 109,331,200 Instagram users or 39.1% of the total population. Zainal & Rahmat (2020) said that social media is an effective tool for learning English vocabulary. Several studies stated social media platforms, such as Instagram (Agustin & Ayu, 2021), Facebook (Monica

et al., 2014), YouTube (Sivagnanam & Yunus, 2020) and Twitter (Alharthi et al., 2020) can be used to improve English vocabulary. Moreover, this context study is in Indonesia where social media is very popular, so it is possible for social media to be used to learn vocabulary in Indonesia.

One of the most popular social media in Indonesia is *TikTok*. In Indonesia itself, *TikTok* users have reached 113 million (Ceci, 2023). *TikTok* is a platform for sharing short videos from all over the world (Rahmawati & Anwar, 2022). Xiuwen and Razali (2021) stated that *TikTok* is a popular social media that allows users to create, watch and share short videos around 15 seconds – 3 minutes long. Related to learning English, Xu et al. (2019) suggested that social media linked with short videos can help improve students' English mastery. By presenting interesting short videos that can be watched by all users from various countries, it is possible for *TikTok* to be used to learn foreign languages for its users (Xiuwen & Razali, 2021). Therefore, by taking advantage of the current *TikTok* era, it is important to do a research about the use of *TikTok* on vocabulary mastery in Indonesia.

Studies on *TikTok* have been conducted with a variety of participants, for example, secondary students (e.g. Alghameeti, 2022; Erwani et al., 2022; Yang, 2020), senior high school students (e.g. Rahman, 2021; Sirait & Hutasuhut, 2023; Sivagnanam & Yunus, 2020), and university level (e.g. Hastomo et al., 2022; Ining, 2021; Xiuwen & Razali, 2021). Based on that, this study decided to choose university-level students as the participants. That is because the researcher saw that study on *TikTok* using university-level students is still outnumbered compared to junior and senior high school. Looking at the urgency of EFL learners to learn English, then bearing in mind that the participants are EFL learners that have to update their English knowledge. This study decided to choose EFL learners or English major students as the participants

After looking at the rationale of participants, this study decided to research the use of *TikTok* in the Indonesian context. *TikTok* users in Indonesia reached 113 million users in Indonesia in April 2023 (Ceci, 2023). It gives an overview of the frequency of Indonesian using *TikTok* these days. Moreover, considering the previous studies on this topic in the Indonesian context at the university level are still lacking, there are several studies on *TikTok* that use EFL learners in other countries (e.g. Ining, 2021;

Xiuwen & Razali, 2021) and in Indonesia itself (Hastomo et al., 2022), it shows the possibility to conduct this study in Indonesia.

Studies on *TikTok* have been conducted with a variety of methods, for example, quantitative (Alghameeti, 2022; Hastomo et al., 2022; Rahmawati & Anwar, 2022; Sivagnanam & Yunus, 2020; Yang, 2020), qualitative (Cahyono & Perdhani, 2023; Erwani et al., 2022; Ining, 2021; Pratami & Syafryadin, 2023; Pratiwi et al., 2021), and mixed-methods (Anumanthan & Hashim, 2022; Sirait & Hutasuhut, 2023). Mixed-methods are methods that combine two types of research (quantitative and qualitative). However, mixed-methods studies on *TikTok* in Indonesia are still limited. With that consideration, this study decided to use mixed-methods as the research method for this study.

B. Research Question

Regarding the rationale of the research stated above, this study addresses two questions as written below:

    a. What are English major college students' attitudes toward the use of *TikTok* for English vocabulary learning?

    b. What are English major college students' perspectives on the use of *TikTok* for English vocabulary learning?

C. Research Objective

By conducting this research study, it is intended to investigate two points:

    a. The attitudes of English major college students toward the use of *TikTok* for English vocabulary learning.

    b. English major college students' perspectives on the use of *TikTok* for English vocabulary learning.

D. Research Benefits

By doing this research is expected to be useful for students, teachers, and other researchers as follows:

a. For teachers, this can be the insight in choosing *TikTok* as a learning medium in teaching English to improve students' vocabulary.

b. For students, this can be taken into consideration when choosing *TikTok* as an application that can help improve their vocabulary.

c. For researchers, this study can be a reference in conducting studies in the same field and may be able to improve what is the limitation of this study.
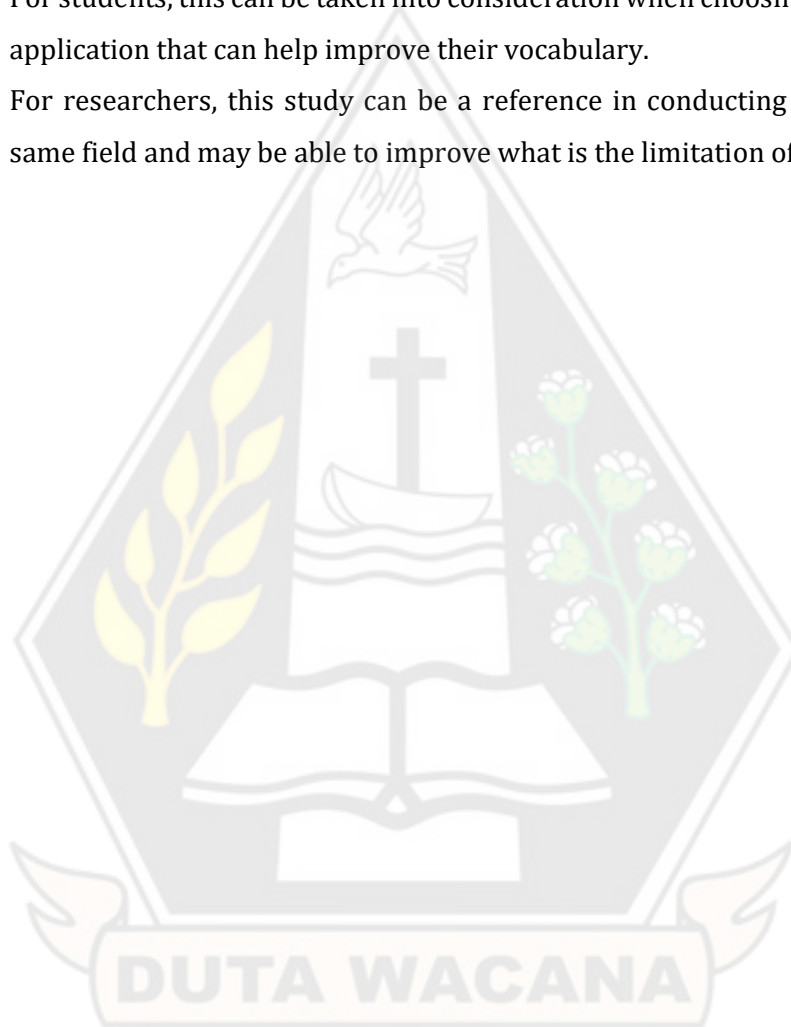
CHAPTER V
CONCLUSION

This chapter consists of summary, implication and contribution, limitation, and future studies.

A. Summary

This study revealed that participants had highly positive attitudes of using *TikTok* to learn English vocabulary after conducting an online survey. The result of the online survey was an average value of 4.02, which means that their attitudes level toward using *TikTok* to learn English vocabulary was highly positive. In addition, this study also conducted interviews to obtain in-depth data about the perspectives of English major students regarding the use of *TikTok* to learn English vocabulary. The interview results showed that six participants had some similar perceptions about using *TikTok* to learn English vocabulary. Based on the similarity of opinion, this study concluded that participants' perceptions on the use of *TikTok* for English vocabulary learning; Learners could learn English vocabulary through watching various English videos on *TikTok*; the effectiveness of *TikTok* to learn English vocabulary depending on how properly students use it; and *TikTok* enabled learners to learn English vocabulary through English native-speaker content creators.

B. Implication and Contribution

The implications of this research can be seen from its findings. Through the survey results, it is known that participants have highly positive attitudes toward using *TikTok* as a platform that helps them learn English vocabulary. Therefore, English teachers might be able to start making vocabulary learning scenarios in the class by using *TikTok* as a learning resource. For example, the teacher could ask the students to make *TikTok* videos using the vocabulary they learned in the classroom, or the teacher could use *TikTok* videos as their media or teaching resources in the classroom. Moreover, the interview results generally found that *TikTok* is an effective platform for learning English vocabulary as long as the students can use it properly. Related to this finding, means *TikTok* can be an alternative for English teachers to teach vocabulary in the classroom. Nevertheless, English teachers must also pay attention

to the students' behaviors during the use of *TikTok* in the classroom. Teachers may be able to encourage students to use *TikTok* just for their academic interests. So that the use of *TikTok* does not become an obstacle to student learning. The use of *TikTok* in the classroom should be under teacher supervision to ensure that students use it properly. However, it is not only the teachers who play an active role, students can also play a role by using *TikTok* wisely so that learning outcomes can be achieved.

Besides that, this study also contributes to other studies. In terms of participants, this study showed the results of a *TikTok* survey in Indonesia that used more than 100 participants. The number and area of participants in this study are greater than the number and area of participants in previous studies on *TikTok* in the relatively limited Indonesian context, such as only in one class or institution. The quantitative results of this study can be the picture of Indonesian English major students' views toward the use of *TikTok*. Then, this study used mixed-methods which can enrich research on the use of *TikTok* to learn English vocabulary in Indonesia. Moreover, through a mixed-methods study, this study was able to look at the *TikTok* phenomenon for vocabulary learning from two sides: surveys and interviews, compared to previous studies which only chose one or the other design.

C. Limitation

The researcher realizes that this study is not perfect and still has some limitations, such as this study only involved English major students as the participants. It becomes a limitation because English major students have the obligation to learn English. Meanwhile, if this study involving Non-English major students, there is a possibility that they will produce different results. Second, the number of participants for this study is not balanced in terms of their regions of origin. Therefore, it makes this study unable to cover the Indonesian context. Hence, with respect to the participants, which are English major students, this study would be better if the researcher adds the participants or do something so that the participants from all regions are balanced. Another limitation is that the researcher realizes as a novice, she may not be very skilled in conducting interviews. So that, there were some contradictive in the results of the interviews.

D. Future Studies

Based on the findings and limitations, this study has some suggestions for future studies. First, future studies could conduct a study on the same topic but using different instruments. Future studies could conduct a study about the use of *TikTok* to learn English vocabulary using tests or classroom observation. Second, future studies could conduct mixed-methods studies on this topic using another type of participants, it can be specific to one major, or level, or perhaps specific to the region. Last, future studies could conduct a study about the use of *TikTok* to learn different aspects of language.
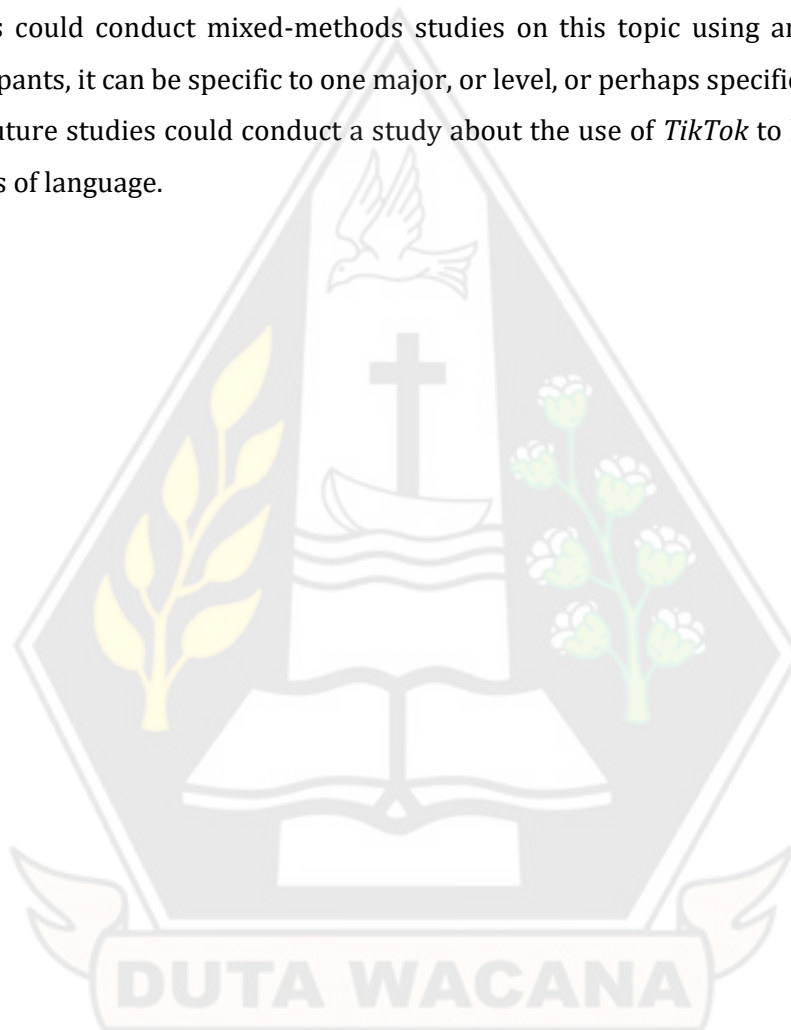
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