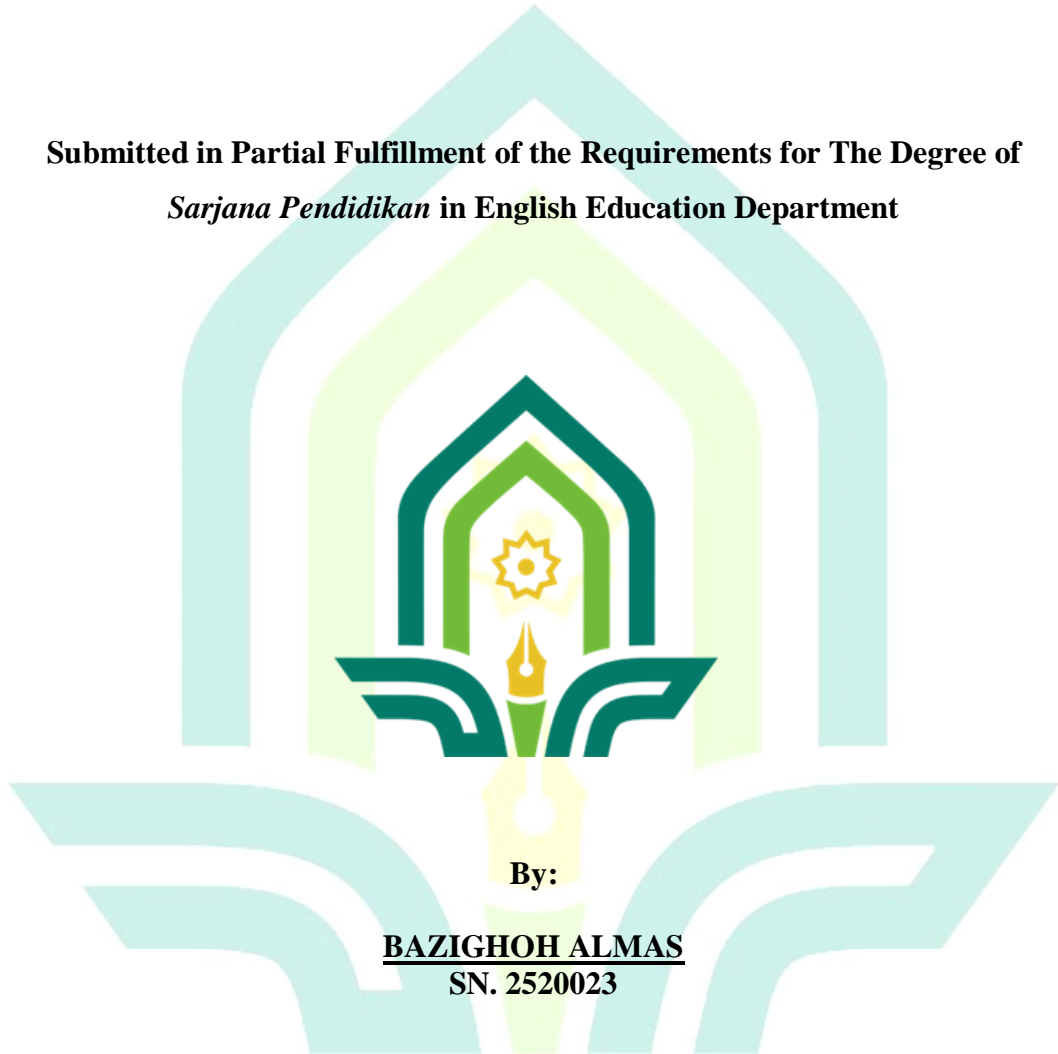


**STUDENTS' EXPERIENCES IN LEARNING ENGLISH
VOCABULARY THROUGH TIKTOK APPLICATION:
A NARRATIVE RESEARCH**

A THESIS

**Submitted in Partial Fulfillment of the Requirements for The Degree of
Sarjana Pendidikan in English Education Department**



By:

**BAZIGHOH ALMAS
SN. 2520023**

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI
K.H. ABDURRAHMAN WAHID PEKALONGAN
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2024**

LEMBAR PERNYATAAN KEASLIAN SKRIPSI

Yang bertandatangan di bawah ini :

Nama : BAZIGHOH ALMAS

NIM : 2520023

Fakultas : Tarbiyah dan Ilmu Keguruan

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Demikian pernyataan ini dibuat dengan sebenar-benarnya.

Pekalongan, 09 Juli 2024

Yang Menyatakan,



BAZIGHOH ALMAS

NIM. 2520023

Ahmad Burhanuddin, M.A
Dusun Ca RT 44/RW 06 Ds. Cibuyur
Kec. Warungpring, Pemalang, Jawa Tengah

NOTA PEMBIMBING

Lamp : 3 (Tiga) Eksemplar
Hal : Naskah Skripsi
Sdri Bazighoh Almas

Kepada
Yth. Dekan FTIK UIN K.H. Abdurrahman Wahid Pekalongan
c.q. Ketua Program Studi TBIG
di
PEKALONGAN

Assalamu'alaikum Wr.Wb.

Setelah diadakan penelitian dan perbaikan, maka bersama ini saya kirimkan naskah Skripsi :

Nama : BAZIGHOH ALMAS
NIM : 2520023
Program Studi : FTIK/Tadris Bahasa Inggris
Judul : **STUDENTS' EXPERIENCE IN LEARNING ENGLISH
VOCABULARY THROUGH TIKTOK APPLICATION
: A NARRATIVE RESEARCH**

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Wassalamu'alaikum Wr.Wb.

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Pembimbing



Ahmad Burhanuddin, M.A
NIP. 19851215 201503-1 004



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UNIVERSITAS ISLAM NEGERI
KH. ABDURRAHMAN WAHID PEKALONGAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Pahlawan Km. 5 Rowolaku, Kajen, Kabupaten Pekalongan 51161
Website: ftik.uingusdur.ac.id email: ftik@uingusdur.ac.id

APPROVAL SHEET

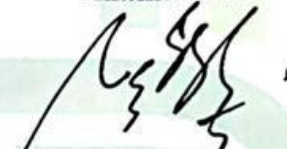
The Dean of Faculty of Education and Teacher Training, Universitas Islam Negeri (UIN) K.H. Abdurrahman Wahid Pekalongan, confirms that the undergraduate thesis by:

NAME : BAZIGHOH ALMAS
SN : 2520023
TITLE : STUDENTS' EXPERIENCES IN LEARNING ENGLISH VOCABULARY THROUGH TIKTOK APPLICATION : A NARRATIVE RESEARCH

Has been examined and approved by the panel of examiners on Friday, 19th July 2024 as a partial fulfillment of the requirements for the Degree of Sarjana Pendidikan (S.Pd.) in English Education.

The Examiners,

Examiner I


Dr. Nur Kholis, M.A.
NIP. 19750207 199903 1 001

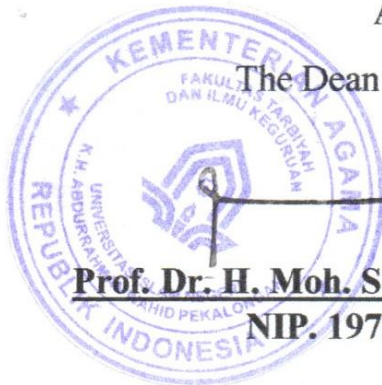
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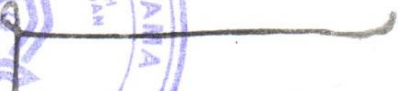

Isriani Hardini, S.S., M.A., Ph.D.
NIP. 19810530 200901 2 007

Pekalongan, 24th July 2024

Assigned by

The Dean of FTIK Pekalongan




Prof. Dr. H. Moh. Sugeng Solehuddin, M. Ag.
NIP. 19730112 200003 1 001

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MOTTO

“Karena sesungguhnya sesudah kesulitan itu ada kemudahan”

(QS. Al-Insyirah : 5)

*“Orang tua di rumah menanti kepulanganmu dengan hasil yang membanggakan,
jadi jangan pernah kecewakan mereka. Simpan keluhmu, sebab letihmu tak
sebanding dengan segala perjuangan mereka menghidupimu.”*

-berlian

*“Lahirnya Aku ke dunia sampai harus membahayakan nyawa seorang Ibu, jadi
tidak mungkin aku tidak ada artinya.”*

-berlian

ABSTRAK

TikTok adalah platform media sosial yang populer di kalangan siswa, dengan fitur video pendek yang menarik perhatian pengguna. Penelitian ini bertujuan untuk mengeksplorasi dan mengetahui bagaimana pengalaman siswa dalam memanfaatkan aplikasi TikTok sebagai alat pembelajaran yang efektif untuk memperluas kosa kata Bahasa Inggris mereka. Secara lebih khusus tujuan utama penelitian ini adalah untuk memahami dan menyelidiki bagaimana siswa dapat menggunakan aplikasi TikTok secara efektif dalam mempelajari kosa kata Bahasa Inggris, serta strategi yang mereka terapkan dalam proses pembelajaran. Metode penelitian yang digunakan adalah pendekatan kualitatif dengan teknik pengumpulan data melalui wawancara semi-struktur dan dokumentasi untuk mengumpulkan data. Data dianalisis menggunakan analisis tematik dari Braun dan Clarke, serta analisis perasaan oleh Martin and White. Sejumlah siswa dari tingkat sekolah menengah atas yang aktif menggunakan TikTok sebagai sarana belajar Bahasa Inggris dan yang bersedia membagi pengalaman diundang untuk berpartisipasi dalam penelitian ini. Hasil dari penelitian ini menunjukkan bahwa partisipan sangat senang saat menggunakan TikTok untuk pembelajaran Vocabulary, partisipan dapat dengan mudah menambah vocabulary melalui konten di TikTok, aplikasi TikTok dapat membantu menambah dan mengingat vocabulary dengan mudah. Penelitian ini menyarankan penggunaan Teknologi berupa aplikasi berbasis media ini dapat digunakan untuk belajar dan dapat menambah kemampuan vocabulary dengan mudah karena banyak umpan balik positif dari partisipan.

Kata Kunci : *Pengalaman siswa, Belajar Vocabulary, Aplikasi TikTok*

ABSTRACT

TikTok is a popular social media platform among students, with short video features that attract users' attention. This research aims to explore and find out how students experience utilizing the TikTok app as a practical learning tool to expand their English vocabulary. More specifically, the main objective of this research is to understand and investigate how students can use the TikTok app effectively in learning English vocabulary, as well as the strategies they apply in the learning process. The research method used is a qualitative approach with data collection techniques through semi-structured interviews and documentation to collect data. The data were analyzed using Braun and Clarke's thematic analysis and Martin and White's feeling analysis. A number of students from senior high school who actively used TikTok as a means of learning English and who were willing to share their experiences were invited to participate in this study. The results of this study show that participants are very happy when using TikTok for Vocabulary learning, participants can easily increase vocabulary through content on TikTok, TikTok application can help increase and remember vocabulary easily. This research suggests that the use of technology in the form of media-based applications can be used for learning and can increase vocabulary skills easily because there is a lot of positive feedback from participants.

Keywords : Experiences, Learning Vocabulary, TikTok Application

PREFACE

Praises and gratitude are due to Allah SWT, who has poured out His mercy and grace and bestowed guidance, health, and patience to the author so that the process of writing a thesis entitled "**Students' Experiences In Learning English Vocabulary Through TikTok Application: A Narrative Research**" can be completed. This thesis is submitted to the English Education Department of UIN K.H. Abdurrahman Wahid Pekalongan to fulfill one of the requirements to obtain a Bachelor of Education degree in the English Education Study Program, Faculty of Tarbiyah and Teacher Training Sciences, UIN K.H. Abdurrahman Wahid Pekalongan. This thesis can be completed because of the support of various parties. Therefore, on this occasion, I would like to express my deepest gratitude to:

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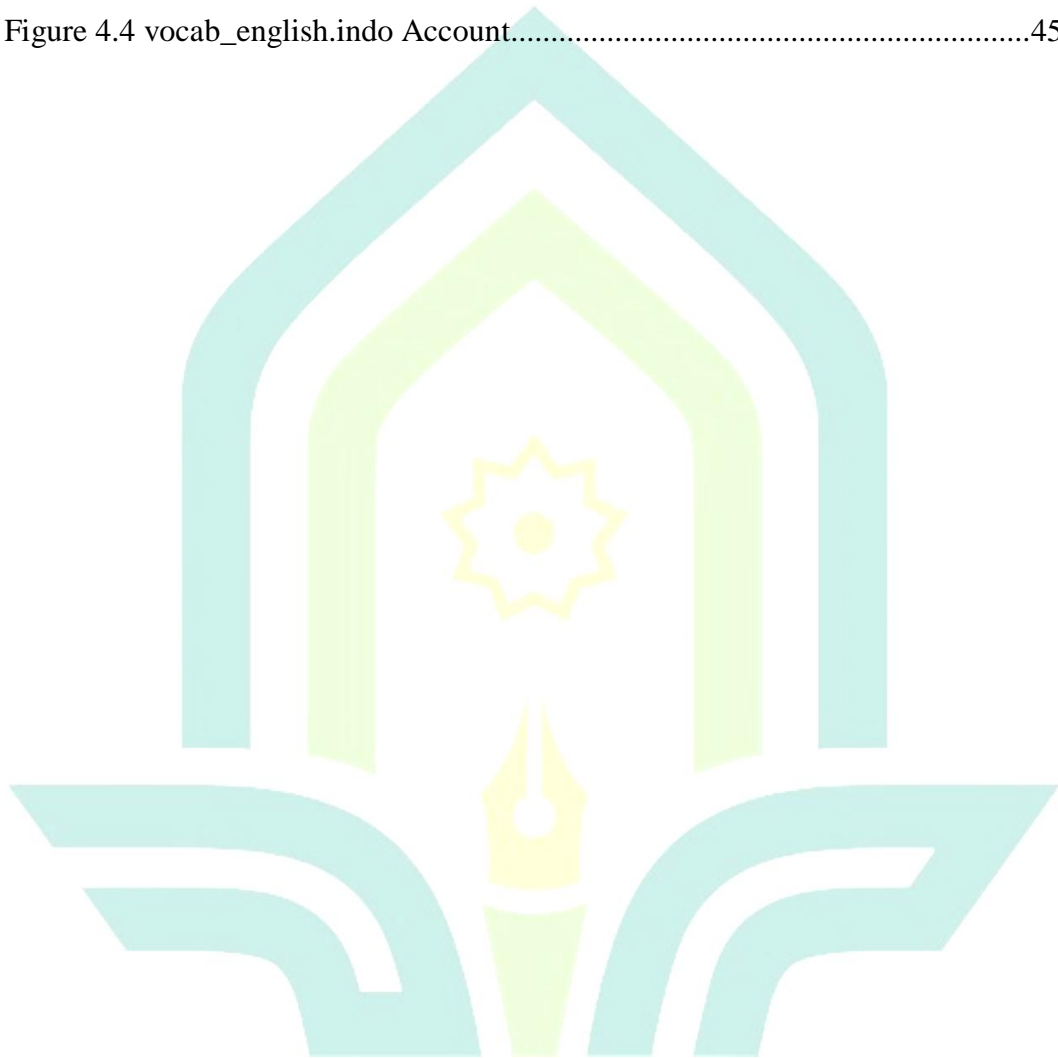
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CHAPTER I

INTRODUCTION

1.1 Background of the Study

One of the most crucial aspects of language development is vocabulary. For those learning English as a second language, vocabulary is particularly crucial since a small vocabulary in the target language prevents seamless language integration (Alqahtani, 2015). Vocabulary is defined as the linguistic elements that connect the four language aptitudes of speaking, listening, reading, and writing when learning a foreign language (Huyen & Nga, 2003). Acquiring knowledge of English vocabulary necessitates that students be self-sufficient, exhibit efficacy in communicating, utilize proper vocabulary and expressions, and employ techniques that aid in vocabulary usage (Bai, 2018). Increasing one's linguistic accomplishments and picking up new vocabulary in a second language helps one's other second-language abilities. The basic eliminate of language and an essential component of language development is vocabulary. Effective learning strategies can increase students' learning autonomy while also maximizing their vocabulary size to make learning meaningful. Naturally, it can also increase one's capacity for independent learning and confidence.

In daily life, recently students have been learning new vocabulary through a variety of online media, particularly social media. Social media use can aid students in honing their English language skills because the majority of content on these platforms is in the language. According to Al Arif (2019),

foreign-language learners have a favorable attitude toward using social media for English language acquisition. Their desire to study and master English is boosted by this. Increasing one's vocabulary in English is a crucial part of language development. However, in the process of learning English, students often face challenges in motivating themselves and finding interesting and effective learning methods. In the last few years, technology and social media have experienced rapid development. Thus, learners' learning styles and acquisition of new skills are greatly impacted by technology integration. Applications can boost students' motivation, self-study routines, and self-assurance when learning a new language. They can also help students pick up new vocabulary (Wang, 2017).

One social media that is very popular among students is TikTok. TikTok is a short video-sharing app that allows users to create, edit, and share videos with a variety of creative content. TikTok's presence as an engaging entertainment tool has caught the attention of students around the world. TikTok is a relatively new app that has become very popular worldwide, especially in Indonesia. Since its September 2016 launch, TikTok has become the most downloaded app (Yang, 2020). Hayes, Stott, Lamb, and Hurst (2020) state that TikTok is a social media platform that is well-known worldwide for enabling users to create their own 15- to 60-second videos. In the context of English language learning, it is important to seek innovative and engaging approaches to enable students to actively engage in the learning process and expand their vocabulary. The TikTok app offers exciting potential as an

effective and engaging learning tool to address this challenge. However, although many students use TikTok extensively, no research has yet looked at students' experiences in using this app to learn English vocabulary.

Many previous studies have suggested that learning English using TikTok is effective. However, research investigating students' experiences in using TikTok as a medium to enhance English vocabulary learning is limited. Therefore, this study aims to explore students' experiences in using the TikTok app as a tool to learn English vocabulary to find out how effective TikTok is as their learning medium. This study wants to find out the positive and negative impacts of the TikTok app used as a learning media. Thus, effective student strategies can emerge from those impacts to develop appropriate learning approaches to utilize the potential of TikTok in the context of English language learning. In addition, this research can provide a better understanding of the role of technology and social media in English language learning as well as provide new contributions regarding the use of the TikTok app as an innovative and engaging learning medium. The main basis for conducting this research is to observe, identify problems, and understand the positive and negative impacts of students' experiences when using the TikTok application.

The reason the researcher chose this topic is because it is based on experience during observations in one of the high school in Pekalongan that the researcher has made. The researcher saw that there were different perceptions of people viewing TikTok as a learning medium. TikTok has many negative sides. However, there are also those who think that TikTok is an

application that provides benefits that can be used as a medium of learning. On the other hand, the researcher also found that there are students who use TikTok as a tool to broaden their horizons in learning English. Therefore, the researcher wants to find precise and coherent evidence regarding the positives and negatives of TikTok as a learning medium through interviews with students who use this TikTok application. The researcher raises this title to be used as research and examines the experiences of these students who use TikTok as a tool to develop their English skills.

This research focuses more on students' experiences after using TikTok as a suggestion to develop vocabulary skills. This research reveals students' feelings more deeply by interviewing several students as samples for this research. With this research, it is hoped that strategies and recommendations can be found that can motivate students to learn English vocabulary more effectively through the TikTok application. Apart from that, it is also hoped that this research can contribute to the development of technology-oriented learning methods and enable students to learn languages.

1.2 Formulation of Problems

This study provides one research question. The researcher explored, "How do students experience in learning English vocabulary through TikTok application?" By using this formula, the researcher hopes to find out more about students' experiences while using the TikTok application.

1.3 Operational Definition

The researcher provides the following definitions of this study :

1.3.1 Experience

A process to gain knowledge and skills. Experience can be defined as something that has been experienced, that is felt both long ago and what just happened (Suparwati, 2012).

1.3.2 TikTok Application

TikTok is a platform for creating and sharing short films founded in China in 2016 and based on the Chinese design Douyin (Bernard, 2021). TikTok is a popular social media platform with a large user base, extensive features, and a wide variety of content that makes it an excellent tool for education. ByteDance is the owner of TikTok, a social media network featuring a video platform that Zhang Yiming debuted in 2016. Previously known as Douyin, this app caused a stir in China. Due to its immense popularity, Douyin changed its name to TikTok and began to expand to other nations. TikTok was available in Indonesia in 2017. Similar to other nations, a variety of groups are highly drawn to this video application. (Pratiwi et al., 2021).

1.3.3 Vocabulary

The definition of vocabulary is the collection of words that a person knows (Linse, 2005). Neuman and Drawyer as cited in Bintz (2011) define that vocabulary can be interpreted as words that must be understood by someone to communicate effectively both words in speaking (expressive vocabulary) and words in listening (receptive vocabulary). Meanwhile, Hornby (2006) defines vocabulary as all the

words that are owned or mastered by a person when he speaks about a particular topic in a language.

Rahman (2017) says that vocabulary size is more important for people learning a second language because having a large vocabulary makes English easy to learn for everyone. Currently, language learners need to learn at least 5,000 to 10,000 words to become familiar with English. Knowledge of vocabulary is often regarded as an essential tool for language learners as lack of vocabulary in a second language hinders efficient communication. Therefore, vocabulary becomes very important for everyone concerned with language learning. It can be said that vocabulary, which plays a very important role in language, becomes the first step that needs to be mastered.

1.3.4 Learning English Vocabulary

Learning English vocabulary is the process of acquiring and learning English words, both individually and in context, including understanding the meaning, pronunciation, spelling, and use of these words. (Nation 2001).

1.4 Aims of the Study

This study aims to explore students' experiences in using the TikTok app as a tool to learn English vocabulary to find out how effective TikTok is as their learning medium, and also find out the positive and negative impacts of the TikTok app used as a learning media. Thus, effective student strategies can

emerge from those impacts so as to develop appropriate learning approaches to utilize the potential of TikTok in the context of English language learning.

1.5 Significance of the Study

1.5.1 Theoretical Significance: This study contributed to Martin and White's theory related to feelings of students' learning experiences and Freeman and Anderson's theory related to technology that can be used for language learning media.

1.5.2 Empirical Significance: This research can help increase students' motivation and engagement in learning English. TikTok as a popular and fun platform can increase students' interest in learning English vocabulary, thereby motivating them to study more enthusiastically.

1.5.3 Practical Significance: Through the strategies students use in using TikTok, this research can provide insight into effective ways to expand students' English vocabulary. By understanding these strategies, educators can develop learning approaches that are more effective in teaching vocabulary to students.

CHAPTER V

CONCLUSION

5.1 Summary of Findings

This research aims to find out students' experiences with TikTok as a vocabulary learning tool. Based on the results of the study, the researcher concluded that the TikTok application, which is used as a learning media, raises various positive and negative aspects. Implementing technology-based learning using TikTok can significantly increase students' motivation and engagement in learning English vocabulary. The interactive and entertaining nature of TikTok videos makes the learning process more fun and less monotonous than the usual method. In this case, TikTok helps make it easier for students to learn. Students showed better retention and recall of the vocabulary learned through TikTok. The short, repetitive, and visually appealing content helps to strengthen vocabulary retention. TikTok encourages independent learning. Students report feeling more independent and confident in their ability to learn new words at their own pace. The platform allows them to repeat content and participate in trends and fun, which fosters a sense of ownership over their learning process.

However, on the positive side, there is also a downside. TikTok, with its wide variety of content that is not just for learning, can distract students from learning. It can also make students addicted because of the content that attracts students' attention. Based on the research results regarding the positives and negatives, it depends on how wise students are in responding. TikTok can be

used as a learning tool or even become a boomerang and an obstacle to learning success.

5.2 Recommendation

Based on the results, this study appears to have several recommendations.

Some recommendations related to this research are as follows:

1. Students, by knowing students' difficulties in learning English, especially in the vocabulary section, it is hoped that students can use TikTok as a tool so that it can make it easier and can achieve perfect results. It is expected to be more focused on learning by using TikTok according to preferences. Avoid and not be tempted by unnecessary content that has no learning value. And also students are expected to control time so as not to get addicted to using TikTok and use it properly.
2. Teachers, it is suggested that teachers in schools try to use TikTok as a tool in teaching vocabulary to students. To be more technology literate and make students more enthusiastic in learning so that students can motivate themselves to do things more effectively to achieve their goals. Teachers and media play an important role in the success of student learning that leads to the future. Support from teachers and the use of appropriate media can help reduce basic student problems, such as vocabulary limitations that make students at minimal grades.
3. For other researchers, this study still seems to have some limitations. Therefore, further research can be developed by examining the feelings or experiences of teachers who use TikTok as a media tool for teaching English

in the classroom. Thus, research on this topic is only generated from one side, namely students. For future research, the researcher would also like to suggest to future researchers to develop this research with different topics or methods.



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CURRICULUM VITAE

Name : Bazighoh Almas
Student Number : 2520039
Place and Date of Birth : Pekalongan, October 25, 2002
Gender : Female
Address : Coprayan Kepuh, Buaran, Pekalongan, Kabupaten
Pekalongan

Educational Background:

1. RA Muslimat NU Coprayan, Pekalongan (2008)
2. MI Salafiyah Kertijayan, Buaran, Pekalongan (2014)
3. MTs S Simbang Kulon, Buaran, Pekalongan (2017)
4. MAS Simbang Kulon, Buaran, Pekalongan (2020)
5. English Education Department, Faculty of Education and Teacher Training, UIN KH. Abdurrahman Pekalongan (2024)

