

CHAPTER II

REVIEW OF LITERATURE

This chapter presents some theories that apply to conduct this study. It describes both theory and explanation about The Length in Accessing Social Media and Academic Vocabulary Mastery. More explanation will be discussed below:

A. Social Media

1. The Definition of Social Media

Social media is one of the essential variables in contemporary research, especially in studies related to digital behavior, communication, education, and technology. Therefore, providing a clear, comprehensive, and theoretically grounded definition of social media is necessary for establishing a strong conceptual framework. In academic studies, the definition of a variable must reflect theoretical depth, relevance, and the latest developments in the field.

In general, social media can be understood as digital platforms that allow users to create, modify, interact with, and disseminate content within virtual environments. One of the most widely used definitions is proposed by Kaplan and Haenlein (2010), who describe social media as *“a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0, and allow the creation and exchange of user generated content.”* Their definition highlights two fundamental characteristics: social media relies on Web 2.0 technologies

as its foundation, and it enables users to actively participate as content creators and distributors.

Another influential definition comes from Boyd and Ellison (2007), who conceptualize social media as web-based services that allow individuals to: construct a public or semi public profile within a bounded system, create a list of connections with other users, and view and navigate those connections.

This perspective emphasizes the social networking aspect of social media highlighting that social media is not merely a tool for communication but an interactive space for identity formation, social interaction, and relationship building.

From a communication perspective, Carr and Hayes (2015) define social media as “*digital communication channels that allow users to interact, create, and share content with broad or specific audiences.*” This definition emphasizes the role of social media as a two-way communication medium, differentiating it from traditional mass media, which operates in a one-way communication model.

Furthermore, Kietzmann, Hermkens, McCarthy, and Silvestre (2011) conceptualize social media as a set of digital tools that support the creation and exchange of information through user participation. They propose the *Social Media Honeycomb Framework*, identifying seven core elements of social media: identity, conversations, sharing, presence, relationships, reputation, and groups. This framework illustrates how

social media functions not only technologically but also socially, shaping users' patterns of interaction and engagement.

In contemporary digital environments, social media manifests in various forms including social networking sites (e.g., Facebook, Instagram), video-sharing platforms (e.g., YouTube, TikTok), microblogging services (e.g., Twitter/X), and instant messaging applications (e.g., WhatsApp, Telegram). Despite differences in format, all platforms share a common feature: active user participation and interactivity.

In educational settings, social media has increasingly become a central component of students' daily learning practices. Greenhow and Lewin (2016) argue that social media broadens opportunities for informal learning, access to authentic materials, peer collaboration, and digital literacy development. A platform such as TikTok has evolved into a microlearning environment where educators and learners share short, engaging educational content. This allows students to process information more efficiently and enjoyably.

Based on the various scholarly definitions, social media can be synthesized as digital platforms based on Web 2.0 that enable users to create, share, and engage with content while forming social networks within virtual spaces. In the context of this research, the variable "social media" focuses on how students use, interact with, and benefit from digital platforms particularly in relation to accessing information, communication, and learning.

By grounding the conceptualization of social media in theories from Kaplan & Haenlein (2010), Boyd & Ellison (2007), Kietzmann et al. (2011), and Greenhow & Lewin (2016), the researcher establishes a strong theoretical foundation for explaining the role of social media and formulating hypotheses regarding its relationship with other variables in the study. Such theoretical grounding also ensures that the variable definition meets the principles of relevance and up to dateness, as required in academic research.

2. Types of Social Media

Social media can be categorized into several types based on its function:

1. Networking platforms such as Facebook or LinkedIn, which focus on connecting people.
2. Media sharing platforms such as Instagram, TikTok, and YouTube, which allow users to upload and consume photos and videos.
3. Messaging applications such as WhatsApp and Telegram, designed for instant communication.

For this study, the platform chosen is TikTok, a video sharing application widely used among students for entertainment, creativity, and learning purposes.

3. The Role of Social Media in Students' Life

For students, social media plays multiple roles:

1. Communication: keeping in touch with friends, family, and communities.

2. Entertainment: watching videos, memes, or music.
3. Education: accessing learning resources, such as English tutorials or academic discussions.

Lenhart et al. (2015) explain that social media is not only a leisure tool but also contributes to informal learning. TikTok, in particular, has become a platform where educators and learners share short videos that make learning English more accessible.

B. Length in Accessing Social Media

1. Definition of Length in Accessing Social Media

Length in accessing social media refers to the amount of time users spend engaging with social media platforms on a daily basis. Junco (2012) points out that the time students devote to social media can influence both positive and negative aspects of their academic performance. Several factors affect the duration of social media use, such as accessibility of the internet, peer influence, the attractiveness of content, and personal habits.

Spending too much time on social media can lead to distraction, procrastination, or even addiction (Kuss & Griffiths, 2017). On the other hand, if used wisely, limited exposure to educational content on social media may improve student motivation and enhance specific skills such as vocabulary, pronunciation, or listening comprehension (Sakkir, Dollah, & Ahmad, 2020). Thus, the impact of the length of access depends on how students balance their time between entertainment and learning. In the context of this study, length in accessing social media is measured in terms of the total hours students spend on TikTok, specifically with exposure to

educational content like the Kampung Inggris LC account.

To make this concept more measurable, the researcher adapted the categorization of social media activeness from Ovia Nabilla et al. (2022) in *“The Correlation Between Social Media Activeness and Vocabulary Mastery.”* This categorization helps determine whether students’ duration of TikTok usage is low, average, or high.

Table 2. 1 The Categorization of Social Media Activeness

Less than 1 hour	Very Low
1-2 hours	Low
2-3 hours	Medium
3-4 hours	High
More than 4 hours	Very High

By applying these categories, the researcher can clearly identify which students are considered highly active users and which ones are minimal users. This classification supports the quantitative analysis of the correlation between students’ duration on TikTok and their academic vocabulary mastery.

2. Factors Influencing Social Media Usage Length

The length of time students spend on social media is influenced by various personal, social, and technological factors.

Personal motivation, emotional state, curiosity, and self control strongly affect how often and how long students use social media. According to Kuss and Griffiths (2017), individuals who use social media for self-expression, entertainment, or to relieve boredom tend to spend longer hours online. Similarly, low self regulation or the inability to control screen time often leads to habitual scrolling behavior.

In the social factors, students’ social environment also plays an

important role. Peer influence, trends, and the desire to stay connected contribute significantly to social media engagement (Pempek, Yermolayeva, & Calvert, 2009). When students see their friends actively sharing and engaging with online content, they feel a social need to participate as well. This phenomenon, known as *social conformity*, makes it challenging for students to limit their usage.

While the technological factors, the design of social media platforms themselves is a powerful determinant of duration. TikTok, for example, uses an algorithm that automatically recommends personalized videos based on user interaction, which makes users spend more time scrolling. The availability of high speed internet and easy smartphone access further supports this extended use (Kaur & Bashir, 2019). The short video format also provides instant gratification, making it psychologically engaging and habit forming.

Overall, these factors interact dynamically: curiosity and entertainment needs (personal) are reinforced by peer activity (social) and made effortless by algorithmic recommendations (technological). For students, this combination often results in extended exposure to social media that can be either beneficial for language learning or detrimental to focus, depending on the content consumed.

3. Impact of Social Media Usage on Learning

The duration of social media use has both positive and negative implications for students' learning. When used moderately and for educational purposes, social media can enhance vocabulary acquisition

and motivation. Ansari and Khan (2020) explain that students exposed to English content on social media tend to improve their word recognition and contextual understanding. TikTok, for instance, offers authentic, short, and engaging content that facilitates incidental learning students learn vocabulary unconsciously while watching.

However, excessive and uncontrolled usage leads to negative consequences such as distraction, procrastination, and decreased attention span (Khan et al., 2021). Prolonged screen time may also replace academic study hours, lowering students' focus and performance. Hence, the educational value of social media depends not merely on its duration of use but on how students utilize it. The challenge for educators and learners is to shift social media habits from passive entertainment toward active learning engagement.

In recent years, social media has not only served as a communication platform but also as a learning tool. Among the various platforms, TikTok has gained increasing attention as an alternative medium for English learning, which will be discussed in the following section.

4. TikTok and Kampung Inggris LC as English Learning Media

TikTok has become one of the most popular social media platforms among students due to its short and engaging video format. Recently, many educators and English learning communities have used TikTok as a medium to share educational content. One of the most well known accounts is *Kampung Inggris LC (@kampunginggrislc)*, which provides short videos focusing on English vocabulary, grammar, and daily

expressions. The videos are presented in a simple, contextual, and enjoyable way, making them suitable for junior high school learners.

In this study, the variable *length in accessing social media* specifically refers to the time students spend using TikTok per day, as well as their exposure to English learning content on the platform. Exposure is operationalized through indicators such as whether students follow the *Kampung Inggris LC* account, how often they watch its videos, and how much time they spend engaging with English language content. This approach allows the study to remain correlational observing students' natural habits while still focusing on a specific and relevant source of academic vocabulary input.

C. Vocabulary

1. Definiton of Vocabulary

Vocabulary is one of the most fundamental components of language proficiency, and it plays an essential role in all aspects of communication. In the simplest sense, vocabulary refers to the collection of words that speakers, writers, or learners of a language understand and use. Hatch and Brown (1995) define vocabulary as “*a list or set of words that individual speakers of a language might use,*” emphasizing that vocabulary not only consists of isolated words but also the meaningful units that individuals employ in communication.

In linguistic studies, vocabulary is often regarded as the building block of language, because without sufficient vocabulary, learners are unable to understand input or express their ideas effectively. Wilkins

(1972) famously stated that “*without grammar very little can be conveyed; without vocabulary nothing can be conveyed.*” This statement highlights the indispensable role of vocabulary in the development of communicative competence.

According to Nation (2001), vocabulary encompasses not only single words but also multi-word units such as collocations, idioms, and fixed expressions, which learners must acquire to achieve fluency. Nation further explains that knowing a word means understanding its form (pronunciation, spelling), meaning (concept, associations), and use (grammar, collocation, constraints). This multidimensional perspective shows that vocabulary knowledge is not simply about memorizing word meanings but also about understanding how words function within the structure of a language.

Similarly, Richards (1976) states that vocabulary knowledge involves several elements, including the frequency of a word, its syntactic and semantic behavior, its collocational patterns, and its limitations on use. From this view, vocabulary learning is a complex cognitive process requiring repeated exposure, meaningful context, and active engagement.

In educational contexts, vocabulary is considered a core component of language learning because it supports all four language skills: listening, speaking, reading, and writing. Schmitt (2010) asserts that vocabulary is central to language acquisition, and learners’ vocabulary size strongly predicts their overall language ability.

Without a sufficient vocabulary base, learners encounter difficulties in comprehending texts, participating in conversations, and producing written or spoken messages.

Moreover, vocabulary is often divided into several types depending on context and function, such as receptive vs. productive vocabulary, high frequency vs. low frequency vocabulary, and general vs. academic vocabulary (Nation, 2001). For students in academic settings, academic vocabulary becomes particularly important because it consists of words that frequently appear in textbooks, examinations, classroom instructions, and academic materials (Coxhead, 2000).

Based on these theoretical perspectives, it can be concluded that vocabulary is a complex, multidimensional construct that includes knowledge of word forms, meanings, and functions within specific contexts. In the context of this study, vocabulary refers specifically to students' academic vocabulary mastery, which reflects their ability to understand and use vocabulary items that are essential for academic success.

2. Types of Vocabulary

Vocabulary is generally defined as the body of words that an individual knows and uses in communication. According to Nation (2001), vocabulary is central to language learning because without sufficient vocabulary, learners cannot understand others or express their own ideas. Vocabulary can be divided into two major categories:

1. General Vocabulary, which includes common words used in daily conversation (e.g., book, chair, eat).
2. Academic Vocabulary, which consist of words frequently found in academic texts across disciplines, such as “analyze”, “approach”, or “theory”.

While general vocabulary helps learners in daily interactions, academic vocabulary is crucial for succeeding in academic contexts, especially in understanding textbooks, exams, and research articles (Coxhead, 2000).

D. Academic Vocabulary Mastery

1. Definition of Academic Vocabulary Mastery

Academic vocabulary mastery refers to a learner’s ability to understand, recall, and appropriately use academic words that commonly appear in school subjects, textbooks, classroom instructions, examinations, and other academic contexts. Academic vocabulary is distinct from everyday conversational language because it carries more precise, discipline-specific meanings and is essential for comprehending academic materials. Nation (2013) highlights that academic vocabulary plays a crucial role in supporting students’ reading comprehension, academic writing, and overall academic achievement.

Academic vocabulary is commonly associated with the vocabulary list developed by Coxhead (2000), known as the *Academic Word List* (AWL), which consists of 570 word families that frequently appear across a wide range of academic texts. These words such as *analyze*, *establish*, *interpret*, and *significant* are used not only in English classes

but across science, social studies, mathematics, and other subjects. Coxhead (2000) emphasizes that mastery of these words significantly improves students' ability to engage with academic literature and perform successfully in academic tasks.

In defining academic vocabulary mastery, it is important to note that "mastery" is more than simply knowing the meaning of words. According to Nation (2001), vocabulary mastery encompasses knowledge of a word's form (spelling, pronunciation), meaning (denotation, connotation), and use (collocation, grammatical behavior, and constraints of use). This means that students must not only recognize the meaning of academic words but also be able to use them accurately in various contexts, such as writing an essay, answering comprehension questions, or participating in classroom discussions.

Similarly, Schmitt (2010) explains that academic vocabulary mastery involves the development of both receptive knowledge (understanding words when reading or listening) and productive knowledge (using the words in writing or speaking). For many English learners, receptive mastery is often easier to develop, whereas productive mastery requires more practice, exposure, and meaningful use. In school settings, a strong command of academic vocabulary is often linked to higher levels of literacy and academic performance.

Academic vocabulary is also considered a part of high-utility vocabulary, meaning that these words are useful across multiple academic disciplines. Laufer and Goldstein (2004) state that students

with strong academic vocabulary mastery can comprehend complex texts more easily and express academic ideas more precisely. This is particularly important for students in secondary education, where the academic demands become more rigorous and language becomes more specialized.

In addition, mastery of academic vocabulary contributes to students' critical thinking skills. As Hyland and Tse (2007) argue, academic vocabulary represents key concepts and relationships within academic knowledge. When students understand academic vocabulary well, they are better equipped to interpret, analyze, and evaluate academic information. Thus, academic vocabulary mastery is not merely linguistic knowledge; it is also cognitive and conceptual.

From a pedagogical perspective, academic vocabulary mastery is one of the strongest predictors of academic success. Snow (2010) explains that vocabulary knowledge, especially academic vocabulary, directly correlates with students' reading comprehension and ability to learn new content. When students lack academic vocabulary mastery, they often struggle to understand textbooks, follow explanations, and complete academic assignments.

Based on these perspectives, academic vocabulary mastery in this research refers to students' ability to recognize, understand, remember, and accurately use academic words particularly those included in the Academic Word List (AWL) in both receptive and productive contexts. It includes knowledge of word meanings, grammatical functions,

collocations, and the ability to apply these words appropriately in academic tasks.

2. Importance of Academic Vocabulary

Mastering academic vocabulary is vital because it enables students to:

1. Understand textbooks and academic articles.
2. Participate in classroom discussions.
3. Write essays or reports with greater clarity.

3. Measuring Academic Vocabulary Mastery

Academic vocabulary mastery can be measured through vocabulary tests based on the Academic Word List (AWL) developed by Coxhead (2000). These tests usually involve recognition, recall, and contextual usage of academic words. In this study, academic vocabulary mastery is assessed through a vocabulary test designed to reflect the AWL and curriculum related materials for eighth graders.

In this study, the measurement of students' academic vocabulary mastery refers to the Academic Word List (AWL) developed by Coxhead, 2000. The AWL consists of 570 word families that are commonly found in a wide range of academic texts but are not among the most frequent 2000 words in English. These words are divided into ten sublists based on their frequency and range across different academic disciplines.

Since the list is extensive, only a selection of words relevant to the junior high school curriculum was adapted for this research instrument.

The complete version of the Academic Word List (AWL) can be accessed online at: <https://www.victoria.ac.nz/lals/resources/academicwordlist>

E. Correlation Theory

Correlation refers to a statistical relationship between two variables. Creswell (2012) explains that correlation is used to determine whether and to what degree variables are related. The strength of the relationship is expressed by the correlation coefficient (r), which ranges from -1.00 to $+1.00$.

The Pearson Product Moment Correlation is one of the most common methods for analyzing such relationships (Sugiyono, 2018). A positive correlation indicates that as one variable increases, so does the other, while a negative correlation means the opposite. In this study, correlation analysis is used to determine the relationship between length in accessing TikTok (X) and academic vocabulary mastery (Y).

F. Previous Studies

Several previous studies have investigated the relationship between social media usage and students' vocabulary mastery. As previous studies relate to the issues, the researcher selects some literature.

First, Alshammari (2020) conducted a study on Saudi EFL learners regarding the role of YouTube in vocabulary learning. The findings indicated that students who frequently accessed YouTube educational videos showed higher vocabulary acquisition compared to those who did not. This suggests that social media platforms can serve as effective supplementary learning tools.

Second, Sakkir, Dollah, and Ahmad (2020) examined the effect of social media on students' learning motivation and vocabulary enrichment in Indonesian higher education. Their results revealed that using platforms like

Facebook and WhatsApp supported vocabulary development, especially when learners were exposed to authentic English expressions. This study emphasized the positive impact of social media if students can balance their time effectively.

Third, Rahmawati and Nuryanto (2021) investigated the influence of TikTok on students' English learning interest at the secondary school level. They found that TikTok, with its short and engaging video format, encouraged students to practice listening and vocabulary. However, excessive use without clear learning goals tended to distract students from academic tasks.

Fourth, Sari and Wahyudi (2022) studied the correlation between social media usage and vocabulary mastery among senior high school students in Jakarta. The results showed a moderate positive correlation between time spent on social media and vocabulary mastery, but only when students used educational accounts rather than entertainment focused content.

Fifth, Nabilla, Aruan, and Novitri (2022) conducted a study entitled "*The Correlation Between Social Media Activeness and Vocabulary Mastery of the English Department Students of Universitas Riau.*" The study involved 117 students and employed a questionnaire on social media activeness and a vocabulary mastery test. The results showed a moderate positive correlation ($r = 0.480$), meaning that students who were more active on social media tended to have better vocabulary mastery. The researchers concluded that social media could significantly support vocabulary learning if used purposefully for educational exposure. This study provides empirical evidence that aligns with the present research, although the current study focuses on the length or

duration of social media use particularly TikTok and its correlation with academic vocabulary mastery at the junior high school level.

Compared with those studies, the present research is unique in three main aspects. First, it focuses specifically on TikTok as the chosen platform, which is relatively new and under researched compared to YouTube or Facebook. Second, it narrows the scope to one particular educational account, Kampung Inggris LC, ensuring that students' exposure is directly linked to learning content rather than general entertainment. Third, it investigates the correlation at the junior high school level (eighth grade), which is less studied than senior high school or university levels.

Therefore, this study aims to fill the gap by examining whether the length in accessing TikTok educational content has a significant correlation with academic vocabulary mastery among eighth grade students of MTsN 1 Jombang.

G. Hypothesis of the Study

Ho: There is no significant correlation between the length in accessing social media and students' academic vocabulary mastery.

Ha: There is a significant correlation between the length in accessing social media and students' academic vocabulary mastery.