

CHAPTER I

INTRODUCTION

This chapter establishes the groundwork for the current research. It explains the background driving this investigation, pinpoints the particular issue to be examined, and presents the aims of the study. Furthermore, it formulates the research hypothesis, defines the scope and limitations to ensure focused inquiry, explains the significance of the study for various stakeholders, and clarifies the definition of key terms used throughout the research.

A. Background of the Study

Listening comprehension is important in terms of language learning because it serves as the foundation of communication and language learning. Without the ability to understand spoken language, learners cannot effectively respond, interact, or participate in conversations. As stated by Zhang and Graham, (2020) Listening comprehension is essential in processing language input and constructing meaning, and it holds a significant role in EFL learning, where learners from diverse backgrounds depend on this skill to understand spoken language and expand their vocabulary. Similarly, Muzzamil et al., (2023) Listening comprehension is considered a foundational skill in EFL learning, as learners rely heavily on it to understand spoken language and to support the development of other language skills.

In the context of EFL learning at the high school level in Indonesia, listening is often considered one of the most challenging skills for students to master. This

difficulty mainly arises from differences in accent, pronunciation, and speech rate between native and non-native speakers. High school students often experience problems in understanding spoken English, especially when they are exposed to unfamiliar accents, fast speech, and limited vocabulary. These challenges not only hinder their listening comprehension but also affect their vocabulary development and overall communication ability. According to Nation (2022) Limited vocabulary knowledge further exacerbates listening difficulties, as learners may fail to recognize key words in spoken texts, leading to breakdowns in comprehension. As a result, students may find it difficult to respond appropriately in classroom activities and real-life communication. According to Ramadhianti and Somba (2022) and Muzzamil et al. (2023), Indonesian EFL learners, particularly at the secondary school level, commonly face difficulties such as unfamiliar accents, rapid speech, and lack of vocabulary, which significantly influence their listening performance.

Vocabulary plays a central role in language learning because it is the basic building block of communication. Without sufficient vocabulary, learners will find it difficult to understand spoken and written messages, express ideas, and participate effectively in interactions. As stated by Rashid, Lan, and Hui, (2022) Vocabulary is widely recognized as a fundamental component of language learning, as it plays a crucial role in enabling learners to comprehend and produce language across all four skills: listening, speaking, reading, and writing. Vocabulary mastery refers to students' ability to understand, recognize, and use words accurately and appropriately in different contexts. Nation, (2022) explains that vocabulary knowledge involves not only knowing the meaning of words but also knowing their

form, pronunciation, usage, collocations, and how they function in communication. In this sense, vocabulary mastery includes both receptive vocabulary (words recognized in listening and reading) and productive vocabulary (words actively used in speaking and writing). In the context of this research, vocabulary mastery focuses on students' ability to identify definitions of words, understand synonyms and antonyms, and apply words appropriately in sentences.

Since vocabulary is closely connected with listening comprehension, exposure to English TikTok videos is expected to support both skills simultaneously: students may recognize new vocabulary items from the videos and then internalize them through repeated listening. With the rise of digital media, students are increasingly exposed to authentic English input through platforms like TikTok. Since TikTok provides short and repetitive videos with natural speech, it can help students practice their listening comprehension and acquire vocabulary in meaningful contexts.

According to the result of a previous study, the researcher found that there was no significant correlation between students' intensity in watching English TikTok videos and their listening skills. Sabha, (2022) found in the result of her research that there is no significant correlation between students' intensity in watching English Tiktok videos (variable X) and the students' listening skills (variable Y). Therefore, the researcher intends to re-examine whether in this present study the results will show a different outcome or not. By focusing on the frequency of watching English TikTok videos and its correlation with listening comprehension among the eleventh-grade students at MAN 1 Kota Kediri, this research is expected

to provide more comprehensive findings and clarify the role of TikTok as a potential supplementary medium in English language learning.

Relevant previous studies also support the significance of watching TikTok videos as an activity in enhancing vocabulary mastery. Pamungkas (2024) on the results of the research, the findings reveal a moderate positive correlation ($r = 0.493$) between students' frequency of watching English TikTok videos and their vocabulary mastery. This implies that greater exposure to English content on TikTok is associated with improved vocabulary acquisition. The hypothesis that watching English TikTok videos positively influences vocabulary mastery is supported by the significance test, where the t-value (3.00) exceeded the critical t-table value (2.048), resulting in the rejection of the null hypothesis. The investigation concludes that digital media platforms including TikTok possess the ability to boost word knowledge. TikTok clips' interactive, visual, and context-rich elements aid language acquisition and provide a fresh alternative to classic vocabulary instruction techniques. Future research should examine the lasting impacts of using TikTok for language learning objectives.

Another relevant previous study also supports the significance of watching English videos and students' listening skill. Fauzi (2023) based on the Spearman Rank correlation outcomes calculated through SPSS 25.0, the coefficient between both variables was 0.993 at a significance level of 0.000. This indicates a strong positive relationship exists between the two variables. According to the statistical computation, we can decide that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected since the researcher found that there is a positive

correlation between the intensity of watching English YouTube videos and the students' listening skills.

Based on the researcher observation this study is particularly relevant to students at MAN 1 Kota Kediri, where English is taught as a foreign language. Many students face challenges in developing listening comprehension, mainly due to limited vocabulary and a lack of authentic English exposure outside the classroom. In this case, the easy accessibility of English TikTok videos serves as an alternative medium for English language exposure. By exploring the correlation among the frequency of listening comprehension and vocabulary mastery to English TikTok videos within this specific context, the study aims to provide targeted recommendations aligned with the students' learning needs and preferences. The findings could help educators at MAN 1 Kota Kediri design more engaging and effective teaching strategies to enhance listening comprehension and vocabulary mastery.

From the background of the study above, it is clear that the researcher aims to investigate the correlation between the frequency of watching English TikTok videos and composite score of listening comprehension and vocabulary mastery. The researcher identified a gap in existing research, where this correlation has not yet been examined particularly in MAN 1 Kota Kediri. No one has researched two language skills simultaneously (listening and vocabulary) in a single correlational model especially in the context of English TikTok videos use. Therefore, the research is titled: "Correlation Among the Frequency of Watching English TikTok

Videos, Listening Comprehension, and Vocabulary Mastery of the Eleventh-Grade Students at MAN 1 Kota Kediri"

B. Research Question

Based on the study's background presented above, the research inquiry may be phrased as "Is there any significant correlation between the frequency of watching English TikTok videos and composite score of listening comprehension and vocabulary mastery of the eleventh-grade student at MAN 1 Kota Kediri?"

C. Objective of the Study

Based on the research stated previously, this study aims to examine the correlation between the frequency of watching English TikTok videos and composite score of listening comprehension and vocabulary mastery of the eleventh-grade student at MAN 1 Kota Kediri.

D. Hypothesis of the Study

In order to answer the research problem, the hypothesis is formulated as Null Hypothesis (H_0) and Alternative Hypothesis (H_a) as follows:

H₀: There is no significant correlation between the frequency of watching English TikTok videos and students' English language ability as measured by a composite score of listening comprehension and vocabulary mastery of the eleventh-grade student at MAN 1 Kota Kediri.

H_a: There is a significant correlation between the frequency of watching English TikTok videos and students' English language ability as measured

by a composite score of listening comprehension and vocabulary mastery of the eleventh-grade student at MAN 1 Kota Kediri.

E. Scope and Limitation of the Study

In light of the conclusion, various scope and limitation are provided separately which have their own scope and limitation.

1. Scope of the Study

This study focuses on two main aspects of English language proficiency, namely listening comprehension and vocabulary mastery among EFL learners at the eleventh-grade level of MAN 1 Kota Kediri. The scope of listening comprehension is limited to students' ability to identify main ideas, understand specific information, and interpret meaning from spoken texts. Meanwhile, vocabulary mastery is limited to students' knowledge of word meanings, synonyms, antonyms, and the ability to use words appropriately in context. This research examines three variables: the frequency of watching English TikTok videos (X) as the independent variable, listening comprehension (Y1) and vocabulary mastery (Y2) as the dependent variables, and English receptive ability (Y) as the composite score of Y1 and Y2. Although receptive ability broadly includes reading comprehension, this study intentionally focuses only on listening comprehension as its representative, leaving reading outside the scope of analysis. The study is applied to eleventh-grade students at MAN 1 Kota Kediri.

2. Limitation of the Study

This study has several limitations that should be taken into consideration when interpreting the findings. First, although participants were instructed to

respond based on their experience watching English educational content on TikTok, this study did not control or verify the specific topics or vocabulary items that each student actually consumed. The English TikTok content watched by students may not have aligned with the specific material assessed in the listening comprehension and vocabulary mastery instruments, which were developed based on the curriculum taught at MAN 1 Kota Kediri. This study employed a correlational design, which only measures the statistical relationship between variables without establishing causality. Therefore, even if a significant correlation were found, it would not be possible to conclude that watching English TikTok videos directly caused improvements in students' listening comprehension or vocabulary mastery, as other uncontrolled variables may have contributed to the outcome. Second, the independent variable in this study is limited to the frequency of watching English TikTok videos, without accounting for other potentially influential factors such as the type of content consumed, the level of active engagement, or students' prior English proficiency level. Third, the frequency measurement in this study relies solely on a Likert scale with response options ranging from "never" to "always," without specifying the actual duration of viewing time. This lack of durational specificity may have limited the sensitivity of the frequency variable in detecting a meaningful correlation. Fourth, the presence of students with very low TikTok viewing frequency within the sample may have also influenced the overall correlation result, as their language performance was likely shaped more by formal classroom instruction than by TikTok exposure. Finally, the findings of this study are limited to the selected sample of 85 eleventh-grade students at MAN 1 Kota

Kediri and therefore cannot be generalized to a broader population or different educational contexts. This research is applied to 11th grade high school students of MAN I Kota Kediri.

F. Significance of the Study

The findings of the research are useful and provide additional knowledge to teachers, students, readers, and next researchers. Teachers can get information on the frequency of watching English videos on TikTok for students' listening comprehension and vocabulary mastery. This could function as a resource for educators to incorporate English TikTok videos into their teaching strategies for listening and vocabulary development. Students may find themselves more motivated to engage with English TikTok material as a means of improving their listening comprehension and lexical proficiency. Additionally, the present research may act as a reference point for readers or subsequent investigators exploring the frequency of viewing English TikTok content, listening comprehension, vocabulary mastery, and the connections linking these elements.

G. Definition of Key Terms

1. The frequency of watching English TikTok videos

The frequency of watching TikTok videos refers How often students watch TikTok content indicates their daily viewing frequency of videos on the platform. These videos may cover various types, including English-language clips like educational content, news updates, or personal recordings.

2. Listening Comprehension

Listening comprehension refers to an ability of eleventh-grade high school student especially at MAN 1 Kota Kediri. The skill allows people to comprehend the messages that others communicate to them using English.

3. Vocabulary Mastery

Vocabulary mastery refers to the eleventh-grade high school students' ability to understand the meaning, and applying them correctly in sentences or communicative situations. It includes the knowledge of word meanings, synonyms, antonyms, word forms.

4. English Receptive Ability

English receptive ability refers to composite score of the eleventh-grade high school student's score between the listening comprehension and vocabulary mastery that equally weighting listening comprehension (Y1) and vocabulary mastery (Y2), with each component contributing 50%.