

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter displays the theoretical foundations of listening comprehension and vocabulary mastery, discusses the role of TikTok videos as a learning medium, and reviews relevant previous studies that support the conceptual framework of the research.

A. Listening Comprehension

In language learning, listening comprehension is a vital aspect that supports learners to understand spoken input for effective communication, that is definition, type, and process of listening comprehension

1. Definition of Listening Comprehension

Listening stands as the primary essential skill to master when acquiring a language. As Wahyuni (2020) states Listening plays a crucial role in the early stages of language acquisition, as it provides comprehensible input that enables learners to develop their understanding before producing language. Someone who learns a language needs to receive something. This concludes that listening comprehension is a fundamental aspect for language learning because it allows learners to process, interpret, and understand spoken input in real contexts. Without sufficient listening comprehension, learners may hear the language but fail to understand its meaning, structure, and communicative intent.

Nation, I. S. P. and Newton, Jonathan, (2020) Listening involves not only hearing sounds but also paying attention to and making sense of spoken language through cognitive processing. Listening acquired the process, hence paying attention to the sound or the person who communicates with the listener. Therefore, listener has to put attention on listening and understanding the meaning of the word that already spoken by speaker. According to Adi et al., (2021). Listening comprehension is often challenging for EFL learners and tends to be underestimated, as students face difficulties such as unfamiliar accents, rapid speech, and limited vocabulary, which hinder their ability to understand spoken language.

There are many process in listening, not only hearing naturally by ear but other processes such as interpreting, remembering to complete listening in English language. In conclusion, Listening is a physical, mental, active, and learned activity that is classified as a skill. Listening skill is a person's effort to process, understand and respond to information or messages in the form of speech actively or orally. Those processes occur in the ear and brain of the listener.

2. Types of Listening

In order for a conversation to continue within a group, a person engaged in listening must acquire specific information or comprehend the intended message. According to Nation and Newton (2020), there are two types of listening. First one is One way listening (transactional listening), is a form of listening that for informational transfer. The process of information itself is transmitted. This is the same as listening to information teaching materials that provided by teacher. This

listening variety holds significance in academic contexts, for instance when hearing professors' lectures or paying attention in class to acquire understanding. In other condition, when listening to a television or radio to gain information or listening to a song for gain the entertainment. The language listened to spoken variety, depends on the condition of its purposes.

Second one is Two-way listening, also known as interactional listening, refers to listening that aims to sustain social relationships among two or more individuals, which may also be termed interaction. This process involves hearing what others say while they speak and replying afterwards. This resembles situations where individuals listen to those they are speaking with and then provide answers or responses during a conversation. In listening activities, two-way listening allows for more precise information retrieval compared to one-way listening due to the presence of dialogue or discussion. Furthermore, two-way listening necessitates a reaction following the act of listening to the other person. The listener must pay close attention to the speaker's words to avoid any misinterpretation when grasping the intended meaning. However, in this study it will only using two-way listening on the test which was practiced by the audience in the classroom.

3. Processes of Listening

Interpretation of spoken meaning is the essence of listening. According to Nation and Newton (2020), the listening process can be categorized into two distinct types:

The first is called the Top-down Process, which refers to a listening strategy where individuals utilize their existing knowledge of the communicative situation to comprehend the information being delivered. Moreover, they are able to anticipate what the message contains and verify its accuracy. Here, listeners rely on their prior knowledge to interpret the intended meaning of what is spoken. The essence of this approach lies in reaching conclusions based on the comprehension achieved. By doing this method one must pay attention to learn the small details of language and its parts, to reach the right understanding and final idea when listening.

The second is the Bottom-up Process, which is a listening strategy where the process involves taking small parts of the message step by step from the smooth stream of spoken words that the listener hears. Within this type of listening process, listeners take the incoming spoken information that they hear and use it as the basic foundation to understand the entire message. The bottom-up strategy requires comprehension of spoken language across various tiers, such as phonetic, phonemic, lexical, semantic, syntactic, syllabic, pragmatic, propositional, and interpretative levels of hearing.

B. Vocabulary Mastery

Based on Nation, (2022) Vocabulary is a crucial aspect of language, encompassing a complex network of words and phrases essential for communication. Rashid et al., (2022) states that vocabulary represents the knowledge of words that language learners possess and use, and it plays a crucial role in both understanding and producing language across different skills. Without vocabulary mastery, the effective of communication would be impossible.

1. Type of vocabulary

The type of language learning are categorized by experts to understand various aspects of word usage and acquisition. Graves (2016) identifies vocabulary as being divided into two main types: receptive and productive vocabulary. Receptive vocabulary is type of vocabulary that is more passive, involving recognition and comprehension rather than active use, learners understand when they encounter them in listening or reading, receptive vocabulary is critical as it allows learners to understand and process information. While productive vocabulary enables them to express ideas and engage in meaningful communication productive vocabulary encompasses words that are actively used in speaking and writing, demonstrating mastery of words in practical contexts and the ability to use language effectively.

Effective language acquisition involves developing both types of vocabulary. Strategies for enhancing vocabulary include contextual learning, where words are taught within meaningful contexts, and active practice, which involves using new words in various communication scenarios. Mastery of these vocabulary types supports overall language proficiency, enabling learners to communicate more effectively and confidently. Thus, a comprehensive approach to vocabulary development is essential for achieving fluency and successful communication in any language. The concept of English vocabulary is fundamental to mastering the language, involving the complete range of words and phrases used for communication. This includes not just recognizing individual words and their meanings, but also understanding their various forms and grammatical structures,

such as prefixes, suffixes, and verb tenses. Effective vocabulary use requires grasping the nuances of word meanings, which can vary depending on context. For example, the term "light" might refer to illumination, weight, or metaphorically to ease. As Nation (2022) suggests, vocabulary knowledge encompasses both form and meaning, as well as the ability to use words correctly in different contexts. Learning vocabulary is not just about memorizing words but also about integrating them into practical use. Techniques such as contextual learning, repetition, and applying words in various scenarios support effective acquisition and retention. Laufer and Hulstijn (2020) note that deep processing of vocabulary, which involves using new words in meaningful contexts, leads to better retention and recall. Cultural and social factors also influence vocabulary, as words can carry specific cultural connotations and vary across different English-speaking regions (Pavlenko, 2015). Productive vocabulary encompasses words that are actively used in speaking and writing, demonstrating mastery of words in practical contexts and the ability to use language effectively.

To conclude, mastering English vocabulary involves a comprehensive understanding of word forms, meanings, and contextual usage, and utilizing a variety of media to enrich the learning process. By integrating learning techniques and leveraging diverse media sources, learners can effectively enhance their vocabulary skills and achieve fluency in English.

C. English TikTok Videos

TikTok has emerged as a transformative platform in both social media and education, particularly in learning English vocabulary and listening. As a social

media platform, TikTok is distinguished by its ability to foster user-generated content, promote interactive communities, and deliver personalized content recommendations through its advanced recommendation algorithm. Zulli, D., and Zulli, D. J. (2021) states that building on the foundational understanding of social media as interactive platforms, contemporary scholars highlight how modern apps have shifted focus toward algorithmic curation and participatory culture. For instance, TikTok facilitates "algorithmic social comparison," where users not only engage through likes and comments but also tailor their identity based on predictive feedback loops. This ecosystem transforms user engagement into a dynamic co-creation process, strengthening digital communities through shared memes and viral audio trends rather than just direct social ties.

The platform's recommendation algorithm, as emphasized by Liu et al. (2021), plays a key role in sustaining user engagement. By analyzing user behaviors like viewing habits and interactions, TikTok delivers a personalized content feed tailored to individual preferences. This ensures that users are exposed to relevant material, enhancing their experience and extending their usage time. Moreover, Wang et al. (2021) highlight how TikTok's short-form video format aligns with modern attention spans, offering quick and engaging content that fits seamlessly into fast-paced lifestyles. This innovative format promotes frequent interaction, creativity, and content sharing, setting TikTok apart from traditional social media platforms. By encouraging users to like, share, and comment on content, the platform transforms passive consumption into active participation. Trends and challenges provide opportunities for collaborative learning, allowing users to apply

new vocabulary in practical contexts, practice pronunciation, and receive feedback from peers. This participatory approach strengthens vocabulary retention and enhances its practical use in everyday language. Additionally, TikTok's algorithm-driven personalized recommendations enhance the learning experience by tailoring content to match learners' interests and preferences. This customization increases motivation, as students are more likely to engage with content that resonates with their needs. As Liu et al. (2021) argue, motivation is a critical factor in successful language acquisition, and TikTok's ability to provide enjoyable and relevant learning materials addresses this need effectively.

However, it is important to note that this study does not examine TikTok as a general entertainment platform, but rather focuses specifically on English-language educational content consumed by students for language learning purposes. Agustina and Dharmawan, (2024) State that this distinction is necessary, as although TikTok was not directly created for educational purposes, it has drawn educators' attention, especially in the English language learning field. According to Weerasinghe et al., (2025) The success of social media in supporting vocabulary acquisition is not determined solely by the platform, but rather by how effectively it is pedagogically integrated into the learning experience. Therefore, within the scope of this study, TikTok is positioned as a self-directed learning medium, where TikTok's unique features such as its interest-driven algorithm and authentic content create an environment where students can engage in self-directed learning and apply strategic techniques for effective vocabulary acquisition

To conclude, TikTok's combination of short-form videos, interactive elements, and personalized content delivery makes it a powerful tool for both social engagement and educational purposes. In the realm of vocabulary and listening learning, its multimedia capabilities, collaborative opportunities, and algorithm-driven recommendations provide a modern, dynamic alternative to traditional methods. By offering a context-rich and interactive approach, Considering these advantages, TikTok not only enhances vocabulary mastery and listening comprehension but also fosters practical application, making it a valuable resource for contemporary learners.

D. Correlation Between Listening Comprehension and Vocabulary Mastery

Listening comprehension may relate to vocabulary mastery since knowing words strongly predicts how well-spoken language is processed. According to Krashen's Input Hypothesis (1982), learners can only understand listening input when they possess enough vocabulary to make the input comprehensible. Building on this view, Bailey and Fahad (2021) argue that exposure to comprehensible input alone is insufficient; rather, a learner's personal goals and social identification with the target language community significantly influence how vocabulary is acquired and utilized. They propose that teachers must connect linguistic input to learners' aspirational role models and multimedia resources to make the input not only comprehensible but also personally meaningful, thereby transforming passive understanding into active language acquisition. Nation (2022) emphasizes that to comprehend spoken texts automatically, learners need to know at least 98% of the

vocabulary used in the text; without adequate vocabulary mastery, automaticity in listening cannot be achieved, resulting in fragmented and incomplete understanding.

Furthermore, information processing theory explains why vocabulary plays a crucial role in listening comprehension. According to Goh and Vandergrift (2022), listening comprehension involves both bottom-up and top-down processing that occur simultaneously in working memory. When learners have limited vocabulary knowledge, their working memory becomes overloaded by the effort of recognizing individual words, leaving little cognitive capacity for inference, prediction, and overall meaning construction. Additionally, Clenton and Booth (2020) argue that vocabulary knowledge is not merely about knowing word meanings but also about being able to recognize spoken word forms rapidly and accurately, which directly affects listening fluency and comprehension success. Based on the statement above the listening comprehension and vocabulary had correlation or cause and effect between them and because of that for the purpose of this research, for combining the listening comprehension and vocabulary mastery scores the researcher called it as a English receptive ability to simplify wording.

E. Previous Study

There are several previous studies that have been carried out that relate to the current study on TikTok videos, learners' listening skills, and vocabulary acquisition.

The first research conducted by Fauzi (2023) which sought to examine the connection between how often students watch English YouTube content and their

listening ability at SMAN 1 Nganjuk. The participants of this research were eleventh-grade students from the science track, totaling 128 individuals. Prior to collecting data from the actual sample, a pilot test of the instrument was carried out to assess its validity and reliability. The results indicate a strong positive relationship between the two variables. Based on the statistical computation, the alternative hypothesis (H_a) is accepted while the null hypothesis (H_o) is rejected because the researcher discovered a positive correlation between the frequency of watching English YouTube videos and learners' listening skills. Given this strong positive relationship, it can be inferred that students' listening skills are associated with how often they watch English YouTube content. The more frequently students watch English videos on YouTube, the more advanced their listening ability becomes.

Next research was conducted by Pamungkas (2024) about the correlation between students' frequency in watching English Tiktok videos and their vocabulary mastery. The data was collected through a questionnaire distributed to 11th-grade high school students at a Senior High School in Bandung, Indonesia. Based on the findings, it can be concluded that there is a significant relationship between students' frequency of watching English TikTok videos and their vocabulary mastery. The correlation coefficient ($r = 0.415$) indicates a medium positive correlation, suggesting that students who frequently engage with English language content on TikTok tend to have better vocabulary skills. This relationship was further supported by statistical analysis, with a significance value of 0.013 ($p < 0.05$) and ($t_{count} = 3.00$) exceeding $t_{table} = 2.048$), leading to the rejection of the

null hypothesis. These results highlight the potential of TikTok as an informal yet impactful tool for language learning, emphasizing its role in providing diverse and immersive linguistic exposure.

The next research conducted by Sabha (2022) about the correlation between students' intensity in watching English TikTok videos and their listening skills. The results of the questionnaire using Likert scale showing that the total score of students' intensity is 2141 and the average score of students' habits is 71 out of 100. It is considered to be a good intensity that indicates the students are interest and keen to watching English videos in Tiktok. The calculation of correlation value of r is 0.036, showing there is a very low correlation between variables. With the significance value of 0.118, it is higher than the value of 5% or 0.05 means that the students' intensity and students' listening skill were not significantly correlated each other. Another analysis is done by checking the t-count. The t-count is lower than t-table ($0.161 < 2.048$) with the degree of freedom 28. So, there is no significant correlation between students' intensity in watching English Tiktok videos (variable X) and the students' listening skills (variable Y).