

CHAPTER 2

LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1 Social Media

Social media is an online platform to share our activities through photos, videos, or stories. Also, we can have interaction and communication with other people through social media. As stated by Al Arif (2019), social media is a communication and information technology platform that users utilize to have online conversations. Another well-known fact about social media is that users of various ages and abilities use it. Furthermore, Kaplan & Haenlein (2010) stated that social media is one of the online tools by people all over the world to create different kinds of content. In addition, there are several types of social media, as follows:

2.1.1.1 TikTok

TikTok is a Chinese social media website that was first launched in September 2016. Nowadays, TikTok become the most popular social media which serves audio-visual media. Moreover, almost all people of different ages use TikTok due to its many choices, such as educational videos for learning something or some filters and videos just to entertain. As stated by Rahman (2021), TikTok offers distinctive and unusual effects to produce a captivating short video. Furthermore, Taubah & Hadi (2020) stated that on TikTok, users can not only watch videos but also create and imitate a wide variety of video content. Furthermore, watching and listening to some video content on TikTok, especially if the video uses the English language, is proven to be able to help people develop their English skills. As the study carried out by Addinna (2022) shows, utilizing social media TikTok provides a chance to hone speaking and listening abilities and obtain new English vocabulary, English grammar knowledge, and knowledge of how to pronounce words in English. The study also said that students show a positive perspective on their learning process. Additionally, TikTok has a positive impact on learners who want to improve their vocabulary. As stated by Erwani et al. (2022), students can increase their vocabulary competence using TikTok by reading content

that contains sentences, vocabulary, and quizzes. Therefore, it can be said that TikTok is an excellent learning medium, especially for improving vocabulary.

2.1.1.2 Instagram

Instagram is an online platform that facilitates users to share videos and photos with other people and their followers. This platform became popular because of its features, such as filters, Instagram stories, IGTV, and other interaction options such as likes, comments, and direct messages (DM). On the other side, Instagram can be defined as a well-known social networking site that serves as an example of diverse, attractive, and innovative web services (Rahman, 2021). Additionally, Kamal (2016) stated that compared to other social networking sites, Instagram reaches a broader range of societies, especially the younger generation. This is a result of younger smartphone users, who love nothing more than to snap photos with their devices and instantaneously share them with others.

Previous study conducted by Bestari (2020) said that the use of Instagram in learning English has a positive impact, which can improve students' writing skills and obtain new vocabulary. Moreover, the use of Instagram can help learners to get the latest vocabulary. As stated by Putri (2022), many terms that perhaps only a small number of people are familiar with, such as English slang, which we can learn from Instagram. Furthermore, through Instagram, learners can search for information in the form of knowledge that can enhance their English skills through posts, videos, tutorials, or captions. In addition, they can gain new vocabulary that can be applied to our daily lives.

2.1.1.3 YouTube

YouTube is one of the most prominent social media platforms that facilitates the sharing of videos online, which allows its users to upload, watch, and interact with many kinds of videos, including music videos, vlogs, tutorials, educational content, and others. Furthermore, with the large amount of content provided by YouTube from around the world, it is possible that it could have a positive effect, such as helping people learn another language. As stated by

Purwanti et al. (2022), YouTube can facilitate teaching-learning activities and improve four language skills. Additionally, other evidence was found in a study by Heriyanto (2015) and Hakim (2019). Both of them have the same conclusion: YouTube has a role and impact in improving students' vocabulary knowledge. This is because videos can make the brain react, thereby increasing understanding. Also, YouTube can cater to different learning styles. As stated by Mokodompit et al. (2021), watching videos helps students' learning since it stimulates both sides of their brains, which increases comprehension. Therefore, watching YouTube videos can help students to master the language and makes easier for them to understand each vocabulary word.

Social media has some functions in human life, especially in education. In education, social media can facilitate teaching-learning activities, especially in English Foreign Language (EFL) classrooms. According to Kamal (2016), Rahman (2021), and Nabilla et al. (2022), social media has some positive impact on learning activities and EFL classrooms. Also, their research stated that bringing social media into learning activities can raise students' enthusiasm for learning English and help them become more proficient in vocabulary.

2.1.2 Vocabulary Mastery

Vocabulary is one of the important aspects of language. As stated by Hatch & Brown (1995), the set of terms that a particular language's speakers may use is called their vocabulary. Moreover, Ur (1996) explains vocabulary as 'lexical items' rather than 'words'. The term 'items' is considered more suitable because it can be interpreted in more than a one word

The term "vocabulary mastery" generally means how people understand the context of each word. As Nation and Newton (1997) state, vocabulary mastery involves more than just knowing words and their meanings; it also entails learning how words sound and are employed in various contexts. Additionally, vocabulary mastery serves as a tool to improve other language abilities, including speaking, listening, reading, and writing. (Nabilla et al., 2022). This is because the more

English words we know can improve our understanding of reading some text and the easier it is to listen and say something.

According to Nabilla et al. (2022), stated there are two types of vocabulary:

2.1.2.1 Passive Vocabulary (Receptive Vocabulary)

Passive vocabulary is a word that students are unable to produce but are familiar with and understand in context. In short, passive vocabulary is a vocabulary what we know from reading but are not yet able to use in writing and speech

2.1.2.2 Active Vocabulary (Productive Vocabulary)

Active vocabulary is a word that students comprehend, can pronounce, and can utilize in both writing and speech. The term 'productive' here implies that students create the words, making this kind of vocabulary development an active process.

There is some aspect in measuring vocabulary mastery, which can be concluded as the meaning, spelling, and pronunciation. In addition, vocabulary mastery is essential in language skills. According to Asyiah (2017), vocabulary mastery will greatly aid pupils in acquiring the four primary English language abilities: speaking, listening, reading, and writing. That statement is also proven by a previous study conducted by Rouhani & Purgharib (2013), which concluded that vocabulary mastery can improve language skills. In conclusion, vocabulary is an important aspect that learners must master before trying to master the four language aspects.

2.2 Study of the Relevant Research

There are many relevant research studies related to the correlation between social media usage and students' vocabulary mastery. First, Bown & Pullen (2020). In their research, they talk about how SMPs were used to develop vocabulary between 2014 and 2018 in the Saudi Arabian context. Of the 50 peer-reviewed articles, only 15 studies related to vocabulary learning and SMPs. Their findings recognized that SMPs are beneficial in increasing student motivation, engagement, and vocabulary growth, indicating that they might be helpful as instruments and resources to support learning.

Second was conducted by Nabilla et al. (2022). In the research, the writer investigates the correlation between social media activity and vocabulary mastery of students majoring in English at Riau University. Every third-year student of majoring in English at Riau University participated in this research study, a total of 117 students. In their findings, they found that there is a rather substantial correlation between vocabulary mastery and social media activity; it is recommended that students begin making responsible use of social media. Furthermore, his research found that social media may be a fantastic tool for kids to increase their English vocabulary while still being entertaining.

Another research conducted by Rahman (2021) also related to social media and vocabulary. His research study was carried out on all 62 students in the purposive random sample approach out of the 16 classes that make up SMAN 1 Amuntai for the 2021/2022 academic year. The findings shows that there is a positive correlation between Instagram and TikTok in Improving Students' Vocabulary in SMAN 1 Amuntai for the 2021/2022 academic year. Additionally, the study, shows that Instagram and TikTok have a positive effect on improving vocabulary knowledge among students.

2.3 Research Hypothesis

The research hypotheses are the following :

1. The null hypothesis (H_0): There is no correlation between social media usage and students' vocabulary mastery.
2. The alternative hypothesis (H_a): There is a correlation between social media usage and students' vocabulary mastery.