

CHAPTER I

INTRODUCTION

This chapter introduces the research background, research question, research objective, research significance, scope and limitation, and definitions of key terms. It sets the context, outlines the specific inquiry, defines the goals, emphasizes the importance, establishes the boundaries, and ensures clarity in communication throughout the thesis.

1.1 Research Background

The TikTok app is a tool for making and sharing different kinds of short videos in vertical format, which can be seen by just swiping up or down on the screen, (Herlisya & Wiratno, 2022). TikTok launched in 2017 and has users in more than 150 countries, making it the social media platform with the quickest growth. The site has more than 800 million users, according to data provided by the TikTok team. Users spend an average of 41 minutes per day using the application, which was the most downloaded in 2020, (Khlaif & Salha, 2021). In recent years, researchers have been exploring the potential benefits of using TikTok as a media for learning English. This research aims to explore students' perceptions of using TikTok for learning English. By examining their perceptions, perceived benefits and challenges, and the impact on motivation and engagement, this study aims to provide valuable insights into the potential of TikTok as an educational tool and contribute to the broader field of technology-enhanced language learning.

According to Herlisya & Wiratno (2022), the utilization of the TikTok application for English language learning has the potential to enhance students' speaking skills. Additionally, the use of TikTok media has been found to improve

students' listening skills in English (Perangin-angin, et al., 2021). (Anumanthan & Hashim,2022) conducted a study to investigate the impact of using TikTok on vocabulary learning. They found that using TikTok as a media for learning English had a positive effect on vocabulary learning. They concluded that TikTok proves to be a useful teaching tool, especially for teaching regular verbs and sentence structure. Furthermore, Rahmawanti (2021) and Ubaedillah, et al. (2021) highlight that TikTok is the second most popular social media platform among students for learning English and is actively used by English teachers in distance learning settings. Consequently, TikTok offers a valuable resource for English language learning, facilitating the improvement of students' language skills. Furthermore, the platform offers learners an opportunity to engage with the language in a more interactive and engaging way than traditional methods of language learning.

TikTok, as indicated by Ferstephanie & Pratiwi (2021), stands out as one of the most widely used social media platforms. Primarily popular among young individuals, TikTok functions as a short video application. While initially recognized for its entertainment value, TikTok has evolved to serve as a medium for English language learning. Within TikTok, users have the opportunity to both view and upload various video content. The platform encompasses a wide range of video genres, including lip sync videos, duet challenges, song lyrics, cooking demonstrations, health-related content, and notably, videos with English language material. Unlike platforms where users have full control over their video preferences, TikTok utilizes algorithms that tailor the content displayed on users' accounts based on factors such as user interactions, utilized hashtags, followed accounts, frequently viewed video content, and other relevant indicators. For instance, if a TikTok user consistently engages with and appreciates videos featuring English content, their TikTok

homepage will consistently feature videos with English language content. Currently, numerous accounts on TikTok are dedicated to English language instruction, such as @zelynafah, @englishbygiovana, @kampunginggrislccom, and others. Consequently, TikTok presents a readily accessible avenue for students to learn English outside the traditional classroom setting, utilizing their personal devices.

TikTok as a medium for learning English offers benefits and drawbacks in terms of assisting students in improving their English, much like other learning mediums. Each student perceives utilizing TikTok as a learning tool for English differently. This study attempts to determine students' perceptions of whether or not TikTok can aid them in independently learning English and how they learn using the application itself. Humans continue to interact with their surroundings through their five senses through the process of perception, which involves transferring information to the brain (Slameto, 2015). In (Lele, 2019), Robbins added that people arrange and interpret their sensory experiences to give them meaning through mechanisms called perception. It is the act of receiving a stimulus through one's senses (Walgito, 2005). Students' perceptions can offer details or an overview of how they use TikTok to study and whether or not learning English using TikTok actually helps them to become more fluent in the language.

Overall, the current research suggests that TikTok can be an effective media for learning English, as it provides learners with authentic language input, opportunities for social interaction, and motivation and engagement. However, students need to be aware of the potential challenges associated with using social media for language learning, such as the lack of control over the content and potential distraction. In order to understand how social media, specifically TikTok, The purpose

of this study is to discover the students' perception on the use of TikTok for learning English.

1.2 Research Problems

Through the programs or content, TikTok is utilized and categorized to amuse or educate the public. The large number of TikTok users and Tiktokkers, as well as their activities on Tiktok, generate a lot of and watch videos in various types of content, including educational content like learning English, which raises the question:

1. What are the students' perceptions in learning English by using TikTok?
2. What are the benefits of using TikTok for learning English?s

1.3 Research Objectives

The primary goals of this research are to thoroughly investigate students' perceptions and emotions regarding the utilization of TikTok as a tool for learning English. The study seeks to accomplish the following objectives:

1. Conduct an exploration of students' perceptions concerning the effectiveness of TikTok as a means to enhance various language skills, encompassing speaking, listening, reading, and writing. The aim is to gain insights into their perspectives on how TikTok can contribute to improving these language proficiencies.
2. This study seeks to determine the benefits of TikTok as a language learning tool for students. It will assess how TikTok influences student motivation, engagement, and enjoyment in acquiring English language skills.

By addressing these research objectives, the study aspires to provide a comprehensive understanding of students' perceptions and sentiments toward the use of TikTok for learning English. The findings will enrich the existing knowledge on the integration of social media platforms in language education and offer valuable insights for English language teachers and curriculum designers and researchers interested in the field of English language education.

1.4 Scope and Limitations

Scope:

The scope of this research focuses on exploring the perceptions and feelings of students regarding the use of TikTok for learning English. The study will be conducted within a specific educational context, involving a sample of students from selected educational institutions. The research will primarily examine the use of TikTok as a tool for enhancing language skills, such as speaking, listening, reading, and writing in English. It will investigate students' attitudes, motivations, and engagement when utilizing TikTok for English language learning purposes. The study will also explore the perceived benefits and challenges associated with using TikTok as a language-learning medium. Moreover, it will examine the impact of TikTok on students' autonomous learning and emotional experiences during their engagement with English language content on the platform.

Limitations:

There are some limitations in this research. First, the study's sample will be selected from specific educational institutions, which may not represent the diverse range of student populations or educational settings globally. Therefore, the findings may not be applicable to all student groups or cultural contexts. Second, the research will primarily focus on students' perceptions and feelings, which may be subjective

and influenced by individual experiences and preferences. The study will rely on self-report measures and qualitative data, which may introduce response biases or limited generalizability. Third, the study will primarily examine the use of TikTok as a tool for learning English and may not cover other potential language learning platforms or technologies. The findings may not be directly transferable to other social media platforms or learning contexts. Fourth, this study will only analyze a sample of the English content available on TikTok and does not represent the entire spectrum of content available on the platform. Fifth, the research will rely on the students' self-assessment of their language skills and their perceptions of TikTok's impact on language learning. Objective measures of language proficiency or direct comparisons with other instructional methods may not be included. Sixth, the study will not extensively explore the technical aspects or specific instructional strategies employed on TikTok for English language learning. It will focus primarily on students' perceptions and feelings rather than the platform's design or pedagogical implications. Finally, this study will not address potential ethical issues related to the use of social media for language learning, such as privacy and data security.

Despite these limitations, the research aims to provide valuable insights into students' perceptions and feelings toward the use of TikTok for learning English, contributing to the existing knowledge on integrating social media platforms in language education.

1.5 Research Significance

Understanding students' perceptions and feelings regarding the use of TikTok for learning English holds significant implications for educators and researchers in the field of language education. By exploring students' perspectives, valuable insights can be gained into the potential benefits and challenges of utilizing TikTok as a language

learning tool. Additionally, this research can shed light on the impact of TikTok on students' motivation, engagement, and overall learning experiences in the context of English language learning.

The findings of this study will contribute to the existing body of knowledge on technology-enhanced language learning and provide evidence-based recommendations for educators looking to integrate TikTok or similar social media platforms into their instructional practices. Furthermore, this research will enhance our understanding of student preferences, emotions, and attitudes towards utilizing technology for language learning purposes.

1.6 Definition of Key Terms

1. Social media refers to online platforms and programs that enable the exchange of user-generated content, communication, and engagement between people or groups. Users may interact with others, share content, and take part in online communities thanks to it (Michael, 2012).
2. TikTok is a 15-second music short video community that is built on today's youth. It is a music creative short video social media platform. With the help of this software, users can select their own music interface, add aesthetic and slow-motion effects, and then produce their preferred short musical film (Yang, et al.,2019).
3. Learning English encompasses the process of developing the ability to speak English in a manner that is contextually and socially acceptable, considering the diverse contexts, conditions, and everyday situations faced by students. It is a crucial skill for the present generation, enabling them to navigate global communication, literature, media, and future professional endeavors. The goal

is to foster an English language learning approach that better caters to the specific linguistic needs of students (Jusriwulandari, 2022).

4. Students' perception involves the selective attention and subjective interpretation of information received from an object or stimulus, in the context of this study, it pertains to the classroom questions posed by the teacher. By actively observing and engaging their senses, students can make sense of and interpret the object or stimulus under observation (Rizky, 2015).

