

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents a review of connected literature. There are two main parts in this chapter. The first part explains about EFL instructional media. The second part explains about TikTok as social media in EFL Classroom.

2.1 EFL instructional media

Learning media is an important tool to be used in teaching and learning so that learning runs effectively and according to the provisions (Aisyah & Haryudin, 2020). Besides, instructional media can be understood by conveying something in an organized manner so that the recipient can understand the material effectively and efficiently. Whatever definitions of media exist, there is a rule that can be stated regarding media. Afidah et al., (2021) stated that instructional media is media that is used in the classroom to stimulate students' ideas, feelings, abilities, and attention throughout the teaching and learning process.

2.1.1 Kinds of instructional media

Teaching is an activity of transferring knowledge and skills possessed by the teacher to students so that the learning process occurs. The delivery of knowledge and skills possessed by the teacher requires instructional media so that it is more easily understood by students. According to Onasanya, (2004) learning media is divided into several categories, those are:

1. Print Media: Media that used to convey verbal information through print. Textbooks, journals, encyclopedias, newspapers, magazines, file records, minutes, and so on are examples.
2. Non-Print Media: Chalks and chalkboard
3. Graphic Material: They may use symbolic visual and verbal information. Drawings, charts, graphs, and posters are examples of graphic media.
4. Realia: Coins, tools, artifacts, plants, and animals are just a few examples.
5. Visual materials: Picture, models and mock-ups, multimedia presentation, video player.
6. Audio media: It may be utilized for spoken teaching as well as to guide the development of intellectual and physical abilities.

In this digital era, instructional media grow rapidly. Teachers must already be utilizing technology-based learning media to support the learning process. Besides, technology-based instructional media can be classified into three parts: audio, visual, and audio-visual.

Teachers require instructional media that may stimulate students, develop visual and auditory skills, and facilitate collaborative activities in the EFL classroom. The use of technology-based learning is thought to be appropriate in this learning process, so that the teaching learning is more engaging and interactive. There are several examples of instructional media (technology-based learning). The first is Learning Management Systems (LMSs), according to Aldiab et al., (2019) Learning

Management System (LMS) is a system that organizes and provides access to online learning services for students, teachers, and administrators. The second is social media. There are lots of social media that can be used, one of which is TikTok.

Considering how technology is developing today, social media use started to spread across a variety of industries, including the sector of education. Social media also can be utilized as a learning tool. People can use social media to share content by setting up personal profiles and connecting with friends. Due to these factors, social media, particularly among students, has gained popularity in recent years (Laksono et al., 2019).

The most popular social media platforms that people are familiar with include Facebook, Instagram, Twitter, Line, WhatsApp, TikTok, and etc. However, the use of tiktok is currently being widely used by people of all ages. Afidah et al., (2021) explains that TikTok is a social media site that offers people a place to express themselves through video content. Besides, they also explained, in the aspect of learning, TikTok videos can be used as learning media. Video can improve simulations since it makes students feel more realistic and can provide them feedback on how they performed.

Learning media in the EFL class is very important to provide motivation and interest in student learning by providing a fun learning experience to improve student learning outcomes (Aisyah & Haryudin, 2020). This is supported by (Andriani et al., 2022), learning media will become a more effective and efficient support tool in

achieving the learning objectives when used correctly throughout the learning process.

2.1.2 The strengths of instructional media in EFL classroom

Learning media can be defined as anything that can communicate messages from existing sources in a structured manner in order to create a suitable learning environment in which the student can carry out the teaching and learning process efficiently and effectively (Aisyah & Haryudin, 2020). Instructional media is media that is utilized in the classroom to help stimulate students' thoughts, feelings, abilities, and attention during the teaching and learning process (Afidah et al., 2021). As a result, in this case, the strengths of learning media refer to tools that have the advantages, effectiveness, helpful and beneficial uses that might generate student engagement in the EFL classroom.

Media can be very helpful in learning English. It helps teachers, instructors, and students attain their learning objectives. There are some advantages to using instructional media in EFL classroom, such as motivating teachers and students to deliver the subject materials, assisting students in understanding the subject materials, facilitating students in learning activities, and preventing bored students (Tanggoro, 2015). In short, utilizing media to further learning objectives benefits teachers, instructors, and students alike.

2.1.3 The weaknesses of instructional media in EFL classroom

In the term of instructional media, the word "weaknesses" refers to the limits, problems, or drawbacks associated with their employment in the teaching and learning process. This issue can be seen in English classes where students appear uninterested in studying. The lack of instructional material is one of the reasons why the English teaching-learning process is not engaging for students. It is proposed that English teachers employ instructional media in their teaching and learning processes to engage and motivate students (Tanggoro, 2015).

One of the weaknesses in the use of instructional media is that the teacher does not optimize the use of the media that has been provided. Moreover, the difficulties teachers face, including time constraints, difficulty choosing media, a lack of media availability, and teachers' misgivings about instructional media and the system (Sukmahidayanti, 2015). To be sure, teachers must be wiser with this limitation in order to improve teaching and learning activities.

2.2 TikTok as social media in EFL classroom

With the development of technology today, teachers are unable to use more current learning material in place of traditional learning media. Using currently booming media, such as TikTok, is one of the most effective techniques for increasing student interest in studying. TikTok is a social media application that allows users to create and share short videos. Users of this application can produce and share videos, such as short-form comedy, dancing, singing, or other daily activities like eating, with friends, and family members, or over the internet. They

may also share these videos and gain "likes" and followers by doing so (Prosenjit & Anwesana, 2021). Over time, TikTok is a platform that may be utilized as a learning medium if used appropriately, since many content creators share educational videos, scientific videos, and numerous other creative videos (Herlisya & Wiratno, 2022).

2.2.1 Tik tok in teaching English skill

Instructional media is one of several factors that might influence learning results. Students prefer new things that are relevant to their daily lives, such as using TikTok as learning media. For example, many studies have used TikTok applications as learning media. Rahmawati et al., (2023) the researchers found that Tiktok application is very innovative media to help students improving their speaking skills especially in ELT, Revesencio et al., (2022) using TikTok at determining the benefits and drawbacks of TikTok for the development of English grammar skills, and (Anggi E Pratiwi, 2021), respondents had a positive attitude toward a TikTok application to help and improve pronunciation skill.

2.2.2 The Strengths and Weaknesses of Tik Tok in Teaching Speaking

TikTok integration in a speaking class can be a creative and interesting technique to improve language learning. TikTok is a well-known social media site where users may create and share short videos. This is supported by (Herlisya & Wiratno, 2022), in their journal stating that TikTok allows students to have their own audience when speaking English. They can be more confident and motivated to make

better videos if they receive a large number of “likes”. TikTok allows students to practice Role-Play Scenarios, Presentation Skills, Vocabulary and Idioms, and Pronunciation Practice.

The usage of the TikTok as an educational tool for teaching listening received excellent comments from researchers and respondents after they investigated. As mentioned by Titik Komariyah et al., (2022) they are delighted when they learn to speak English using the TikTok learning tool since they have gained new language-learning experiences. Based on Sinta & Zulfitri, (2022) one of the engaging tools is Duet Video, in which one user challenges other users to complete a performance or skill presentation, assists viewers in improving their English language skills such as vocabulary and speaking skills.

However, besides the advantages, teachers should be aware of the potential disadvantages of TikTok. Maretha & Anggoro, (2022) conduct research on the advantages, disadvantages, and implications of TikTok in the ELT. They mentioned some of the drawbacks of TikTok. First the concern about the lesson's content. TikTok has a time limit in viewing or making videos, so students have less understanding of the material in the content. Long tasks such as speeches and video presentations may not be recommended for using TikTok. Second, the discontinuity of the content seen in TikTok, such as content that is out of the context of English learning, makes students not focus on the main task.

In another study, stated that some disadvantages of TikTok that can prevent students from learning to speak English include the fact that the TikTok application cannot be used anywhere, especially in rural areas, because it requires an internet connection, and there is a time limit on the TikTok application, so teachers must prepare the best possible material (Fauziah, N et, al, 2022).

