

CHAPTER I

INTRODUCTION

This chapter contains the background of study, research problems, research objectives, the scope and limitation, the significance of the study, and the definition of key terms.

1.1 Background of the Study

The development of social media today has a major influence on all aspects of life. Today's social media is not only for entertainment but can also be used for learning media. Therefore, the development of social media has many benefits for us to find innovative and creative media for teaching, especially in EFL classrooms language teaching. Technology improves classroom engagement by boosting student interest through social media platforms and encouraging critical and creative thinking (M.Kom, Apriansyah, 2020).

Besides, of the four keys to language learning, speaking skills is considered the most difficult for EFL students. Learning to speak should be carried out in an interesting and exciting way. The selection of the right and appropriate learning media really needs to be done by the teacher, because the use of learning media greatly influences the learning process and learning outcomes. One of the learning media that is interesting and easy to understand is TikTok application (Zaitun et al., 2021).

Besides, TikTok can be used as a learning medium, especially in the efl speaking classroom. The learning media used must adapt to changing trends and the current boom (Zaitun et al., 2021). This application has various features that can support learning such as adding songs and live streaming which makes this application interesting to use. But nowadays, Tiktok is still used for fun, not for academic purposes yet.

According to (Anggi E Pratiwi, 2021), the study analyzed qualitative data on TikTok's utility in boosting English education students' speaking abilities and discovered that respondents preferred TikTok as a video tool for language learning. Rahmawati et al., (2023) conducted research on TikTok, they found that to learn about the students' speaking abilities there are four components that measure speaking skills, such as vocabulary, fluency, pronunciation, and comprehension. They also stated that TikTok is a great tool that not only enhances students' speaking abilities but also their creativity and motivation.

Furthermore, Zaitun et al., (2021) conducted research about TikTok as a learning medium for determining the progress of students' speaking skills through storytelling. The findings indicated that the TikTok application can boost students' English speaking confidence and give an opportunity for them to freely express their ideas. In addition, Herlisya & Wiratno, (2022) also investigate improving students' speaking skills through the TikTok application. They found that classroom action

research by using Tik Tok App improved students' learning activities and students' speaking skill.

TikTok is a social media application originating from China that was released in 2017. Before entering the international market the name of TikTok in China was called Douyin which was released in 2016 in Tiongkok. According to Yurieff, K (2018), TikTok has been downloaded about 80 million times in the United States and approximately 800 million times globally. Besides, the idea used in TikTok is a video-sharing platform with short duration and live streaming.

The use of TikTok in EFL classrooms has been done by previous research and mostly their findings agree that TikTok gave positive impacts on students' achievement. However, not all medium using new technologies in learning are always positive. There must be challenges and obstacles that occur, so research to know the strengths and weaknesses of using TikTok in the EFL classroom is pivotal to conduct. The weaknesses of using media are sometimes time-consuming, lack of internet connection makes it slow loading, and the error device. Social media can raise student motivation, increase creativity and make classes interesting are its strengths.

Studies on TikTok in the context of EFL have been carried out at various levels of education as learning media. Students have a good opinion regarding the TikTok application as a video tool for learning to enhance and improve reading and speaking abilities (Anggi E Pratiwi, 2021). TikTok was a helpful application that not only improves students' speaking skill but also students' creativity, motivation, and

vocabulary (Rahmawati et al., 2023). Increasing students' self-confidence and adding new experiences for students in expressing their ideas freely are the benefits of using TikTok as a learning medium (Zaitun et al., 2021).

On the other hand, the researcher found a lack of research on TikTok in learning Speaking in the EFL higher education. In fact, TikTok is often used to improve Speaking ability. Still the previous researcher did not point out the strengths and weaknesses of using TikTok as a learning medium to improve Speaking skills.

1.2 Research Questions

In this study, the researcher are investigating the problem and formulating a specific question that needs to be answered:

1. What are the strengths of TikTok as the learning medium for speaking skills?
2. What are the weaknesses of TikTok as the learning medium for speaking skills?

1.3 Research Objectives

Based on the research questions above, the aim of this research is to identify the use of TikTok in EFL classrooms as learning media in speaking skills: strengths and weaknesses of students English Language Education Department (ELED) University of Muhammadiyah Malang.

1.4 Scope and Limitation

This study concentrates on looking at TikTok's strengths and weaknesses as a learning medium in a speaking skill. The current study focuses on examining English Language Education Department (ELED) University of Muhammadiyah Malang students for the 2020–2021 academic years.

1.5 Significance of the Study

The researcher believes that this research will provide useful insights into:

1. English Teachers

The goal of the study is to provide English teachers with some useful information. This information helps teachers choose engaging and successful teaching methods and media to help their students develop their speaking abilities.

2. Next Researchers

The researcher expects that the findings of this study will serve as a guide for future researchers who want to carry out similar research or expand them into further complex and in-depth studies. It is expected that the results of the research will have both theoretical and practical applications.

1.6 Definition of the Key Term

- a) **TikTok:** TikTok is a social media application that allows users to create and share short videos. Users of this application can produce and share these videos and gain "likes" and followers by doing so (Prosenjit & Anwesana, 2021).
- b) **Strengths:** Strengths are good character aspects or talents. These include knowledge, characteristics, abilities, and talents. Students had a positive attitude toward a TikTok application to help and improve pronunciation skills (Anggi E Pratiwi, 2021).
- c) **Weaknesses:** Weaknesses are characterized as negative or underdeveloped character qualities or talents. Weaknesses include blind spots, limited talents, and negative personal behaviors. TikTok's weaknesses, including time and availability, can hinder English language learning, especially in rural areas (Fauziah, N et, al, 2022).