

## **CHAPTER I**

### **INTRODUCTION**

This chapter consists of background of the study, research problems, research objectives, hypothesis, scope and limitation, significance of the study as well as definition of key terms.

#### **A. Background of the Study**

Listening is a basic skill and ability in learning a new language that must be learned by beginners (Mokoginta et al., 2024). The important role of listening continues to increase in language teaching and learning, along with the growth and development of communicative language teaching methods. Listening in a communicative language class is not just an activity of listening to teachers, friends, and media in two-way communication, but it is also important for language learners to be able to obtain existing information. This requires a long learning time and requires students' perseverance to retain the information they obtain (Cahyoono and Perdhani, 2023). According to several researchers, achieving success in communication is not easy, as a receptive skill. According to Silaban and Purba (2021), listening refers to communicative competence through which a student becomes able to understand, interpret, and evaluate the input they hear. However, poor listening is a major obstacle faced by many students in learning a foreign language. Yaacob et al., (2021) said that learning English is usually considered one of the most challenging skills that students can learn.

This problem becomes more common when listening becomes a very complex activity where many things and thoughts occur simultaneously and differently in the mind, such as: distinguishing sounds, identifying grammatical structures, understanding dictionaries, intonation, stress, and finally interpreting speech (Hasnia et al., 2022). As stated in Nunan (2003), listening is an active process, which aims to make meaning from what we hear.". This means that we need to interpret the meaning of what we hear, as a result listening with comprehension is an active process because listening is not only listening, in short it finds out the meaning and message of the sound.

According to research by Andries and Lengkonan (2023), they said learning to listen presents a number of challenge. The findings of their research indicate that students' main problems with listening comprehension include pronunciation, speed, lack of vocabulary, speaker accent, lack of focus, anxiety, low self-efficacy and poor recording quality. Internal and external factors, including hearing loss, are the causes. Students describe poor focus and lack of vocabulary as the main listening challenges. The challenges faced by students when learning to listen in English can vary. While some students may find it difficult to adjust to different dialects and accents, others may find it difficult to speak at the same speed as native speakers. Inadequate listening skills outside the classroom, small vocabulary, and difficulty distinguishing sounds and some also have low self-efficacy.

Another aspect that influences students' listening is self-efficacy (Marlina, 2020). Self-efficacy is one of the important social cognitive theories to improve students' emotional conditions, correct their wrong self-beliefs and thinking habits (personal factors), improve their academic skills and self-regulation practices (behavior). Self-efficacy is also important for students in achieving their achievements in language learning. According to Kassem, (2015), having better listening comprehension and higher self-efficacy helps an individual's academic studies. In line with this, Rahimi and Abedi (2014), stated that success in language learning involves self-efficacy because learners who have higher self-efficacy have more control over the listening process.

Improving listening performance will encourage students to be more confident in themselves when dealing with challenging listening tasks (Khosroshahi and Merc, 2020). According to Yang (1999), students' self-efficacy, emotional responses, attitudes towards foreign language learning, and views on the importance of acquiring a second language are motivational factors. This description shows that students' self-efficacy is one of the main motivators that can improve students' listening. Regarding social cognitive theory, Bandura (1994) said that when a student faces a certain task, he sets personal goals, consistently organizes certain tactics, and deliberately uses them to get the desired results. A higher level of self-efficacy in students will allow them to exert more effort to

achieve their learning goals; on the other hand, a lower level of students' self-efficacy will result in a lower level of effort to achieve the desired results (Darmawan et al., 2023)

In addition, students' self-efficacy in these developing technology era also plays significant roles. The technology that is currently widely used by the community is social media (Faizi et al., 2014). Influencing students' ability to listen they have often listened to and watched content from YouTube, Facebook, Instagram, Spotify to TikTok. This happens due to the easiness to access technology. A study conducted by Nurfalah et al., (2023) revealed that the use of social media accounts has become common among students. These platforms are used for various purposes, from supporting the learning process, seeking entertainment, to broadening horizons regarding local, national, and global issues. Similar findings were also presented by Peters et al., (2022), who stated that social media is an increasingly dominant technology in connecting learning objectives with various student interests. Meanwhile, according to Mahardika et al., (2021), the most widely used social media among the community is TikTok, likewise among students. According to Rahardaya (2021), TikTok is a social media platform that allows users to create short videos with a duration of between 15 and 60 seconds. This application is also equipped with various supporting features such as music, filters, stickers, and other creative tools. Priatama et al., (2021) added that these features make TikTok content more interesting and have great marketing potential.

The TikTok application, which was originally introduced by the Chinese company, ByteDance, under the name Douyin, has shown very rapid growth. In a year, as stated by Wijaya (2022), this platform has reached 100 million users and 1 billion daily video views. This popularity has encouraged many young people to use TikTok as a means of obtaining information and knowledge presented in a concise manner. Bulele (2020) also added that in Indonesia, TikTok has become a place for people to be creative in learning and business activities

The use of TikTok social media can affect a person's self-confidence, especially teenagers (Adawiyah, 2020). Content creator in TikTok who use English

in their delivering their content have an indirect impact to viewers of this application (Indriastuti et al., 2023). Their content included listening skills, speaking, grammar, slang words, to understand English content in videos. The way to search those content can be done by using for example, with hashtag #samamabelajar. Researchers identified that the hashtag has been watched more than 70 billion times, the most compared to other hashtags which content is themed on learning English (Nursawiyah and Purwaningtyas, 2024). This number is predicted to continue to grow and it is possible that the number of video uploads using this hashtag will also increase. TikTok application, according to Luisandrith and Yanuartuti (2020), has the potential to increase students' creativity and help them express themselves through video making and self-expression. Vernom's concept in Suwidya (2014) reinforces this, saying that using video technology can increase learning outcomes by up to 50% percent compared to learning without media. In this context, student perceptions of TikTok content are important to study, because perceptions influence how interpret, receive, and utilize the information they get from digital media (Syamsiani and Munfangati, 2023). Understanding student perceptions can also provide insight into whether media such as TikTok really support the learning process, or are just entertainment

Based on explanation above, the discussion on listening comprehension is not comprehensive without considering the correlation between self-efficacy and TikTok content. So far, existing research generally only examines the correlation between TikTok and listening comprehension or self-efficacy and listening comprehension. In fact, the contribution to improving students' listening comprehension was inadequate without linking it to their perceptions of TikTok content and their level of self-efficacy. Therefore, this study variables fills the gap, by conducting a correlation study between the three things with the research title **"The Correlation Among Students' Perceptions on TikTok Content, Self-Efficacy, and Listening Comprehension of English Department Students at IAIN Kediri"**.

## **B. Research Problems**

Based on the description of the background above, the problems of this research was formulated into the questions as follows:

1. Is there any significant correlation between students' perceptions on TikTok content and listening comprehension of English department at IAIN Kediri?
2. Is there any significant correlation between self-efficacy and listening comprehension of English department students at IAIN Kediri?
3. Is there any significant correlation among Students' Perceptions on TikTok Content, self-efficacy and listening comprehension of English department students at IAIN Kediri?

## **C. Research Objectives**

The objectives of this research are:

1. To identify whether there is a correlation between students' perceptions on TikTok content and listening comprehension of English department students at IAIN Kediri.
2. To identify whether there is a correlation self-efficacy and listening comprehension of English department students at IAIN Kediri.
3. To identify a correlation among students' perceptions on TikTok content, self-efficacy and listening comprehension of English department students at IAIN Kediri.

## **D. Hypothesis**

H<sub>01</sub>: There is no significant correlation between students' perceptions on TikTok content and listening comprehension of English department students at IAIN Kediri.

H<sub>a1</sub>: There is significant correlation between English students' perceptions on TikTok content and listening comprehension of English department students at IAIN Kediri.

H<sub>02</sub>: There is no significant correlation between self-efficacy and listening comprehension of English department students at IAIN Kediri.

H<sub>a2</sub>: There is significant correlation between self-efficacy and listening comprehension of English department students at IAIN Kediri.

H0<sub>3</sub>: There is no significant correlation among students' perceptions on TikTok content, self-efficacy and listening comprehension of English department students at IAIN Kediri

Ha<sub>3</sub>: There is significant correlation among students' perceptions on TikTok content, self-efficacy and listening comprehension of English department students at IAIN Kediri.

### **E. Scope and Limitation**

To limits this research, first year students majoring in English department at State Islamic Institute (IAIN) Kediri became participants in this research.

They are categorized as adult learners who are considered capable and familiar with the variables to be studied.

### **F. Significance of the Research**

#### **1. Theoretical**

This study is expected to contribute to the field of English language learning, particularly in listening comprehension. By examining the correlation among students' perceptions of TikTok content, self-efficacy, and listening comprehension, the findings of this research serve as a useful reference for future studies that explore the role of social media in language education.

#### **2. Practical**

This study aims to know the factor of using TikTok content on students' listening comprehension and to examine whether self-efficacy affects their listening comprehension. The findings of this study are expected to help English teachers explore innovative teaching strategies by integrating relevant digital content into their lessons. Furthermore, the results can contribute to making classroom activities more interesting and effective for students.

### **G. Definition of Key Terms**

#### **1. Students' Perceptions on TikTok Content**

TikTok content is a variety of short videos created, shared, and watched by TikTok users. This content is diverse, it can be entertainment, education, tutorials, stories, opinions, challenges, lip-syncs, ect. While perception refers to the mental process by which individuals receive, organize, and interpret

information that they acquire through their senses (such as sight, hearing, touch, etc.) to form an understanding or image of the world around them. Therefore, in this study students' perceptions on TikTok content is a lens to look deeper into the world of TikTok content, from how TikTok content is enjoyed as entertainment to how it is used as English learning.

## 2. Self-Efficacy

Self-efficacy is an individual's confidence in their ability to complete tasks or face challenges. It affects effort, persistence, and how one handles difficulties. In listening comprehension, students with high self-efficacy tend to be more confident, active, and resilient, while those with low self-efficacy often avoid listening tasks. Building positive self-efficacy is important and can be supported through setting realistic goals. Self-efficacy framework in this study adapted from Hidayah, (2021) that has three dimensions that refer to the components of a person's belief in their ability to achieve goals. Self-efficacy dimensions include: a) magnitude, which is a person's belief in their ability to complete a task. b) strength, which is how strongly a person believes that they are able to complete a task. c) generality, which questions whether self-belief can be applied in many situations or only certain situations.

## 3. Listening Comprehension

Listening comprehension is a process of receiving what the speaker says, understanding and representing the meaning, negotiating meaning with the speaker and responding, and creating meaning through engagement, imagination, and empathy. In the interactive process of listening comprehension, listeners participate in the construction of meaning. They also state that additional linguistic or non-linguistic cues, such as prior knowledge, grammatical structures, stress and intonation, and sound discrimination, help listeners understand oral input.