

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of Students' Perceptions on TikTok Content, Self-Efficacy, Listening Comprehension and Previous Study.

A. Students' Perceptions on TikTok Content

1. The Definition of Perceptions

Perception is the way our brain observes something, then interprets it into views and feelings influenced by personal experiences. Rakhmat (in Sondang, 2004) defines perception as the experience of objects, events, or relationships between things obtained through drawing conclusions from information and interpreting messages. In short, perception is the process by which a person organizes and interprets information from the senses to understand their environment.

Bertenthal et al (1997), stated that in the science of psychology, there are terms for processing information gathered from observations, one of which is perception. Perception is a fundamental psychological function that begins with the sensation stage and is followed by the processing of various stimuli concurrently. Stimuli that have been recorded and grouped through cognitive processes are then interpreted to form subjective significance for the individual. In the perspective of Berelson and Gary (1964), perception is a procedure that individuals go through in selecting, organizing, and interpreting information in order to produce meaningful cognitive representations of the external environment.

Robbins (2003) defines perception as a series of cognitive operations that allow individuals to organize and interpret sensory perceptions with the aim of acquiring a comprehensive understanding of the surrounding environment. The phenomenon of recognizing and interpreting information originating from the senses is fundamentally characteristic of the perceptual process. The further implication is that perception also includes how individuals respond to information that has been cognitively processed. Thus, it can be assumed that perception is a mechanism by which individuals collect

sensory input from the environment and then utilize that input as a basis for interacting effectively. Perceptual capacity allows the transformation of new information into cognitive entities that are full of meaning. This perspective is in line with argument by Leathers' (1992), which states that perception is a cognitive process that underlies an individual's ability to interpret and understand the environment in which they are located.

In essence, perception is how humans relate to the environment, how we understand and give meaning to anything around us using what we already know (Mulyana, 2007). Perception is the process within us to select, organize, and interpret information from the environment. This process can affect our behavior. So, student perception is how students see or respond to something by concluding information and interpreting messages based on their experience of something or an event after they feel or observe it in solving problems or interacting socially.

2. Factors that affect perceptions

Slameto (2010) stated that perception is a process of receiving messages and information that is channeled into the human cognitive system through the senses. This process takes place continuously in relation to the individual's environment. Furthermore, Slameto (2010) also highlighted that perception is subjective and influenced by various factors, which causes differences in individual interpretation of the same stimulus.

In general, according to Sondang (2004), that there are three factors that affect a person's perception, namely:

a. Participants

Personal characteristics such as attitudes, motivations, interests, experiences, and expectations can influence a person in seeing something or interpreting something.

b. The purpose of perception

The main purpose of perception is to provide an understanding of the entity in focus, which can be an individual, a physical object, or an

event. The attributes attached to the entity will influence the construction of perception in the observer.

c. Situation

The environment or situations surrounding the circumstances of an event that play a role in giving rise to awareness of a perception in a person.

Sensory systems, attention processes, and perceptual processes are some of the levels of processes by which humans receive and interpret information. This is a conclusion from the various factors that influence perception mentioned above.

3. Definition of TikTok

TikTok is one of the most popular and sought-after applications in the world (Adawiyah, 2020). Through TikTok, users can easily produce eye-catching short movies that have the potential to capture the attention of millions of viewers by utilizing the app's unique and thrilling special effects. In September 2016, the Chinese social network and music video platform TikTok was introduced (Hearani, 2022). This program allows users to create short videos with the help of a well-known song that is enjoyed by a wide audience, including adults and younger users.

ByteDance is the founding company of TikTok, this company received Musica.ly in 2018 and merged it with other applications to create TikTok. TikTok has shown huge growth in software customers on account that its creation and as an alternative entertainment during social regulations has seen phenomenal user growth all through the pandemic. During the 2020 quarter, TikTok scored a record as the most downloaded application on cell telephones, particularly 315 million installations (Koc, 2023). TikTok offers a medium for people who have to stay at home during the pandemic to specific creatively and socialize. ByteDance, which also owns the apps Toutio (information services) and Duoyin (the Chinese equivalent of TikTok), had a twofold increase in sales in 2019—USD 17 billion—compared to the previous year's USD 7.4 billion (Noviyanti, 2020).

The Connectivism Theory proposed by Siemens (2005) explains that in the digital era, learning is no longer limited to formal classrooms, but occurs through interaction with various sources of knowledge spread online. TikTok as a social media platform provides direct access to English-language content from native speakers, teachers, and the global community. Students can actively select, save, and interact with this content to improve their listening skills. This process is in line with the basic principles of Connectivism. According to Mulyana in Deriyanto and Qorib (2019), TikTok reveal two factors for users to consider when utilizing TikTok: internal factors and external factors. Internal factors include motivation and interests, as well as feelings, attitudes, and personal traits, biases, hopes, or goals, attention span, learning process, physical state, values, and needs. External factors include an object's novelty, intensity, size, opposites, familiarity or unfamiliarity, family history, information gathered, knowledge and needs around, and so on.

a. Internal Factors

Factors that originate internally, including emotions, are referred to as internal factors. Subjective mental events or spiritual states that we experience with pleasure or dissatisfaction in connection to the event of knowing are called feelings. Internal variables such as feelings affect how the TikTok app is used. Sincerely, someone will not utilize the TikTok app if their soul or sentiments are offended or unhappy after using it. Behavior and emotions are not the only ways that the TikTok application is used (Deriyanto and Qorib, 2019).

Every person uses the TikTok app differently, and their experiences with it vary depending on the circumstances. His actions when creating the TikTok application reflect his emotions, and vice versa, when he is feeling joyous. Because a user's actions on the TikTok app reveal their emotions. The use of the TikTok app is significantly influenced by internal factors. One may also characterize internal elements as the process of learning how to use social media, particularly the TikTok app.

Hence, utilizing social media platforms like the TikTok app can be beneficial for more than just amusement as it can teach users how to communicate with others and boost their creativity. On the down side, utilizing the TikTok app can encourage laziness and cause people to forget what needs to be done.

b. External Factors

Through sharing videos such as footage of sinking ships or other types of recordings people may instantly spread information about happenings to other users on the TikTok app. Social media uses information to generate content, carry out interactions, and construct representations of its identity. As a result, information becomes social media's identity. Thus, information has a significant impact on how the TikTok app is used (Liliweri, 2010).

It is likely that someone who does not learn about TikTok will not even know about the app or sign up as a member. Information is therefore considered to be crucial when utilizing the TikTok app. Social media which is a subset of information media, has the potential to affect people's knowledge. Therefore, information can also impact someone if they are aware of social media platforms like TikTok.

4. Frequency of using TikTok

Frequency of TikTok use refers to how often a person accesses and interacts with the TikTok application within a certain period of time. This can be measured in various units, such as the number of times the app is opened in a day, the number of hours spent on the app each week, or even the number of videos watched in a day.

The factors that influence the frequency of TikTok use are very diverse, ranging from age, gender, personal interests, to social factors. Teens and young adults tend to use TikTok more often than other age groups. An interest in certain trends, music or creative content can also encourage someone to open this application more often. Additionally, social factors such as peer influence or the desire to feel connected to an online community also play an important role.

Understanding TikTok usage frequency can provide many benefits, both for individual users and for content creators, research, and businesses. For individual users, knowing their frequency of TikTok use can help them manage their time more effectively and avoid addiction. For content creators, this information can help them optimize their content strategy and reach a wider audience. Meanwhile, for research, data on the frequency of use of TikTok can be used to study user behavior, social trends and the impact of social media on daily life.

In summary, TikTok usage frequency is a metric that shows how often a person engages with the platform. The influencing factors are very diverse and this information has broad implications for various parties.

5. The positive impact of using the TikTok application

Students can learn to develop technical and social skills that are much needed in today's digital age. They will be able to learn how to adapt, socialize with social communities and manage friendship networks.

- a) Expanding their friendship network, students will find it easier to make friends with other people around the world, even though most of them they have not met in person.
- b) Increase students' insight into news or stories that are being widely discussed.
- c) Can add and expand school lessons to English language skills.

6. The negative impact of using the TikTok application

- a) Reduced study time, playing the TikTok application for too long will reduce study time.
- b) Disturbing your health, staring too much at a handphone or computer or laptop screen can harm your eye health.
- c) Students become lazy, do not do their assignments because they always want to know the status of their friends, so more time is wasted.
- d) Lack of socialization with the environment. This is the impact of playing TikTok too often and for too long, this is quite worrying about the development of children's social lives.

Students' perceptions of TikTok content are an important factor that can influence how they utilize the platform in a learning context. Perception refers to how individuals understand, interpret, and give meaning to a stimulus, in this case the content presented on TikTok. This perception can also influence how much students are involved in the learning process through social media. TikTok, which presents content in the form of short and interesting videos, allows information to be delivered in a light and easily accessible way. If students consider the content to be of high quality, relevant, and easy to understand, then they will be more open to learning through this media. Therefore, understanding students' perceptions can provide important insights for educators in developing effective digital media-based learning strategies that are in accordance with the characteristics of the current generation.

B. Self -Efficacy

1. Definition of Self-Efficacy

Self-efficacy is defined as people's beliefs about their own capacities to deliver specific performance ranges that exercise influence on activities that impact their lives. The way people perceive, think, motivate themselves, and act is determined by their self-efficacy ideals. According to Bandura (1994), self-efficacy is a specific type of linked expectancy to a person's beliefs in their capacity to carry out a certain action or set of acts required to achieve a given outcome.

The students' aspirations and degree of interest in academic work are influenced by their sense of self-efficacy. An individual's views about their own competence in a given field will boost their drive and encourage them to aim higher and make an effort to reach those goals. As a result, pupils with higher levels of self-efficacy will be able to complete the task and receive a higher grade (Bandura and Wessels, 1994).

The idea has to do with people's confidence in their ability to complete particular tasks, which has a big impact on their persistence levels and the decisions they make about what to pursue. Studies have consistently

demonstrated that it has a significant impact on learning outcomes, with higher levels of accomplishment and a greater willingness to put up effort in the face of problems being linked to stronger feelings of self-efficacy. A person's perceived self-efficacy is a reflection of their confidence in their capacity to carry out the actions necessary to achieve particular results.

2. Classification of Self-Efficacy

People can be broadly classified into two groups according on the degree of self-efficacy they possess. According to Mastur (2016), there are two types of self-efficacy that this phrase suggests: high and low. He explained that people with high self-efficacy will typically be more concerned about the circumstances and have a strong sense of confidence in their ability to work hard to achieve their goals. Low self-efficacy individuals, on the other hand, tend to avoid and avoid being around the assignment and are typically associated with nervousness and low confidence in their ability to perform well. High efficacy individuals envision fulfilling situations that serve as helpful guides and enhance overall performance. Individuals who question their effectiveness imagine scenarios of failure and focus on all the possible outcomes. It is challenging to gain a great deal while avoiding self-doubt (Bandura and Wessels, 1994).

It was suggested that developing a strong sense of belief entails learning how to support, encourage, and persuade oneself. Doing so will enable people to accomplish remarkable goals they have set for themselves in life. Individuals that fit this description do not think much of failure, fear, or challenges. They are content to cope with them as learning opportunities. They adopted the mindset that mistakes are ok as long as they are acknowledged and fixed. To do better or even the greatest at the next, they simply need to put in more effort. In fact, individuals with low senses of efficacy become increasingly erratic in their analytical thinking and lower their aspirations when faced with the task of managing demanding environmental demands under stressful circumstances, and the quality of their performance declines (Bandura, 1995).

When faced with challenges, people of this kind tend to think a lot of negative things about themselves. When faced with a setback, they take too long to own up to their errors and rebuild their confidence (Mansur and Mastur, 2016). Instead than struggling to find solutions, they typically would much rather deal with their own over-analysis of their flaws, quickly turning to hopelessness, and lack of will to push themselves to put in more effort to produce better work.

3. The Dimension of Self- Efficacy

Bandura (1994) stated that the individual's self-efficacy is varied in each dimension. The dimensions were follows:

1) Magnitude

A person's level of self-efficacy is reflected in how difficult a task they believe they can complete. An individual's self-confidence in facing a task varies depending on the level of difficulty. People with high self-efficacy tend to choose tasks that are challenging and in line with their competence.

2) Strength

The dimension worked on a measure of a person's stability or strength in their beliefs. Self-efficacy demonstrates that an individual's actions will likely result in the outcome they had anticipated. Resilience or perseverance in the face of difficulties, annoyances, pain, and other performance-related barriers is correlated with efficacy.

3) Generality

Generality of self-efficacy measures the extent to which success or failure in one context can be applied to other similar contexts. The degree of similarity between contexts is determined by the similarity of activities, the way abilities are manifested, situational features, and personal characteristics of the individual evaluating his/her self-efficacy.

C. Listening Comprehension

1. Definition of Listening Comprehension

Hearing is not the same as listening; listening is the process of following and comprehending sound. It is purposeful hearing. Hearing is an unintentional and automatic brain reaction to sound that needed no effort (Ritonga, 2020). Listening is the first ability that humans must possess before they can speak (Liyandari, 2019). Listening is one of the important components in the process of learning spoken language; it is impossible for someone to speak without learning to listen (Rost, 2013). This statement is in line with Agustiana (2018), she said that listening skill is connected not only to the capability to receive the input, but also to the development of language abilities, particularly speaking abilities. Nation and Newton (2009), stated that listening can help detect a person's first language's early stages of language development. This is due to the fact that understanding the information received as input is the most important aspect of mastering the language.

2. The Concept of Listening Comprehension

According to Kijpooonphol as cited in Ćupurdija (2009), “listening refers to just hearing a message without comprehending and reacting to it, whereas listening comprehension refers to a process that involves meaningful engagement as well as comprehension of the text as a whole”. Holden (2008) conceptualizes listening comprehension as an active process involving a series of cognitive skills. This process includes the listener's ability to distinguish phonological elements, interpret lexicon and grammatical structures, analyze prosodic aspects such as intonation, and internalize the information obtained to be interpreted in the framework of the relevant context or interaction environment. This is in line with the argument of Osada (2004), “they described listening comprehension as an active process in which listeners pick information from auditory and/or visual cues and tie it to the previous knowledge in their long-term memories in order to better comprehend and interpret what they have listened”.

Chastain that also quoted in Gilakjani and Sabouri (2016), state that “listening comprehension is described as understanding the language at regular speed in an automatic state”. According to Goss (1982), after hearing information from a source, listeners try to interpret it. When it comes to listening comprehension, listeners attempt to make sense of the information they hear directly from the source. At the very least, comprehension in this setting depends on correctly assigning meaning to sounds, utilizing contextual, situational, and linguistic information, and evaluating supra-segmental aspects like stress, rhythm, and intonation to understand the speaker's intended meaning (Holden, 2008).

3. Difficulties in Listening Comprehension

According to Goh that also cited in Agustiana (2018), state that difficulties in listening comprehension have external and internal characteristics that might hinder the understanding of spoken texts connected to cognitive operations at each level of listening comprehension are classified as listening barriers.

a. Difficulties Related to Listening Materials

According to Hamouda (2013), learners do not grasp the spoken substance of the classes, learners are unable to interpret real spoken English presented at regular pace. The listening content could connect with nearly any aspect of life. This might contain environment chatter, idioms, ordinary dialogue, new goods, and scenarios the learner is new with. In addition, in an impromptu discussion, speakers regularly switch subjects.

b. Basic Linguistic Problems

According to Goh (2000), the second most prevalent difficulty was that they did not recognize the words they knew since some words seemed familiar and they were unable to recollect their meanings instantly. This not only raises the possibility of students being hampered in understanding the speaker's message, but also, at worst, students will not be able to understand whatever they have listened. This study is

supported by Hamouda (2013), the result shows that the vast majority of students (51/60, or 85 percent) reported that new terms, such as slang and idiomatic, impeded with their listening comprehension (sometimes, frequently, or always). Students (25 percent often, 38.35% always) 13 struggle to comprehend the meaning of every word in the talk. Hamouda (2013), indicates that the majority of students (50/60, or 83.3 percent) reported that challenging grammar rules (sometimes, frequently, or always) impeded with their listening comprehension.

Difficulties Related to Psychological Characteristics According to Hamouda (2013), learners' abilities to concentrate and sustain focus for extended periods of time has been hampered by a lack of understanding of spoken English. The inability to focus is a big issue as even the smallest interruption in concentration can severely impede understanding.

4. Students' Listening Comprehension

Various fields of study in English emphasize the importance of students' ability to understand what they hear. Fauzana (2020) stated that listening skills can be improved just like any other skill. Listening is crucial because it is how students acquire new information. Sometimes, just by listening, students can help others think clearly and manage their emotions better.

In listen comprehension, the listener must try to understand what the speaker says with certain words. Sometimes, listeners have difficulty listening to information from others using their native language.

Active listening is a process that involves interpreting what is heard, using personal knowledge and language to understand the information in the spoken message. There are five purposes of listening: participating in social interaction, exchanging information, influencing others, sharing emotions, and being entertained.

Paul and Nation (in Syaputra) stated that beginner listening courses are important such as:

- a. To help students understand meaningful input from the start.

- b. To encourage them to learn the language by engaging them in good listening and understanding; and
- c. To make the early learning in line with how students will learn the language in real life

The following are the listening comprehension situations that are the best introduced to students:

- a. Being a passive listener in verbal interactions
- b. Listening to announcement.
- c. Listening to the news.
- d. Watching to the news on television.
- e. Listening to the radio for entertainment.
- f. Following a lesson
- g. Listening to records.

D. Review of Previous Research

First, Susanto and Suparmi's (2024) study examined the views of English Education students from the 2022 intake on the use of TikTok in English learning. Through a questionnaire to 20 TikTok users and interviews with five of them (selected purposively), this descriptive qualitative study found that students use TikTok to develop various aspects of English (listening, speaking, reading, writing, grammar, vocabulary, and pronunciation). TikTok is considered to help enrich vocabulary and understanding of grammar in context. Despite issues related to the accuracy and quality of the content, the majority of students recommend TikTok as a tool to enrich the English learning experience.

The second study from Syamsiani and Munfangati (2023) conducted a descriptive qualitative study of three fourth-semester students of the English Language Education Study Program at Ahmad Dahlan University to understand their perceptions and challenges in using TikTok videos to learn English. The results of the study showed variations in perceptions (positive and negative) among students, as well as the identification of various obstacles in implementing TikTok as a language learning tool.

Third, research conducted by Mekler (2021) examines the effects of TikTok use among college students. 111 students from various colleges such as Bridgewater State University and UMass Amherst participated in an online survey consisting of 85 questions related to early adulthood and topics such as anxiety, social media, relationships, stress, and other similar topics. The results of her study showed that the more time spent on TikTok, the higher the level of distraction during lectures and doing assignments. The phenomenon of losing track of time on TikTok is also correlated with increased academic distraction. Interestingly, the duration of TikTok use tends to be the same across college levels. This study highlights the potential negative impact of TikTok on students' attention and time management, although the majority of participants were female, so further research with balanced gender representation is needed. This study provides initial evidence of how TikTok use can interfere with students' learning abilities.

Based on the 3 previous studies above, 2 studies show that students tend to have a good perception of using TikTok as their English learning tool, but the results of the Makler, (2022), study show that there are also negative impacts from using TikTok, such as always being bullied when doing college assignments and lack of time management in using the TikTok application. This is a challenge for students in using TikTok, one of the challenges is time management or limiting the use of TikTok to focus more on college assignments. Therefore, in this study, researcher will find out about the positive, negative impacts and also the frequency of TikTok use among students.

Fourth, research from Hearina (2022). This research aims to examine the level of use of the TikTok application and its influence on the learning behavior of students at SMA Negeri 4 Barru. The research method used is quantitative with a correlation research type. The research sample consisted of 52 students selected using the Slovin technique. Data was collected using a questionnaire and analyzed using descriptive and inferential statistical techniques. In conclusion, the use of the TikTok application has a significant effect on the learning behavior of students at SMA Negeri 4 Barru, but the effect is relatively small.

Fifth, Alolayan's (2025) study examined the effect of TikTok on the listening comprehension skills of first-year English language students at the College of Science and Arts in Unaizah. This descriptive study compared two groups of students based on the intensity of their educational TikTok use (high: 8-10 hours/week vs. minimal/none). The main research question was to identify important listening comprehension skills and compare skill acquisition (skimming, scanning, critical listening) between the two groups. The results showed that TikTok, with native speaker videos in real contexts, offers a unique opportunity for language acquisition and provides practical implications for integrating technology into language teaching.

Sixth, research from Phuong et al., (2024), their research investigated the impact of social media use in helping students at Dong Nai University (DNU) improve their English listening skills. The participants involved in this study were 94 DNU students from freshmen to seniors. The purpose of this study was to find out that students who use social media to watch English videos, listen to news, songs, and others in English for at least one or two hours per day can improve their listening skills, gain more knowledge, understanding, and grammar in daily conversations, and have a better ability to learn English with native speakers. The results of this study provide initial evidence that the use of social media for educational purposes can effectively help students develop the listening skills needed for academic and professional success.

Seventh, studied by Riski (2021). This study used a correlational strategy with questionnaire distribution and listening assessment. A total of 23 students who were enrolled in online critical listening courses in their respective departments during the 2020–2021 academic year and who used G*Power as participants. The research findings show that students' self-efficacy, comprehension, and listening anxiety in a foreign language are positively correlated although at a low level.

Eighth, research from Canaran et al (2020), they looked into the potential causal relationship between listeners' self-efficacy and listening proficiency and the sources of anxiety while they are using a second language. The Listening Self-efficacy Scale (LSS), the Foreign Language Anxiety Scale (FLAC), and the

listening test results of 347 students enrolled in Turkey's English preparatory program were used to collect data. The method of structural equation modeling (SEM) was used to analyze the data. The findings indicated that while there was a modest degree of negative correlation between the perceived level of task difficulty and self-efficacy in L2 listening, there were large negative associations between individual and external factors producing anxiety and self-efficacy. The study was being used to compare it with earlier research.

Ninth, Bakti et al., (2019) conducted a study on eighth-semester students of the English Language Education Study Program, University of Bengkulu to investigate the correlation between self-confidence and listening skills. The population of this study was all eighth-semester students, with a sample of 40 students from two classes who had TOEFL scores below 450. Data were collected through a listening skills test and a self-confidence questionnaire. Data analysis showed a correlation coefficient (r) of 0.20, indicating a weak relationship between the two variables. Based on a comparison with the r table value (0.3125), the null hypothesis was accepted and the alternative hypothesis was rejected, concluding that although there was a relationship, its significance was low.

Tenth, Research by Noprimasari (2020) investigated the relationship between psychological factors and students' achievement in listening comprehension tests. This study involved 75 first-semester students of the English Education Study Program, Sriwijaya University as samples. Data were collected through listening comprehension tests and psychological factor questionnaires. The results showed that psychological factors significantly contributed to listening comprehension test achievement by 19.6%. Furthermore, among the psychological factors studied (self-efficacy and anxiety), anxiety contributed more, namely 8.6%, to students' listening comprehension test results.

Eleventh, research by Darmawan et al., (2023) examined listening self-efficacy in 42 EFL students who attended a listening class. Data were collected through a self-assessment questionnaire (18 items, 5-point Likert scale) and analyzed individually in percentage form. The results showed that most students (92%) had high self-efficacy in direct listening, while a small portion (7%) had

moderate self-efficacy. Self-efficacy in listening to complex material was 75%, and in listening to dialects was 70%. Students with high self-efficacy showed better self-regulation skills, more thorough preparation, and active participation in class. In contrast, students with moderate or low self-efficacy contributed less, had difficulty managing emotions, tended to avoid difficult tasks, and were easily discouraged. Verbal persuasion, observational models, and successful experiences were the dominant sources of self-efficacy.

Based on Riski's research (2020), researcher can find out that there is a positive relationship between self-efficacy and listening comprehension but at a low level, supported by findings from (Bakti et al., 2019 and Canaran et al., 2020). Meanwhile, research from Noprimasari, (2020) found that anxiety results were a factor that contributed more to students' listening comprehension test achievements. Students' low self-efficacy has been shown to affect their listening abilities, this is proven in the research of Darmawan et al., (2023) where students who have low self-efficacy become discouraged and afraid in class or when given assignments, while students with high self-efficacy they are better prepared for new lessons. To complete this research, to fill the gap researcher use test self-efficacy, listening comprehension and add students' perceptions on TikTok content as a gap in the research to be carried out.