

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, statement of the research problem, the objective of the study, hypothesis of the study, the scope and limitation of the study, significance of the study, and the definition of key terms.

1.1 Background of the Study

Digital age has provided wide possibilities for developing the benefits of social media, which can help humans in displaying content creation, disseminating information, building interactive communications, and providing education on a broad scale (Yang, 2020). Social media is the most widely used tool in teaching and learning activities such as to provide interactive experiences for students and teachers to gain knowledge through content-based activities (Khlaif et al., 2021). For example, teachers mostly used social media platforms in teaching and learning process because to increase students' creativity and academic results, increase students' motivation to be active, and using learning approach that makes students as the center (Ghani et al., 2022).

English teachers and native English speakers use social media platforms to share their knowledge of English lesson through interactive short videos with topics that are popular among teenagers, especially EFL students (Xiuwen et al., 2021). TikTok has been one of social media that can create videos starting from 15 seconds by controlling audiovisual and provides editing features that can allow users to adjust camera speed control,

track images, perform duets with collaborative split-screen features, and adjust video duration (Bresnick, 2019). According to Pratiwi et al. (2021), language learning videos in 2019 ranked second as the most popular video on knowledge sharing criteria. The TikTok application has a hashtag use feature (#) where users can get the videos that they want just by pressing the hashtag. Komariyah et al. (2022) state that fulfilling aspects of student needs in learning activities, being able to become a new learning technology with useful features for ELT (English learning and teaching), and being able to become a new experience for students in utilizing the digital world are the three main reasons that make TikTok as an interesting and effective learning media. The use of TikTok as a learning medium has pros and cons as (Putri 2022). This previous research on the effectiveness of TikTok in improving the speaking abilities of EFL learners has found out that TikTok can increase students' motivation and confidence in speaking English because students feel free to learn English without certain rules, at the same time students have a high possibility of being distracted when learning speaking English with other contents presented by TikTok so that they can lose focus more often. Additionally, TikTok has the potential to be an effective technology-based learning media because TikTok improves students' adaptive behavior in the process of learning English speaking (Amirah et al., 2021).

Speaking skill is the most important aspect in foreign language learning compared to other language skills because speaking fluently has been the main goal of foreign language learning (Hanifa, 2018). Thus Rao (2019) argues that students' speaking skills should be more emphasized

to prepare students to continue their studies successfully and excel in the fields that students are interested in after completing their education. Nasution et al. (2019) mentioned the reasons why students said speaking skills were more challenging than other English skills. These reasons include lack of mastery of grammar by students, low self-confidence, lack of vocabulary mastery, and ineffective class time allocation for processing speaking skills. Additionally, speaking skills also considered as the most difficult aspect because to achieve the target must be through interaction with the interlocutor where students are still not used to spontaneous communication and cannot cope with sudden stimulants (Sabina, 2018). For students in the twenty-first century, it cannot be enough if they only learn speaking skills in the classroom because they will be more motivated to learn on their own by creating interesting learning situations (Nasri, 2019). This is one of the reasons why social media is used as an effective educational advice.

Four previous studies have investigated the use of TikTok for the effects in English teaching and learning. Anumanthan et al. (2022) studied the use of TikTok in improving regular verb learning. This study used mixed methods for data analysis with 45 participants from elementary school ESL as research subjects. After implementing pre-test, post-test and semi-structured interviews, the results of this study indicated that TikTok was able to become an effective social media platform that helped students learn verbs and sentence construction independently through the videos displayed.

Zaitun et al. (2021) also used classroom action research as a research methodology and data collection uses qualitative descriptive with 36 students from SMPN 164 Jakarta as the subjects. The results of this study indicates a drastic increase in the students' scores in their ability to speak English because TikTok has various interesting features that can be used in the teaching and learning process.

Additionally, Pratiwi et al. (2021) has found out how to use TikTok to learn pronunciation. This research used a qualitative approach with the category of subjects who have an interest in using the TikTok application with a total of 8 subjects. This study showed that respondents who are already TikTok users show an increase in their pronunciation skills. Meanwhile, respondents who have not become TikTok users did not show any improvement.

Another study by Angin et al. (2021) revealed the improvement of students' listening skills using TikTok. The total subjects of this study were 22 subjects who came from seventh grade students of SMP Amalyatul Huda Medan, with categories selected from classes with students who had low listening skills. Based on interviews with the class teacher, this study found out that the use of TikTok as a listening learning media has shown significant changes in the participants through the two experiments carried out. It is proven that TikTok can be used as a learning medium in the classroom.

Based on four previous studies that used TikTok as a learning medium to improve English learning skills, it can be concluded that TikTok

was able to become a learning media that can help improve students' English language skills. However, this research wants to determine the effectiveness of how using TikTok as a learning medium in improving students' speaking skills in the eleventh grade at SMAN 3 Kediri, where all students understand the development of social media and will have the opportunity to use TikTok as a new learning medium to enhance English speaking skills. This is employed a quasi-experimental design to identify the control group and the experimental group because quasi-experiments are considered well established in educational research (Gopalan et al., 2020).

1.2 Research Question

To determine the effectiveness of TikTok in improving students' speaking skills, the purpose of this study is formulated: "Is TikTok effective to enhance EFL students' speaking skills on eleventh grade at SMAN 3 Kediri?"

1.3 Objective of the Research

The objective of the study is: "To find out how effective TikTok to enhance EFL students' speaking skills on eleventh grade at SMAN 3 Kediri."

1.4 Hypothesis

1. Alternative hypothesis (H_a): There is a significant effect of using TikTok to enhance EFL students' speaking skills.
2. Null hypothesis (H_0): There is no a significant effect of using TikTok to enhance EFL students' speaking skills.

1.5 Scopes and Limitation of the Research

This study will focus on the effectiveness of the TikTok application as an educational social media platform to enhance students' speaking skills.

This research will be conducted on students of class XI SMAN 3 Kediri.

1.6 Definiton of Key Term

1. TikTok

TikTok is a social media that gives users the opportunity to share short videos with durations ranging from 15 seconds to 5 minutes and this application also provides video editing features, sharing videos, and watching short videos by swiping to continue watching other videos.

2. Educational Videos

Educational videos are educational content that uses software as a medium to deliver material in the teaching and learning process.

3. Speaking skill

Speaking skills is the process when the speaker and the recipient process the purpose of their speech to recognize the intention of their speech.

4. Cause and effect text type

It is one types of speaking skills that explains cause is the reason for doing an action, while effect is the result of the action taken.