

CHAPTER I

INTRODUCTION

A. Background of Study

The capacity to talk is one of the most essential communication abilities to acquire and enhance. Speaking is considered to be one of the most difficult facets of language acquisition. Oral expression is difficult for the majority of language students. Many students of English as a Foreign/Second Language (EFL/ESL) value the improvement of their English-speaking skills.

Sometimes, language learners measure their achievement in language learning based on the degree to which their proficiency in the target language has improved. Direct techniques emphasize particular components of oral engagement, such as turn-taking and topic management, whereas indirect approaches create settings for oral interaction via group work, task work, and other strategies.

According to Harmer (Harmer, 2007) and Pourhosein Gilakjani (Gilakjani, 2016), Human communication is a complicated process. Individuals need communication to express themselves and transmit information. Speakers utilize communication when they seek to impart information to a listener. Individuals use language for their own goals. For effective communication, speakers must therefore simultaneously listen and speak. Speaking is crucial for second language acquisition. Speaking has been neglected in schools and universities for various reasons, including an emphasis on grammar and unfavorable teacher-student ratios.

Due to the difficulty in assessing it objectively and the length of time required to administer speaking tests, speaking has been excluded from testing.

Speaking is a skill worthy of study in both the native and second language. Speaking is the most important aspect of learning a second or foreign language, and success is determined by the ability to hold a conversation in the target language. Speaking is one of the four most important language skills because language learners are known as the language's speakers. The primary objective of English language instruction is to equip students with the communication skills necessary to use English effectively and correctly (Davies & Pearse, 2000).

But language learners don't seem to be able to talk fluently and correctly because they don't know enough about this field. When we say "speak," we don't just mean that we say the words out loud. It means getting the message across through words. Some teachers don't teach this skill very often. Learners don't get enough chances to speak English in class or in the real world. Speaking is not a big part of the exam, which is too bad. To learn to speak, people need a lot of practice. Listening and repeating can help people learn how to speak better. Teachers can show their students some structures that they should repeat. This can make their students less shy. Teachers can use short questions and short dialogues in the classrooms to develop their students' speaking skill (Bashir, Azeem, Dr.Ashiq, & Dogar, 2011). The most difficult skills language learners face in language learning is speaking skill. It is believed that speaking is the most important of the four language skills.

Many learners state that they have spent so many years studying English language but cannot speak it appropriately and understandably (Bueno, McLaren, & Madrid, 2006).

In connection with this, students have certain problems learning speaking. Most students unmotivated and uninterested in improving their language competence. Instructor must also give resources and interesting techniques to engage students in learning English and this includes its vocabulary. In addition students expect learning media to increase interest and motivation in learning process.

On the other hand, the practice of speaking ability remains on the position, and there is no way to upgrade it. To promote English language learning, teachers must be able to utilize technology and other social media platforms. The pair Gupta and Bashir (Gupta & Bashier, 2018) stated that social media has four major purposes. They were for entertainment, socialization, informativeness, and academic purposes.

People now use Social Media, which has many functions, including that of a tool for language learning, in this digital age. According to the Regulation of the Minister of Education (PERMENDIKNAS) of the Republic of Indonesia No. 22 of 2006 on the Content Standards; "Language has a central role in the development of intellectual, social, and emotional support for learners and is a key to success in all fields of study" is cited in the text (Putra, 2017). Several social media serve as great teaching and learning tools. According to Gupta and Bashir, there are four main reasons why people use

social media applications: entertainment, sociability, information, and education (Yang, 2020). The widespread use of mobile devices has created a fantastic opportunity for the advancement of language learning. Since 2001, mobile-assisted language learning (MALL) has been applied, contributing to the feedback of numerous MALL advances. (Wongsuriya, 2020) . Uther et al. (2007) have established the platform to move beyond simple text drills.

Although social media is considerably as a great teaching and learning tools, but in reality many students use social media only for entertainment and sociability. They rarely use social media for learning. Teachers also don't utilise social media as learning tools, even though they know the popularity of social media among teenagers. However social media has great potential as teaching and learning tools.

TikTok is currently among the most widely used social networking platforms. It has received a lot of attention from the students. There are many things you can do in Tiktok and as a result, the enormous use of TikTok as a social media platform can provide an excellent environment for students. In the said application, students can study other languages and subject abilities to learn as often as they like. TikTok is a social networking platform that allows users to post material in the form of a short video.

TikTok contains videos and audios that can aid students in explaining the meaning of vocabulary and pique their interest in studying it. All of the images and voice instructions in the TikTok videos can help students convey the meaning of vocabulary and increase their enthusiasm for learning it.

Learning through Tiktok videos implies that learning transcends time and place. (Pratiwi et al., 2021). In addition, students and teachers can benefit from learning through a free application that displays audio-visual content, such as TikTok. It is possible to say that TikTok is a user-friendly learning tool. Learning is more transparent, entertaining, and interactive. If students incorporate TikTok videos into the learning process, it can motivate them to study. TikTok videos can also save energy and time because they can be viewed from anywhere and at any time. Therefore, this application can be used to teach English because there are so many advantages for students of Generation Z to use this application. (Pratiwi, Ufairah, & Sopiah, 2017) .

There were four main purposes for using social media applications, which are entertainment, socialization, informativeness and academic (Yang, 2020). Resulting from educators' practice of introducing social media applications into language teaching and learning contexts to improve learners' language proficiency, "academic" has gradually become a major factor. Take Tik Tok as an example, language-learning videos ranked second among the most popular knowledge-sharing videos in 2019. As a matter of fact, massive studies have explored the effects of utilizing social media to support language learners to enhance their language skills and proficiency. However, limited researches have examined to the students perception of Tik Tok for learning English as a new media.

On the other hand, there are some disadvantages of using Tiktok as an educational application for students. (Zhaoying, 2021) stated Tiktok has

short video content with full-screen viewing mode, aimless use, and a waste of users' time. This problem caused some users to become addicted because of their excessive time consumption when accessing this application. Another disadvantage is this application will continuously play short videos. A video that keeps playing can cause temporary discomfort to viewers if it is suddenly paused, while a simple loop feature creates an image that is constantly active. Furthermore, Zhang (2021) past the disadvantages of Tiktok for teaching English, such as Tiktok can distract students' attention easily because this application basically is an entertainment-oriented software.

When students enter this application, they are typically drawn to Tiktok's other engaging content. Second, because the video was too brief, the students were unable to gain much English knowledge. The students cannot concentrate on comprehending the material because the English learning content on Tiktok tends to be overly entertaining. According to a previous study, students can enhance their vocabulary by using TikTok as an educational medium. (Yang, 2020). TikTok videos may also be used outside of the classroom as an English-learning tool. Another study revealed that teaching English with TikTok videos has a significant impact on students' vocabulary acquisition (Sinta & Zulfitri, 2022). Furthermore, another research stated that TikTok as educational media can effectively improve students' pronunciation (Pratiwi et al., 2021). Moreover, another

study has already investigated the students' perspective on using Tiktok for learning English (Yang, 2020).

The results indicate that students have a favorable view of the use of Tiktok as an educational technology in EFL learning as a learning media tool outside the classroom. On the other hand, the previous study discussed the students' perspectives on using Tiktok as an educational medium for online classes, which revealed positive attitudes toward the students (Afidah, Sari, & Hanifah, 2021) .

Based on the explanation above, a study on students' perception of the use of social media for learning English is important to be investigated since teachers need to know their students' preferences in terms of what social media application they used and their ways of using social media for learning English. Studies on exploring high school students' views on social media for learning English in Indonesia are relatively low. Therefore, this study is conducted to provide valuable information about how high-school students use social media, the advantages students face while using social media to learn English.

The explanation about learning media and technology has correlation on Al- A'la verses 8 :

وَنُيَسِّرُكَ لِلْيُسْرَىٰ

The verse above, “Wanuyassiruka lilyusro” explains about Allah’s make it easy, and we will make it easy for you to the path of ease (attaining the happiness of the worldand hereafter).

This study seeks to explain how TikTok helps students' ability speaking. They can easily understand what they read, speak, and hear by expanding their speaking ability. Participant in this study is students of SMAN 7 Banjarmasin who joining debate extracurricular. Students of SMAN 7 Banjarmasin have an excellent speaking ability especially students who joined debate extracurricular. Based on the interview from students, one of the factors why they have excellent speaking ability is the use of TikTok as learning tools to learn English.

There are some problems that concerning to this study. Based on the background of the study that have been discussed, the researcher identified some problems encountered. The researcher involved the identification of the problem such as:

1. Due to their limited language, the students prefer to remain silent rather than speak up in the classroom or in debate club.
2. The students use social media as entertainment and socialibility.
3. Teacher don't use social media as potential learning tools.

For those reason above, the researcher is interested to conduct a reseacrh entitled: **“STUDENTS’ PERCEPTION TOWARDS TIKTOK AS A NEW MEDIA TO DEVELOP SPEAKING ABILITY”**

B. Defenition of Key Term

1. Speaking Skills

Speaking skills are the qualities that allow for effective

communication. They allow us to communicate vocally in a manner that is easily understood by the listener. Speaking is one of the four basic competencies that students should master according to the Competence Based Curriculum. It is essential in communicating. Speaking occurs in the spoken cycle, specifically during the collaborative creation of Text phase.

Students face some difficulties when speaking, one of which is related to language itself. In fact, even if they have a large vocabulary and have written it well, most students struggle to speak. The issues are that students are afraid to make mistakes. Speaking skill be focus on this research is grammar, vocabulary, pronouncitation, fluency and comprehension.

2. Social Media

Social media is a form of information and communication technology that can be used at any time for communication. It is popular across the globe among people of different ages and social classes. Moreover, as a means for communication, social media generates online communities for the exchange of information, ideas, personal chats, images, and videos. In 2019, language-learning videos on Tik Tok rated second among the most popular videos for transferring knowledge. Several research have investigated the effects of using social media to assist language learners in improving their language abilities and competency.

3. Students' Perception

Perception is a complex process that involves focusing our attention on an object, collecting stimulus through our senses, and interpreting the stimulus into some meaning that influences our behavior. Perception can be defined as the process of making inferences. Inferences, which can be influenced by prior experiences, education, cultural values, and role expectations, allow people to construct their own image of reality. In this study, the term "student perception" refers to how students interpret and respond to TikTok information in order to improve their speaking ability.

C. Research Questions

Based on the background above, the questions of this study that would be discussed are as follows:

1. How do students' perspective towards TikTok as media for developing speaking ability?
2. What are the advantages that students' perceived in using TikTok as a new media to learning speaking ?

D. Objectives of Study

The objective of this study is to :

1. To identify students perspective towards tik-tok to improve speaking ability.

2. To find out the advantages that students'perceieved in using tik tok as a media to learning speaking.

E. Significance of Study

This It has two major significances:

1. Theoretical Significance
 - a. The findings of this study will provide good information about the use of TikTok to learning English.
 - b. This research will provide extra information for future researchers who wish to conduct the same case study.
2. Practical Significance
 - a. For the students

The results of this study are expected to benefit students, particularly English learners, by allowing them to make the most of their scrolling tiktok as habit to learn English.
 - b. For teachers

Teachers can use tiktok as a medium for learning as well as entertaining them in learning English, especially in speaking.