

# **CHAPTER I**

## **INTRODUCTION**

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

Nowadays, the entire world has become a global village, with individuals communicating in a single language, English. The English language is spoken all throughout the world, and it has earned the title of global language. English is a widely used language in many fields, including scientific research, education, commerce, the internet, travel and tourism, media and newspapers, software, medicine, engineering, information and technology, entertainment, and banking. Most foreign language students aim to learn English because it is used for international communication. During this process, they must learn all four basic language skills: listening, speaking, reading, and writing (Rao, 2019).

Speaking is the most essential skill for learning a foreign or second language. Speaking is considered the most crucial of the four key language skills when learning a foreign or second language. Speaking is the skill on which students will be judged the most in real-life situations (Brown, 2004). However, the modern world requires learners to have communication skills, and English teachers must teach them the necessary skills so that they can enhance their speaking talents and perform well in real-life circumstances. Speaking remains the most challenging skill for the majority of English

learners, and they are still unable to communicate orally in English (Zhang, 2009). Some factors that cause challenges in speaking are inhibition (students are worried about making mistakes, fearful of criticism, or simply shy), nothing to say (students have no motive to express themselves), low or uneven participation (only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while others speak very little or not at all), mother-tongue use (learners who share the same mother tongue (Ur, 1996). To solve these problems, task-based learning is one of the learning techniques that can help students develop skills. Task-based Learning uses the greatest ideas from communicative language instruction to alter the traditional learning style, which may not have taught students how to communicate. It establishes a defined language use goal and gives a natural language analysis context. Tasks in language classes are an important part of Task-Based Learning because they provide a framework for stimulating learning processes and facilitating second language acquisition (Sholeh, 2022).

In line with developments over time, the technology used by society has become increasingly varied. Of course, the use of this technology needs to be used appropriately and provide advantages. This is explained in QS. Al-Anbiya : 80.

وَعَلَّمْنَاهُ صَنْعَةَ لَبُوسٍ لَّكُمْ لِنُحْصِيَنَّهُمْ مِن بَّاسِكُمْ فَمَا أَتَانِي مَا أَتَى النَّاسَ وَهُمْ لَمْ يَعْلَمُوا

From the implied meaning of the verse, it can broadly explained that the Prophet David was informed by Allah SWT about making armor that can be used in battle. From that statement, we can see the lessons that God conveyed to the Prophet David. The manufacture of armor specifically designed for soldiers in war it is in the form of iron caps, bulletproof vests and so on. This is the development of technology that has been taught by God for centuries to his prophet.

Professional teachers have an important role in improving the quality of education and making the lives of citizens more intelligent. Government Regulation Number 17 of 2010, articles 48 and 59, require the creation of a technology and information-based educational information system. With a solid education system, Indonesia will be able to boost its competitiveness by producing skilled workers (Sulisworo, 2016). Tik Tok is a Chinese social network and music video platform that first launched in September 2016. The program allows users to make their own short music videos. Throughout the first quarter (Q1) of 2018, TikTok was the most downloaded program, with 45.8 million users. This figure outperforms YouTube, WhatsApp, Facebook Messenger, and Instagram (Fatimah Kartini Bohang, 2018). The bulk of Tik Tok app users in Indonesia are millennial children of school age, also known as Generation Z.

Previously, the TikTok application was banned in Indonesia and even restricted by the KOMINFO (Ministry of Communication and Informatics) because to its excessively negative content (Ferniansyah et al., 2021). Until ultimately, tiktok cooperated and enhanced the system. The TikTok application is used not just for social media but also as a learning medium in school (Ayuningtias et al., 2022). Tik Tok can be transformed into an engaging and dynamic educational tool for students. The Tik Tok app can be used to learn English.

Previous research supported the research of the proposed themes. The article was based on the study entitled TikTok to develop students' Motivation in Speaking Ability made by Ferstephanie (2021) & Pratiwi (2021). The participants were 25 students from SMA Kristen Kalam Kudus' tenth grade class. According to the quantitative research, the students' post-test scores reached significantly and exceeded their pre-test results. As a result, the use of TikTok demonstrated its effectiveness in developing students motivation to speak. In conclusion, the TikTok application encourages students to be passionate about studying by inspiring them to speak. Students were free to express their thoughts while making the content.

Julianti (2023) and Pratiwi (2023) made a study entitled “Investigating the Effectiveness of Project Based Learning with TikTok App on Students’ Speaking Outcome”. 36 first-grade senior high school students from SMAN 13

Makassar took part. The implementation of Project-based learning (PjBL) with the Tiktok app increases classroom speaking activities. Students' attitudes toward how they do assignments have changed as a result of using the Tiktok video project in speaking class. Project-Based Learning (PjBL) using the Tiktok app for speaking assignments has been found to increase students' speaking outcomes. The number of students who met the minimal score criteria for completeness increased in proportion to their average speaking outcome score.

Yang (2020) also conducted a study entitled "Secondary-School Students' Perspectives of Utilizing TikTok for English Learning in and Beyond the EFL Classroom". Based on a survey research study done with 187 Chinese secondary school students utilizing an online questionnaire. The researcher may conclude that secondary-school students had positive sentiments toward integrating Tik Tok as video aids into EFL classroom instruction while also using it as an English learning approach outside of class. Furthermore, students expressed a strong desire to have their teachers assist and encourage them in using Tik Tok effectively for English learning. The study's limitation was an insufficient sample size. In addition, the study lacks trials to evaluate the effects of utilizing Tik Tok to increase students' English learning skills.

Based on previous research, the researcher considers that using TikTok as a learning platform is an interesting topic that requires additional investigation. This study will use a qualitative approach to evaluate the

advantages and challenges of TikTok from the perspective of students in task based learning. A detailed study design will be used to collect the data. The researcher will then conduct a study entitled " Students' Perspectives Toward Speaking Task Based Learning by Using TikTok " will therefore be carried out by the researcher.

### **B. Research Questions**

The following research questions were addressed by the study's design:

1. What are the advantages of TikTok in task based learning from students' perspectives?
2. What speaking challenges did the students encounter in task based learning?

### **C. Objectives of Study**

According to the research questions, the research aims to investigate:

1. To find what are the advantages of TikTok in task based learning from students' perspectives
2. To find what speaking challenges did the students encounter in task based learning

#### **D. Significance of Study**

This research is expected to provide advantages to teachers, students, and other researchers. Teachers are expected to develop further speaking task based learning by using the TikTok application so that it becomes a medium that can improve students' English skills. In the same way, so that students can utilize TikTok as a guide and motivation while honing their speaking skills. Besides, this research is expected to be a reference in research by further researchers within the scope of using TikTok in Task based learning.

#### **E. Definition of Key Terms**

1. TikTok is an application to create and share various short videos in vertical format, which is played simply scrolling the screen up or down. In this study, the researcher investigate TikTok as a media that used by the teacher in speaking Task based learning in their class.
2. Speaking is the ability to convey information, ideas, or thoughts to an interlocutor. In this research, students have gained experience in making video speaking Tasks. Students are invited to speak English in their Tasks so that they can convey information about theme given.
3. Task-based learning is a method that expects students to complete a task and use it as the foundation for unit preparation, as well as creating and carrying out practical tasks that are necessary for the learning process.