

Chapter One

Introduction

This chapter presents a brief description of the background of the research, identification of the problem, delimitation of the problem, research questions, objectives, and significance of the research. Firstly, the background of the research describes the phenomenon studied. Secondly, identifying the problem presents an introduction to the phenomenon studied. Thirdly, the delimitation of the problem focuses on the set-up points of the study. Then, research questions show questions used to focus the research. Afterward, the research objectives mention the aims of conducting this research. Last, the significance of the research explains the importance of conducting the research.

Background of the Research

Nowadays, social media is linked to every work area to increase their engagement with satisfied users and facilitate solving issues. Vuori (2011) defines social media as facilitating communication, collaborating, connecting, completing, and combining tasks. Without leaving the workstation, social media platforms enable simple engagement channels between people, businesses, and scientists (as cited in Özkent, 2022). Especially in education, using social media can make the learning process easier. The COVID-19 pandemic has change the teaching and learning activities. Thus, educators must become innovative to make learning continue attractively. According to Arif (2019), EFL students have favorable opinions toward using social media in English language learning, which can help boost their willingness and preparedness to communicate and study English. (p. 442). Through social media, students can actively be more creative and independent so that the quality of lessons can increase both knowledge and quality. It also requires the teacher to create fun and exciting learning. So, social media employs learning activities that are more satisfying and engaging.

One of the social media that was hugely used during the pandemic is TikTok. TikTok is the most widely used social networking platform nowadays. TikTok, which debuted in 2017, is the fastest-growing social media app, with over 150 million users worldwide. Since most users are 14 to 30 years old (Khlaif & Salha, 2021, p. 3), TikTok can be utilized effectively to engage in active learning and limit students and teachers' potential to develop their innovative understanding. Thus, TikTok can be a learning medium for students to learn effectively.

TikTok can also facilitate learning processes suitable for all learners' ages. According to Beemt et al. (2020), social media have pedagogical opportunities for young people, especially in universities and institutions (as cited in Azman et al., 2021). At this time, the TikTok application again issued more positive features, especially regarding education. It is feasible since several English learning channels on TikTok use hashtags such as #englishlearning, #englishlearningtips, #englishspeakingpractice, and many more. Of course, the content ranges from tales to brief lectures and covers a variety of English abilities, such as grammar, vocabulary, and pronunciation (Maretha & Anggoro, 2022). Traditional education has been focused on institutions that limit and control access to teachers, regulating their relationship with their students.

In contrast, TikTok is designed to make it easy for anyone to be a video creator, share information, and find an audience. Additionally, explorations of TikTok's potential application in education have resulted in the success of scientific instruction in Indonesian and Indian schools (Xiuwen & Razali, 2021). Therefore, TikTok can be part of a learning medium to help students and teachers experience more engaging learning activities and create innovative tools to increase motivation to learn effectively.

Furthermore, several ELED students at a private Islamic university in Yogyakarta in 2019 have TikTok accounts and use them as media for learning English, especially when they must create tasks about presenting a favorite entrepreneur in English as part of the entrepreneurship subject. The research did

short observation through watching the group of students collage who created the video and uploaded it on TikTok and other social media. Then the researcher clarified it through asking them about the task that they created.

Additionally, ELED students at a private Islamic university in Yogyakarta in the 2019 batch experienced microteaching and teaching practice in their school. The opportunity to apply their content and pedagogical knowledge in the classroom as teachers means they know the best tool for teaching the student in the best way and how to implement social media as a learning medium for the student. Since their experience, the ELED students indicate that they can assess that TikTok can be part of an educational hub to increase learning engagement toward educators and learners significantly.

Identification of the Problem

Based on the preliminary interview, the researcher found some students who used TikTok for English language learning and several students who used another social media as language learning media. TikTok has been used to share the video creation task about presenting a favorite entrepreneur in English as part of the Entrepreneurship subject. Several ELED students presented well in English and uploaded the video on TikTok. However, several ELED students prefer using another media to upload the video than on TikTok. Furthermore, the researcher is interested in comparing the use of these media for learning language and investigating their advantages in facilitating language learning. Ultimately, the researcher will focus on the differences between TikTok and other social media. In addition, the researcher is interested in examining students' activities to learn the English language using TikTok.

Delimitation of the Problem

The researcher focuses on students' perception of the differences between TikTok and other social media as a learning medium and ELED students' activities when using TikTok as a learning medium. Several ELED students have TikTok accounts and access TikTok daily. They used TikTok for educational

purposes and entertainment mediums. Besides that, the researcher thinks that to measure how TikTok can be a medium for learning English. In addition, among the choices of research designs, this research only focuses on qualitative research using interviews and observation as data collection methods. Along with the background and the problem that has been stated, the participants of this study are ELED students at a private Islamic university in Yogyakarta in the 2019 batch.

Research Question

To conduct this research, two research questions are used as a guideline. The following are the research questions:

1. What are ELED students' perceptions about the differences between TikTok and other social media as learning media?
2. What are ELED students' activities in using TikTok as a learning media?

Objectives of the Research

Based on the research questions above, the purposes of this research are:

1. To describe ELED students' perceptions on the differences in TikTok and other social mediums as a learning media.
2. To investigate ELED students' activities performed by students on TikTok as a Learning Medium.

The Significance of the Research

This research has several advantages. These advantages are presented as follows:

For students.

The study introduces the students more interested in studying using TikTok. The study may teach students the advantage of using TikTok in English language learning. In addition, students may learn about student activities on TikTok as Learning Medium. Therefore, students can consider using TikTok as learning medium.

For teachers.

This study contributes to providing information about using TikTok as a learning medium. In this research, teachers can find out the activities that can be used to teach English to students by using TikTok. Therefore, teachers can consider using TikTok as a learning medium.

For other researchers.

This research is expected to be a good reference for other researchers who have the same topic and are related to this research. Other researchers can also investigate some other issues related to using TikTok. This study can be used by other researchers in education and social media to develop research topics related to developing effective learning mediums that can be used in the future.

Organization of the Research

This study is divided into five chapters. The first chapter covers a wide range of study topics. Second, an explanation of why the researcher decided to perform this research. The third concern is the identification and limiting of the research problem. The researcher addresses two research questions in this chapter concerning the functions of utilizing TikTok as a Learning Medium and students' actions on TikTok as a Learning Medium.

The researcher then discusses the research aims. The study aims to highlight the purpose of the research, the functions of TikTok as a learning medium, and students' efforts to learn English using TikTok. The fifth section of this chapter discusses the importance of research. The benefits of the research define its relevance. It includes benefits for students, teachers, and other researchers. The last step is to organize the research. It is a synopsis of each chapter of the research.

The second chapter is a review of the literature. This chapter contains all the knowledge and fundamental theories pertaining to the study's discussion. In the beginning, this research presents a quick overview of the social medium as the medium of education, the definition of TikTok and its uses as a Learning

Medium, and the presenting features of TikTok. This favorite account contains English learning and several tips and activities for a language classroom. This chapter also summarizes previous studies about using TikTok as a Learning Medium.

The third chapter of this research discusses the methodology. This chapter explains how the research will be carried out and how the data will be gathered. There are five chapters in this research. To begin this chapter, the researcher discusses why she chose qualitative and the appropriate background study for this research. Secondly, the methods and designs for this study are interviews for the first research question and observation for the second research question. This chapter also includes justifications for selecting Islamic private universities in Yogyakarta as a location and students from Islamic private universities as participants.

The fourth chapter offers the research's findings and data analysis. This chapter discusses the research findings. The fourth chapter gives the findings that address the study questions based on data collection. The results expand on previous discussions of the findings and ideas.

The final chapter includes the conclusion and recommendations. The conclusion summarizes the findings of the study. Furthermore, this chapter suggests readers who want information relating to this research.