Chapter One

Introduction

This study examines several points related to the use of TikTok as a learning medium among English non-native speakers. There are seven parts of this chapter. Those are background of the study, identification of the problem, delimitation of the problem, objectives of the research, research questions, significance of the research, and organization of the chapter.

Background of the Study

Nowadays, social media is used by many people for various functions. One of the functions of social media that can help people is it can be used as a medium for language learning. Social media can be effective learning media to assist teaching and learning process (Pratiwi et al., 2021). In addition, Gupta and Bahir (2018) stated that there are four main purposes for using social media which are entertainment, socialization, informativeness, and academic. The use of social media as a medium for language learning can be said as mobile-based learning or mobile-assisted language learning (MALL). This type of learning media is included in the category of mobile learning-based learning media. According to Purbasari (2013), mobile-based learning refers to a learning approach wherein students are not confined to a single location, and learning activities take place when students utilize technological devices. Mobile-assisted language learning has been implemented since 2001 (Wongsuriya, 2020). There are numerous social media applications that can be utilized as media for language learning. One of which is TikTok. TikTok, as one of these social media applications, serves as a

language learning platform due to its extensive user base, abundant features, and diverse content offerings.

TikTok is a video-based social media platform that was introduced by Zhang Yiming in 2016 and is owned by ByteDance, originating from China (Pratiwi et al., 2021). Initially known as Douyin in China, it gained immense popularity before expanding to several countries, including Indonesia in 2017, where it was rebranded as TikTok (Pratiwi et al., 2021). TikTok has successfully captured the attention of a wide audience, although it initially faced both praise and criticism.

In 2018, the Indonesian government blocked TikTok due to concerns over the presence of significant negative content. However, TikTok managed to attract a substantial amount of attention by offering interesting and educational content, all while operating under the supervision of the Ministry of Women's Empowerment and Child Protection (Pratiwi et al., 2021).

TikTok is utilized as a medium for language learning due to its provision of English videos on popular topics that resonate with young people (Xiuwen and Razali, 2021). As a video-based application, TikTok offers users the option to create videos of varying lengths, including 15 seconds, 30 seconds, and 1 minute. Users can enhance their videos with special filters and incorporate currently trending songs. Additionally, TikTok allows for easy downloading and sharing of content on other platforms such as Instagram.

Additionally, TikTok is a social media platform that can be utilized as a learning medium, particularly for students seeking to enhance their English

language skills. TikTok offers a wealth of educational content, including a significant amount of educational material. In fact, language-learning videos ranked second among the most popular categories of knowledge-sharing on TikTok in 2019 (Pratiwi et al., 2021).

Based on the researcher's experience as an English learner, utilizing TikTok for English language learning proved highly beneficial due to its flexibility and versatility. TikTok offers a wide array of learning content, including pronunciation guides, conversational examples, grammar tips, and prompter tests. This kind of content can be easily accessed through relevant hashtags or featured on the user's "For You" page (FYP), which serves as the home page displaying a variety of videos. The ability to learn English through TikTok allows for a flexible and accessible learning experience.

Based on the preliminary interviews conducted with English learners at a private university in Yogyakarta, the researcher discovered two contrasting opinions regarding the role of TikTok as a learning media. The first opinion is students believe that TikTok cannot effectively assist them in developing all English language skills, including listening, writing, speaking, and reading. These students argued that TikTok is primarily used for entertainment purposes rather than for educational learning.

Secondly, other students mentioned that TikTok helped improve their English skills through watching language learning videos on the platform. Furthermore, these students emphasized that TikTok served as a learning media enabling them to engage in learning activities at any time and from any location.

This accessibility allowed them to access and utilize the learning materials whenever and wherever they needed. TikTok is defined as a media platform that is easy to use. TikTok, according to Hastomo et al. (2022), is determined; another exciting thing is that TikTok provides convenience to students in the form of ease of use. Students believed that TikTok is an easy-to-use media for learning English. Anyone can use it. Additionally, many videos discuss English and students can search for any topic about English that they want to know. Some content creators are also native English speakers, so they can learn English from native speakers. Students can use TikTok anytime and anywhere, and it is easy to use

Based on the explanation above, the researcher believes that many students use TikTok as a medium for learning English. Therefore, the researcher conducted this research to find out more about the advantages of using TikTok at two private universities in Yogyakarta. In addition, this study also investigates the students' strategies students improving their English skills by using TikTok. The data collected in this study were based on the students' perceptions.

Identification of the Problem

Based on the preliminary interview with students, the researcher found two types of students in using TikTok. First, some students used TikTok for fun or entertainment purposes and created short videos. Second, other students utilized TikTok specifically for English language learning. Additionally, based on the researcher's observations as an English learner, the researcher encountered several issues faced by English learners in two institutions. Firstly, some students used

TikTok for fun or entertainment purposes and created short videos. Secondly, the English learning approach primarily focused on the teaching media and materials provided by the teacher led to students' boredom during the learning process. Lastly, there were limited teaching resources available to enhance students' English skills.

Delimitation of the Problem

TikTok is a popular social media platform consisting of short videos containing a wide variety of content. Based on the researcher's observations, a majority of people used TikTok in their daily lives. Within TikTok, numerous accounts provided English learning content on a regular basis. This study only focuses on examining the advantages of using TikTok as a learning medium for enhancing English skills, as well as exploring the strategies employed by English learners in utilizing TikTok for their language improvement. Based on the identified problem, the researcher delimited the scope of this study to English learners at two private universities in Yogyakarta utilizing TikTok as their learning medium platform for learning English.

Research Questions

There are two questions formulated in this study. The question are presented below:

1. What are the advantages of using TikTok to improve EFL students' English skills?

2. What are the strategies employed by students in using TikTok to improve their English skills?

Objectives of the Research

Based on the research questions above, this research includes two objectives. The objectives are presented as follows:

1. To find out the advantages of using TikTok to improve EFL students' English skills

2. To investigate the strategies employed by EFL students in using TikTok to improve their English skills.

Significance of Study

The researcher hopes that this study can provide benefits for several parties related to the use of innovative learning media in learning English especially TikTok. The results of this study are useful for several parties such as students, teachers, and future researchers. The explanation is presented below:

Students. The results of this study are expected to demonstrate that English learners are able to actively engage in the learning process, particularly in all aspects of English skills including listening, reading, writing, and speaking. Moreover, the results of this study can add insight into the use of technology in learning English so that it becomes more interactive and innovative. In addition, English learner are hoped to be able to use technology as their learning media and teaching materials in improving their English skills. By reading this study, they can get information about using TikTok, the advantages of using it, and strategies for using it to improve their language skills.

Teachers. This research can be a source of information and input for teachers to improve EFL students' understanding of the use of appropriate

learning methods and media to increase EFL students' creativity in learning English. In addition, from this research, teachers can know that the application of learning media can overcome and prevent the boredom of EFL students in learning English.

Future researchers. Future researchers can develop this research. In addition, this research can also be a source of reference for future researchers who wants to conduct a study using the same topic. Future researchers are also expected to be able to complete various insights, information, and knowledge that might be improved. The researcher also hopes that this research can help future researchers in finding the information needed regarding the use of TikTok by EFL students when learning how to improve good and correct English skills.

Organization of the Research

This research consists of five chapters. Chapter one consists of research background. This chapter discusses social media, the use of social media, and TikTok. There are two identified problems. The first is some students only use TikTok as entertainment by making short videos. The second is the limited use of teaching materials and learning media by teachers can make students feel bored while learning English. This study is aims to explore the advantages of using TikTok to improve EFL students' English skills and investigate the strategies used by students to improve their English skills. The significance of the research is addressed students, teacher, and future research. The last part of chapter one is organization of the chapters containing the information of each chapter.

Chapter two is literature review. It provides English language skills definition, Mobile-Assisted Language Learning, and social media in developing English skills. This chapter also explains the theory regarding TikTok in developing English skills. Review of related studies and conceptual framework are also presented in this chapter.

Chapter three is methodology. It contains research design in which the researcher presents the approach used in this study. The second part of this chapter is research setting telling the readers about the time and place of conducting the study. The third part is research participants. The fourth part is research instrument in which the researcher presents the way to collect the data. The fifth part is data collection procedure. In this part, the steps in conducting the study are explained. The last part is data analysis consisting of transcribing, member checking, and coding.

Chapter four contains findings and discussion. This chapter presents the results related to the advantages of using TikTok and the students' strategies in using TikTok. Some theories supporting the findings are also provided in this chapter.

Chapter five consists of conclusion and recommendations. This chapter describes general answers to research questions and recommendations provided by the researcher. The recommendations are given to teachers, students, and other researchers.