CHAPTER I

INTRODUCTION

This section will discuss the background, research question and purposes, research significance, research scopes, and conceptual framework. This chapter also contains several things that will be examined or searched to know more and develop research that will be made according to the title stated.

1. **Background of Research**

   Listening is a crucial communication component, allowing us to share our thoughts with others effectively. Russell (2008) states that listening involves paying full attention, understanding, and appreciating the message. It is one of the four core language abilities, alongside speaking, reading, and writing, and is essential for effective communication and comprehension. Listening is critical for learning English, as it is the first skill beginners must develop when acquiring a new language. The ability to accurately receive and interpret messages is fundamental in communication, serving as a vital tool for communication and information gathering. Therefore, students must develop their listening skills through simple, effective methods (Surbakti, 2017).

   Enhancing students' listening comprehension in English as a Foreign Language (EFL) environments necessitates a multimodal strategy that includes a range of resources, active listening activities, and encouraging feedback. Students' listening practice can become more thorough and engaging by exposing them to various accents, speaking speeds, and situations through diverse listening materials like podcasts, videos, music, and news broadcasts. Students are more equipped to comprehend and interact with the listening content when introducing pre-listening tasks, such as teaching vocabulary and providing context. This preparation increases students' confidence in new listening tasks and improves their understanding.

Engaging in active listening exercises is essential for improving students' capacity to process and comprehend spoken English. Activities that encourage students to pay close attention and respond to what they hear, like dictation, knowledge gap exercises, and listening comprehension questions, promote deeper involvement. Post-listening assignments that involve summarizing information, taking part in conversations, and acting out scenarios from the audio help students apply what they have learned in a real-world setting. These exercises strengthen their comprehension and motivate students to critically consider the information they have heard.

Underwood (2016: 191) states that several problems arise when students learn to listen, including the speed of the speaker's speech being beyond the student's control, there being no doubles when students listen to the speaker's explanation, limited student vocabulary, which impacts students' understanding of the material presented, errors in interpreting communication resulting in students receiving or understanding information differently, students being unable to concentrate due to uninteresting subjects, physical exhaustion, noisy surroundings, and so on.

In addition, the researcher discovered several issues with the students there, particularly with listening from the first-graders, based on observations made during teaching practice at SMKN 14 Bandung. The majority of students needed help comprehending the material. Due to vocabulary limits, children need help understanding the information presented in the text they have been reading. Additionally, there is no opportunity for students to ask the speaker to reiterate or explain what they have said.

The modern educational landscape is confronted with the problem of adjusting to the evolving digital era, in which digital tools and platforms have become a vital part of students' everyday lives. Understanding the influence of platforms like TikTok on students' academic skills is critical as educators and researchers attempt to harness technology's potential for educational purposes.

This research examines the effect of TikTok, a popular and engaging social media site, on students' listening skills. TikTok's rapid expansion has offered a unique opportunity to investigate the educational benefits and issues related to its use. By studying the relationship between TikTok usage and listening skill development, this research attempts to shed light on whether TikTok may be used as an instructional tool, an enjoyable addition, or a distraction to increase listening skills among students.

TikTok may bring numerous benefits to organizations, including recommendations, tips, tricks, benefits, and increased understanding. Some individuals are not TikTok users but are familiar with the software and its features. Using the TikTok application is exceptionally influential since it is valid and delivers benefits because it makes studying simple and enjoyable. Students can watch intriguing videos and expand their knowledge, particularly in Listening and learning, by using the TikTok application.

TikTok offers an inventive method of engaging students in online listening exercises by employing instructional videos. This approach broadens vocabulary, enhances learning enjoyment, and enhances listening comprehension. One platform where students can watch videos or film clips and then get questions in the form of fill-in-the-blank or short essays related to the video is the *learnenglishnative* channel on TikTok. This platform is more effective in helping students improve their vocabulary and listening skills.

The first previous study was conducted by Yang (2020). This research discusses secondary school students' perspectives on utilizing TikTok for English language learning inside and outside the EFL classroom. The research results revealed that despite grade differences, the vast majority of secondary-school EFL learners held positive attitudes towards using TikTok to learn English in and out of class. The second previous study was conducted by Cagas (2022). This research discusses using TikTok to improve higher education students' speaking and grammar skills. The findings of this research

show that using the TikTok app to learn English is a fun and successful technique in increasing students' confidence in speaking the language, as evidenced by the fact that their scores improved significantly. The third previous study was conducted by Mandasari, Kosassy, and Jufri (2022). This research discusses how TikTok improves speaking skills among ESP students. This research shows that the TikTok application can help ESP students improve their speaking skills.

In this research, the researcher can explain how educators can use TikTok as a helpful learning medium to help the teaching and learning process and help students improve their listening skills in the digital era. This research will examine the techniques, data analysis, and findings in depth better to understand TikTok's impact on students' listening skills.

2. **Research Questions**

The research question is formulated as follows:

1. What are the students' listening skills before being taught using the TikTok *learnenglishnative* channel?
2. What are the students' listening skills after being taught using the TikTok *learnenglishnative* channel?
3. What are the significant differences before and after using the TikTok *learnenglishnative* channel on the students' listening skills?

3. **Research Purposes**

Based on the research questions, this research has three objectives:

1. To know students' listening skills before being taught with learning videos on the TikTok *learnenglishnative* channel.
2. To know students' listening skills after being taught with learning videos on the TikTok *learnenglishnative* channel.
3. To find out any significant difference before and after using the TikTok *learnenglishnative* channel in improving students' listening skills.

4. Research Significances

The researcher hopes this research can contribute to English teaching and learning. It has two major theoretical significances and practical significances:

A. Practically, this research will help students learn English using TikTok as a medium uses in the English learning process, resulting in more exciting and practical sessions.

B. Theoretically, this research is expected to make a valuable contribution to the world of education, especially in developing students' listening skills using TikTok, and it can support or verify previous research.

5. Research Scope

This research focuses on developing students' listening skills by using the *learnenglishnative* TikTok channel as a learning medium as well as the influence before and after using the *learnenglishnative* TikTok channel in developing students' listening skills in the first grade of SMKN 14 Bandung.

6. Conceptual Framework

Listening is one of the four essential language abilities, alongside speaking, reading, and writing. It is an active activity that involves hearing and responding to spoken messages. As Russell (2008) describes, listening entails giving your complete attention, comprehension, and appreciation, making it essential for efficient communication and understanding. Nunan (2003) further explains that "listening is an active, purposeful process of understanding what we hear," emphasizing that it requires hearing and interpreting the meaning and message behind sounds. Therefore, listening is an active process beyond mere hearing, involving various cognitive activities to derive meaning.

In the modern era, social media has become a powerful tool for online communication, collaboration, and learning, connecting people, groups, and organizations in interconnected networks (Tuten & Solomon, 2015). Among

5

the most popular social media platforms today is TikTok, a short video creation app that captivates viewers with its diverse content. TikTok is particularly effective for learning English, as it exposes students to various English language learning materials, often providing context and relevance that traditional teaching methods may lack.

Nation and Jonathan (2009) highlight that "listening is the natural precursor to speaking," indicating that the early stages of language development, whether in one's first language or in acquiring additional languages, rely heavily on listening. This underscores the importance of enhancing students' listening abilities to facilitate quicker acquisition of new language skills. With its abundance of English learning videos, especially on channels like *learnenglishnative*, TikTok offers a valuable resource for improving listening skills. As Ufairah (2021) notes, TikTok can be an effective medium for learning English, benefiting students and teachers in modern educational contexts. TikTok can significantly enhance students' listening abilities by providing engaging and contextually relevant content, making it a beneficial tool for language learning.

7.   **Previous Study**

The first previous study was conducted by Rahmawati, Khoiriyah, and Aji (2022). This research discusses the impact of using TikTok on students' listening skills. The similarity of this research is that it uses quantitative methods to measure the effect of using TikTok as a learning medium on the listening skills of first-grade high school students. However, this research was conducted at SMK 3 PGRI Kediri. The research results show a significant influence on using the TikTok application, as evidenced by the difference in scores between the pretest and post-test.

The second previous study was conducted by Sihombing (2021). This research examines the impact of deploying the TikTok application on students' listening ability to determine whether the TikTok application influences students' listening performance. The similarity of this research is

that it uses TikTok as a learning medium for first-grade high school students, focusing on student achievement in listening using quantitative experimental research methods. The results of this research showed that the experimental group had a higher average score than the control group. It can be concluded that this research impacts the use of the TikTok application.

The third previous research was conducted by Rama, Hamdani, and Prihatini (2023). This research discusses students' perceptions of using TikTok as a practical learning medium in increasing students' vocabulary. The similarity of this research is that it uses TikTok as a student learning medium. However, this research concentrates on how students view the use of TikTok as a valuable tool for expanding their vocabulary. The survey results show that students have a positive attitude towards using TikTok to learn English vocabulary. Due to the variety of vocabulary levels available, TikTok significantly helps students improve their English vocabulary. In addition, TikTok's many engaging elements help to enhance students' vocabulary effectively.

The research gap: This research will use the *learnenglishnative* TikTok channel as a learning medium for first-grade high school students. Its aim is to find out the impact on students' listening skills after using the *learnenglishnative* TikTok channel using a quantitative approach. Data collection will use pretest and posttest. This research will be conducted in a different place, namely SMKN 14 Bandung.

8. **Hypothesis**

    This research has two variables: using TikTok as the independent variable and students' listening skills as the dependent variable.

    "There are two forms of hypothesis in this research: null (Ho) and alternative (Ha)" (Creswell, 2012, p. 90). If the hypothesis is written in a specific formula, it will appear as follows:

1. Null Hypothesis (Ho): There is no difference in students' listening skills after using TikTok media.
2. Alternative Hypothesis (Ha): There is a difference in students' listening skills after using TikTok media.