

CHAPTER I

INTRODUCTION

This chapter elaborates on the background of the research. It involves the identification of the problems, the research questions, the research aims, the previous studies and the research contributions (both theoretical and practical).

1.1 Background of the Research

In Indonesia, millions of students engage with digital applications as the media of learning. One of them is TikTok, a platform for entertainment. It can be used as an application tool for reshaping English-speaking skills. According to Pratiwi et al. (2021) found that students who utilized TikTok for learning English demonstrated marked improvements in both pronunciation and speaking confidence. They found in their research that students' post-test scores were significantly improved after learning English through TikTok. Moreover, Afidah. et al. (2021) believed that students had a positive impact on their English skills after learning through TikTok, particularly in fluency and vocabulary development.

Videos have currently attracted a lot of attention from students. Generation Z students, in particular, are actively involved in self-representation on TikTok to gain attention and popularity (Azizah, 2023). TikTok does provide instant entertainment through short videos that users can watch in seconds, offering a variety of content ranging from jokes to educational videos (Li et al., 2023). The popularity of this platform reaches various age groups, including children, adolescents, and adults (Putri et al., 2023). Users engage with Tik-Tok content in a way that forms a continuous viewing experience, similar to watching a never-ending video on TV, filled with jokes, memes, and shared visual filters (Liu, 2023). Tik-Tok videos can be a learning medium for language learning, especially speaking skills. For instance, students can watch, share and discuss with surrounding English contents and tasks such as essay writing until coding (Amin,

2023; Haensch, et al., 2023). Based on the identified phenomena, there is a need to make progressive efforts. Some experts agree that the learning process using Tik-Tok videos needs to be explored regarding its impact on English learning especially for speaking skills.

Speaking ability is one of the important skills in English that should be mastered by students. This ability not only involves pronouncing words correctly, but also how to convey ideas clearly, effectively, and contextually in oral communication. Speaking is the main indicator in assessing the extent to which someone can use English in daily conversation, both in formal and informal situations. Speaking ability also involves understanding culture, intonation, and proper expression, in order for students can communicate fluently. By practicing speaking, students can improve their speaking ability because they will get used to it, as well as strengthen their confidence in using English in various situations.

However, in reality, most students in Indonesia still hard to communicate in English. Suhaimi (2021) states that students' English speaking skills were still relatively low. In here research, Suhaimi mentions that students of Senior High School 3 Banjar, where this present research took place, still difficult to speak English and they cannot speak English well. From the problem above, a solution in learning is needed that can improve students' English-speaking skills, one of which is by applying project-based learning as an alternative that can be used to improve students' English-speaking skills.

Project Based Learning is a learning model that places students at the centre of the learning process, they play an active role in completing complex projects that are related to real-world situations (Azzahra et al., 2023). Project Based Learning invites students to explore open-ended questions or problems that require investigation, research, and application of the knowledge they have learned. This project covers a variety of disciplines and requires students to think critically, work collaboratively, and develop creative solutions (Azzahra et al., 2023). Thus, it engages students in completing complex, real-world projects, fostering critical thinking, collaboration, and creative problem-solving across disciplines.

Project Based Learning can connect theory with practice, so that students not only learn concepts in the abstract, but they also see how the concepts are applied in real situations. In addition, Project Based Learning also appropriate for learning in the 21st century, since students can learn in teamwork. In the process of working on a project, students must communicate with their teammates, present their ideas, and make decisions that will affect the final outcome of the project.

Specifically, Project Based Learning requires an active role from teachers as facilitators. The teachers not only provide instructions, but also prepare guidance and support throughout the project. The teacher helps students set goals, plan the steps needed, and reflect on the results achieved. Project-Based Learning also provides an opportunity for students to experience more meaningful and relevant learning, especially in the context of English language skills.

Project-based learning certainly requires learning media that support students' development. TikTok is one of the applications that can develop projects in English learning. This can be the platform to support students to empower their speaking ability since it is very popular among the young generation. With its engaging and interactive nature, TikTok has the potential to be a valuable educational tool, especially in language learning.

Several studies have explored the integration of technology and social media into language learning, focusing on improving students' speaking skills. Akbari and Saadi (2015) investigated the role of social media platforms like Facebook and YouTube in enhancing English-speaking fluency, showing that interactive social environments can benefit language learners.

Similarly, Zhang and Hung (2017) highlighted the potential of project-based learning (PJBL) combined with technology to improve English speaking skills, emphasizing student engagement through hands-on projects. Gao (2020) specifically examined TikTok's influence on language learning, finding that the platform's short-video format encourages creativity and spoken language practice. Sari and Amalia (2018) further confirmed that PJBL methods enhance speaking competencies in English as a Foreign Language (EFL) settings.

Lastly, Chik and Ho (2016) discussed the general role of digital media in promoting fluency, showing that video platforms offer real-life language practice opportunities. While other studies like Gao (2020) focus on TikTok media, they do not delve deeply into its impact when applied through structured learning methods like PJBL. This represents an area that requires more investigation. However, this study differed from the previous research. This study aims to analyze PJBL using TikTok as the media to support students' learning to improve their speaking skills in Public Senior High School in Banjar, Indonesia.

1.2 Identification of Research Problems

This study identified several academic issues concerning English language learning in schools. Firstly, the English-Speaking skills of students at SMAN 3 Banjar are still low. Students' low interest in English affected their score and motivation to learn. Secondly, learning at school has not been able to improve students' English speaking skills. This happened due to English-speaking learning still using conventional learning models that focused on teacher centred. Thirdly, the use of PJBL by integrating with digital media in English Speaking learning has not been optimal. As a consequence, this reduced students' opportunities to develop their English skills and thoroughly understand the language. From the research problems stated in the background, the problems can be identified as follows:

1.3 Research Questions

The research questions are based on the research phenomena; the research questions are as follows:

1. How is the implementation of PjBL using TikTok digital application on students' English speaking skill?
2. How is the improvement of students' English speaking skills after integrating PjBL with TikTok digital application?
3. What are aspects of speaking skill showing significant different in students English speaking?

1.4 Research Aims

As formulated in the research questions, the aims of this research are:

1. To identify the implementation of PjBL using TikTok digital application on students' English speaking skill?
2. To explore the improvement of students' English speaking skills after integrating PjBL with TikTok digital application?
3. To evaluate the aspects of speaking skill showing significant different in students English speaking?

1.5 Research Contributions

In conducting research, there should be information that is beneficial to others. Therefore, this study has the following theoretical and practical significance:

1.5.1 Theoretical Contributions

- b. The results of this study can be used as a scientific study in developing theories and concepts related to English language skills with project-based learning supported by Tik-Tok.
- c. Producing output from the implementation of project-based learning supported by Tik-Tok which has an impact on improving students' English language skills.

1.5.2 Practical Contributions

- a. The results of this study can provide information for researchers regarding students' English language skills in project-based learning supported by Tik-Tok.
- b. The research results are expected to be able to provide a contribution to academics in developing quality English language learning.
- c. The results of this study can be used as a guideline for teachers in determining learning models and digital learning media that can improve students' English language skills.

d. For students, it is hoped that learning English using problem-based learning assisted by Tik-Tok can improve English language skills.

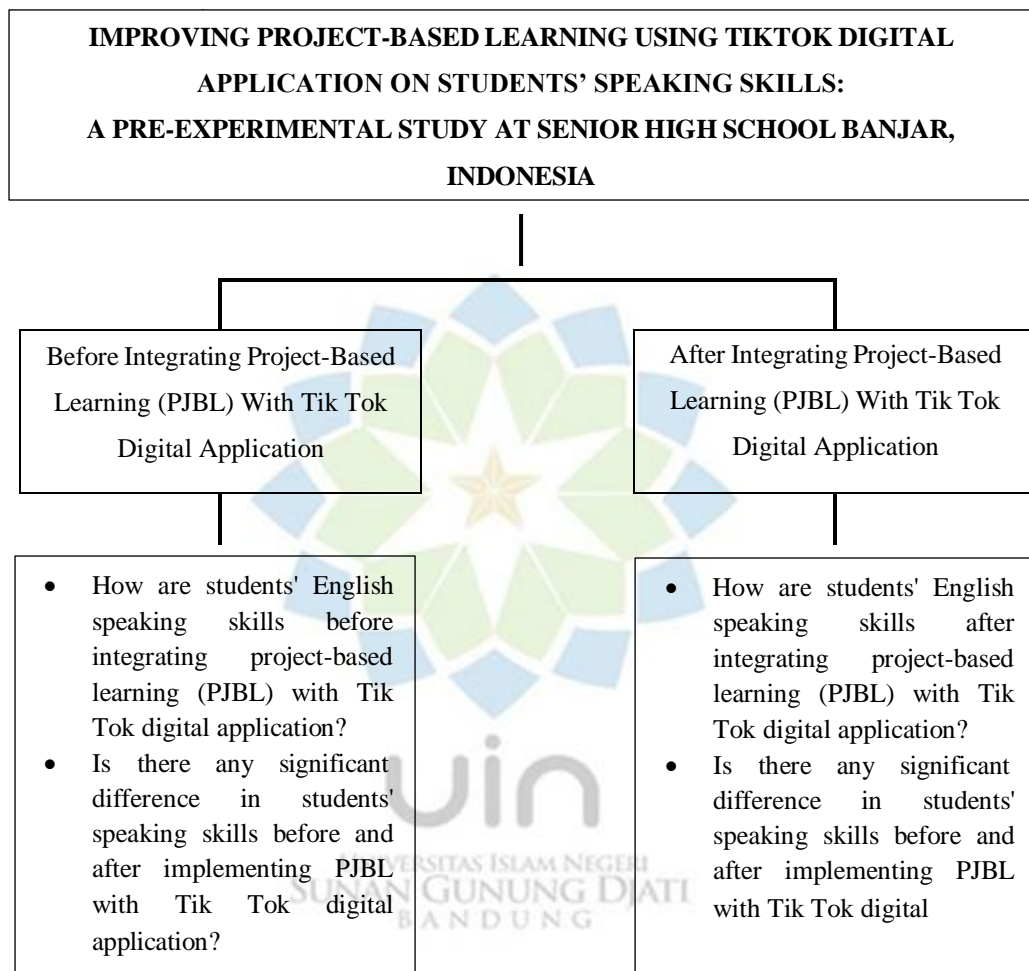


Figure 1.1 Significance of the research