# CHAPTER I
# INTRODUCTION

## A. Background of Study

The 21st century is becoming an all-digital era with increasingly developing technology. It is very supportive for learning innovations that can be easily accessed by students and teachers using social media. Social media is an application platform that provides many interesting features that are liked by students. There are four main purposes for using social media applications, namely entertainment, socialization, informativeness, and academics (Yang, 2020). It means social media can be used as a medium for learning language.

Social media is not a new thing to use as media for learning and teaching. Many researchers have used social media application as media learning teaching language in their research, for examples, Kumar Sah (2015) using Twitter application as the media in The ESL/EFL Classroom, Nurmy (2017) using Facebook application as tool for learning English as a foreign language, Herlisya and Alfiawati (2020) using Instagram as teaching learning English writing, and Pratiwi, et al., (2021) used TikTok application as media for learning teaching English pronunciation.

TikTok application is a social media application that launched in September 2016 from China. This application can be downloaded via the google Play Store or App Store easily. Based on Wikipedia, TikTok has many features that are the users can record short videos on TikTok with a maximum duration of 3 minutes and upload videos with a maximum duration of 5 minutes. Videos created on TikTok can be edited with filters or music. Users can also add their own voice over the background music and can add text on the video. These features can be used for the students to learn English speaking that students can practice their speaking skill by making videos on TikTok. Many content creators share many various creative videos on TikTok, especially education videos, so the students are not only making videos but also the students get videos to learn English speaking from others.

According to Hakim (2016), using video is highly recommended as media teaching learning speaking skill.

Speaking skill is one of the important parts of English that is usually used to communicate because speaking is related to how we speak and how to say a word to other people in daily activities (Afidah, etc., 2021). Although learning to speak is important, there are still many problems that often arise that many students have difficulty speaking English for various reasons. The researcher found the students' speaking problems when the researcher was doing teaching practice program at the school that many students are shy to speak English because often not fluent in speaking English, this is due to a lack of speaking habits, secondly, the lack of vocabulary they have and thirdly, the learning process in English class is still less interesting for students. The learning technique and media that the teacher used are still relatively traditional. Some teachers still use books and whiteboard as media in learning English that makes the students feel bored while the function of teaching learning media is to attract students' attention so that the students can concentrate more on the learning process (Heri, 2020).

In this era, the teacher must be able to use technology as media for learning speaking skill. It is supported by Indonesian government regulations Number 17 of 2010 Articles 48 and 59 that have hinted at education to develop a technology and information-based educational information system. According to Stephanie (2021), the technology application that many people use in this era is TikTok and most of them are generation Z or the students. According to Pratiwi (2021), TikTok application can be used as media learning speaking skills and it have positive responses from respondents that is why this research tries to investigate the use of TikTok application to improve students' speaking skills in the eighth-grade students of SMPIT Qordova Rancaekek Bandung.

B. **Research Questions**

In accordance with the identification of the problem, this problem can be formulated into several research questions:

1. What is the student's speaking mastery before using the TikTok application at SMPIT Qordova Rancaekek?

2. What is the student's speaking mastery after using the TikTok application at SMPIT Qordova Rancaekek?

3. How significant is between the student's speaking skill before and after learning by using the TikTok application on learning speaking skill at SMPIT Qordova Rancaekek?

## C. Research Purposes

The purposes of this research are to analyze:

1. To find out the students' speaking mastery before using TikTok application at SMPIT Qordova Rancaekek

2. To find out the students' speaking mastery after using TikTok application at SMPIT Qordova Rancaekek

3. To find out the significant difference between the students' speaking skill before and after learning by using the TikTok application at SMPIT Qordova Rancaekek.

## D. Research Significance

The results of this study are expected to be beneficial both theoretically and practically elaborated in the following section.

1. Theoretical Significance

The results of the research are expected to support the theory of interest and confidence of students' speaking with social media.

2. Practical Significance

The results of this research are to be given as the contribution for:

a. The students

TikTok application can be used for learning Speaking with a fun atmosphere and is easy to use. TikTok can help students to enhance their speaking mastery.

b. The teachers

The teacher can gain information about the TikTok application as media teaching on speaking skill. The teachers also will gain the understanding of how to use the TikTok application to teach speaking.

c. The researcher

This research is designed to increase the researcher's understanding of how to use the TikTok application as media teaching speaking skill during the teaching and learning process.

## E. Research Scope

The novelty of this research with other previous related research is that the research is focused on the students' improvement in speaking skill by using the TikTok application at eighth grade of SMPIT Qordova. The research is limited on five aspects of speaking assessment that consist; pronunciation, vocabulary, grammar, fluency, and comprehension.

## F. Conceptual Framework

Speaking is a process of creating sound by humans for producing and receiving information from each other. Chaney and Burk (1998) said that speaking is the process of building and sharing the meaning through non-verbal and verbal symbols in various contexts. Someone has and uses speaking in their daily communication, whether at school or outside. Because speaking is used in daily activities, speaking is important to be learned and it cannot be separate during the teaching learning process. As stated by Boonkit (2010), speaking is a skill to get effective in communicating in any language, mainly when speakers are not using their mother tongue. In today's technology era, we can learn to speak easily by using social media, such as TikTok.
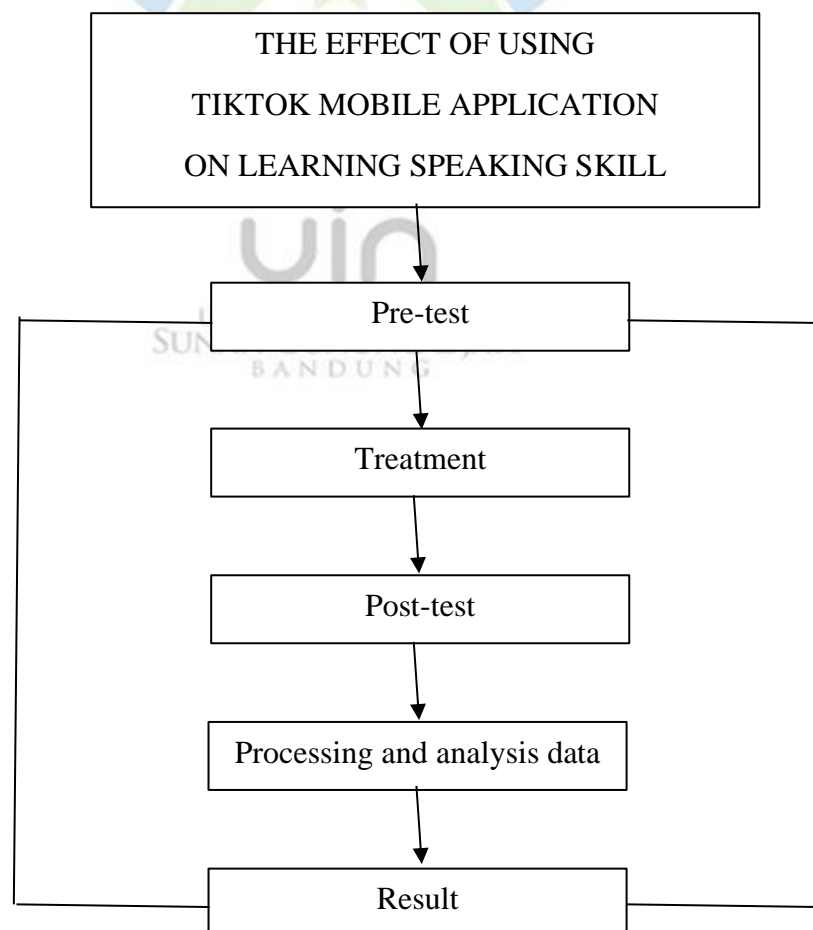
Tiktok is a social media application based on short video that was launched in September 2016 and has over a billion users in the world (Annur, 2022). Tiktok has provided interesting features that allow users to create videos, edit videos, share videos as creatively as possible and users can also comment and share content with the wider tiktok community (Afidah, etc, 2021). With the many interesting features on Tiktok that make the user feel enjoyable and fun to watch and make videos, this application becomes the most popular social media among EFL (Wu, 2020).

In the field of education for EFL, TikTok can provide short videos of English learning materials that are distributed by teachers to students and students also can make English videos by utilizing the features available in TikTok so, that students can learn English in creative and innovative way (Syah, et al., 2020). The

various features on the TikTok Application can be implied in learning speaking skill so that students can use TikTok in a positive direction. The teachers and students can get a lot of information about learning speaking skills on TikTok with an attractive appearance. The students feel happy to learn speaking skill on TikTok because they have new experience in learning speaking skill on TikTok application (Zaitun, et al., 2021). According to Hasanah (2022), TikTok has the criteria as good media that are an interesting and close learning medium for students so that the application can be used for learning English speaking and can be an alternative solution in improving students' speaking skill.

Based on theories above, the conceptual framework of this research can be visualized on the following scheme the use of TikTok mobile application on learning speaking skill:

**Figure 1.1 Frame of Research**

THE EFFECT OF USING
TIKTOK MOBILE APPLICATION
ON LEARNING SPEAKING SKILL

Pre-test

Treatment

Post-test

Processing and analysis data

Result

## G. Hypothesis

A hypothesis is a prediction that a researcher makes about the expected relationship between variables (Creswell, 2012). The formulation of the hypothesis from this research is presented below:

1. $H_a$ rejected and $H_0$ accepted if $t_{ccount} < t_{table}$. It means that there is not significant effect of the TikTok application on students' learning speaking.

2. $H_a$ accepted $H_0$ rejected if $t_{ccount} > t_{table}$. It means that there is a significant effect of TikTok application to students' learning speaking.

## H. Previous Studies

There are several studies related to this study. The first study was conducted by Laksanasut (2022), entitled "Effects of Utilizing TikTok Application on English Speaking Skills Development of English as a Foreign Language (EFL) High School Students amidst the Covid-19 Pandemic Situation". The research method of the research was quantitative using quasi experiments. The participants were from 11 students of eighty-one grade in the second semester of Angsilapittayakom School (Chonburi Province). The experiment of the research class was conducted for seven weeks. The results of the research show that using the TikTok application can improve students' speaking skill.

The second research is from Herlisya and Wiratno (2022), entitled "Happing Good Speaking English through TikTok Application". The research method of the research was using Descriptive Quantitative that using classroom action research techniques. The research used 20 students as the subject from the third semester in English Education Major at STKIP PGRI Bandar Lampung. The results of the research indicate that classroom action research using the Tiktok application can improve student learning activities and student's speaking skills. These results can be seen from the difference in the score of cycle I and cycle II with pre-cycle. In the pre-cycle the average score is 67.88, in cycle I it is 69 with the criteria of being less active while in cycle II it has score 76.75 with sufficient criteria active.

The third research that is related to this research is from Zaitun et al., 2021), entitled "TikTok as Media to Enhancing the Speaking Skill of EFL Student's". The

method used in the research is a descriptive qualitative method that uses classroom action technique. The subjects were taken from 36 students of class VIII H SMP Negeri 164 Jakarta. The data was taken from one session of pre-test and two sessions of post-test. The results of data in the research show that in the pre-test session, there were 15 students who got scores between 30-40 and 21 students got scores above 60. While in the post-test 1, 22 students score above 70 and in the post-test session 2 show that the students get the highest score 95 and the lowest 70. So, this result of the research shows that using the TikTok application as a medium for learning speaking skill could increase student's confidence in learning speaking and also give new experiences for students in expressing their ideas freely on TikTok application.

The last research is from Marleni et al., (2021) entitled "Improving the Students' Speaking Skill by Using TikTok Application". The data of the research was using observation and test. There were 24 respondents from the second semester of the English Language and Education Department of University of Pahlawan Tuanku Tambusai. From the result of the research that using t-test analysis showed that average students in the class were 70. It means that there was an improvement in students' speaking skills by using the TikTok application.

From the information above, the researcher finds the gap between this research and the previous research. The participants of previous studies were focused on students of high school and collages students and also the locations were out of west java province while the participant of this research focuses on students of eight class in SMPIT Qordova Bandung West Java. The method of the research Zaitun was a descriptive qualitative method while this research uses Quantitative method using pre-experimental techniques.