

CHAPTER I INTRODUCTION

In this chapter the researcher will explained about the background of research, formulation of the research question, purpose of study, formulation of hypothesis, significant of the study, scope and limitation, and definition of the key terms.

A. Background Of Research

Starting from the pandemic, all teaching and learning activities at school were replaced with online learning activities such as using applications to start meetings with use zoom, google meet, google classroom, WhatsApp and many more, but many students still use their study time by watching movies or tend to play social media such as TikTok, Instagram, twitter, YouTube, Facebook, from this cause many of the students to neglect their assignments or learning activities, this happens even after the pandemic has passed and has become a habit for many students, Therefore, the rule of not bringing smartphone to school is given in every institution so that unwanted things such as the use of smartphone by students so that they can hinder learning activities occur, but until now we still find some students still seen using smartphone in the classroom. With the rules set by the school institution that students can only use smartphones when at home or outside of learning hours, on that matter there are many researchers who have reviewed the good and bad impacts on the use of smartphone and social media, one of which is the opinion of (Gani, 2020). brings positive impacts and benefits in the development of science and technology, for example, making it easier to communicate, search for and access information, develop

relationships, add friends and others (Kirk et al., 2014). relationships, adding friends and others. There are many social media platforms that can be used as

learning media, such as Instagram, YouTube, and other social media platforms. TikTok, which has been the most popular among Indonesians in the last two years.

There are four main purposes in the use of social media, namely social media entertainment, socialization, informative and academic Yang (2020). As a result of educators' practice of introducing social media applications into contextual language teaching and learning to improve learners' language proficiency, "academic" has gradually become a factor. Another study of research from Tindell and Bohlander's (2012) study in the in the classroom for students who carry smartphones some students do not focus on paying attention to the teacher, while in class they focus on their smartphone. their smartphones. It is very difficult for them to focus, especially when there are many online friends who give messages. On the other hand, (Elder, 2013). states that students who use smartphones in class will get lower grades than students who do not use smartphones in class. Many social media users in Indonesia range in age from 14 to 34 years, it can be concluded that social media is very popular among young people, especially teachers, this will certainly facilitate the learning process because social media is not a new thing for students and lecturers, as well as in English language learning explained by Gangaimanaran and Pasupathi (2017) that Currently the use of social networking applications such as Instagram and TikTok has become a crucial part of language learning. Take TikTok for example, language learning videos were ranked as the second one of the most popular knowledge sharing videos in 2019 (Pratiw, Ufairah, & Sofiah: 2021).

In addition, TikTok has received the second highest rating internationally in 2019 app downloads on Google Play and Apple Store based on Towe's Sensor Blog report (Ipan, Igai, Blaise & Yunus: 2020). TikTok is one of the foremost well-known apps within the world: hundreds of millions of clients, -numerous of them children and high schoolers, utilize it to transfer, observe, and browse lip adjust recordings and memes. TikTok, created by ByteDance, a Chinese company, permits clients to transfer lip-sync recordings of up to 60 seconds with different inventive and intelligently highlights. It is the speediest developing app and ranks as the seventh most downloaded app within the final decade. significantly, TikTok is a social media platform that encourages the development of 21st century skills, including critical thinking, creativity and mobility. In fact, many studies have explored the effects of using social media to support language learners but coronavirus has affected the student education system. Due to COVID-19, many content creators are exploring the types of content, one of which is educational videos, specifically English teaching videos. Through TikTok videos, maybe or not this type of video can help English language learning for students, especially in the area of listening.

listening is a skill that needs a lot of time to master, listening also involves several processes, namely an active process that requires something to analyze from sound, in learning to listen things that need to be considered are pronunciation, vocabulary, grammar, content accents and information conveyed, It can be concluded that listening is an active process because it requires a skill, in the language learning process, listening comprehension is very important for all students to have, if these students want to learn to communicate with their interlocutors they must understand the language they hear. technological advances affect many things, particularly education, in the learning process the use

of technology and media has a close relationship, according to Wilson (2008) various listening sources are discussed in the context of teaching listening including teacher talks, student talks, guest speakers, textbook recordings, television, radios, DVDs, songs and videos. From this it can be concluded that many ways can be used to practice listening skills, a person can learn through whatever media or exposure they want, such as listening to songs, podcasts, watching movies, and many other examples that can improve our listening skills. A study shows that using media such as radio and audio-visual can improve listening skills (Bilican et al., 2012). Meanwhile, a research review from Arsyad (2014: 80) states that the benefits of learning media in the teaching and learning process are: (1) Learning media can clarify the presentation of data and information so that it can facilitate and improve learning processes and outcomes, (2) Learning media can improve and direct students' attention, so that it can build learning motivation.

Now days many content creators are utilizing TikTok media as a place to express their forms of work, which can benefit their views, one of which is content that educates many people, both in education and non-education, this can be used for every teacher who wants to find learning media for their students, not only teachers, students can also take advantage of the educational content about learning English on TikTok as an addition to their knowledge while outside of school. Not only content from within the country, the FYP feature in the TikTok application also contains content from various countries so that a lot of video content from abroad uses English when speaking which can be utilized by many students and Indonesians to make learning materials, by listening and understanding the meaning conveyed. On the other hand, it is not only English-language content that can be used as a medium for student learning, short videos found on

YouTube, Instagram (reels), and Facebook also have features. The same as the video content on TikTok, so that students who have a habit of playing or viewing social media can get a positive impact from the educational content contained on social media in accordance with the trends displayed by these social media features.

Not only discussing listening material in the content, content on various platforms also provides the psychological and cognitive impact of using video in language learning such as research discussed by Dwi Iswahyuni (2021) which discusses the article provides a comprehensive overview of the use of video content in foreign language learning, with a specific focus on platforms like YouTube, TikTok, Snapchat, and Instagram. It delves into the benefits and drawbacks of using video content with subtitles for language learning and reviews existing research on the topic. Additionally, the article discusses the psychological and cognitive advantages of using videos in language learning and presents findings from various studies on the subject. Overall, it emphasizes the potential of video content as a valuable tool for language learning and suggests avenues for future research in this area. The article provides a comprehensive overview of the use of video content in foreign language learning, with a specific focus on platforms like YouTube, TikTok, Snapchat, and Instagram. It delves into the benefits and drawbacks of using video content with subtitles for language learning and reviews existing research on the topic. Additionally, the article discusses the psychological and cognitive advantages of using videos in language learning and presents findings from various studies on the subject. Overall, it emphasizes the potential of video content as a valuable tool for language learning and suggests avenues for future research in this area.

In addition to TikTok, there are several platforms that can have an impact on student learning activities, as explained in the journal research from Saidatul Hanim, published in the *Randwick International of Education and Linguistics Science (RIELS) Journal*, Vol. 2, No. 3, September 2021 the research focuses on the impact of social media on students' English language learning and the specific platforms commonly used for this purpose. results and discussion present the types and percentages of social media platforms used by students to learn English. The findings show that YouTube is the most widely used platform, followed by Instagram, WhatsApp, Twitter, Facebook and Line. The research also highlights the advantages of using YouTube as a learning medium, referring to the work of Wijanarko (2017) and Ratna (2013), Overall, this study provides valuable insights into the prevalence of social media use for English language learning among students and the specific platforms most commonly used for this purpose.

During the pandemic, the use of social media is very influential on students' learning activities, because at that time all learning activities were carried out online as explained in the research. From Mellati Mandasari,² Siti Osa Kosassy,³ Yenni Jufri (2022) This research discusses the shift from face-to-face learning to online learning during the Covid-19 pandemic. This shift has made technology an important part of the learning process, and educators face the challenge of adapting to this new way of teaching. This research aims to explore the opportunity of using TikTok app as a learning platform to improve ESP students' speaking ability in online learning. This research was conducted in response to the need for effective online learning methods during the pandemic, The research findings show that the use of TikTok app as a medium to develop ESP students' speaking skills in online learning can increase students' confidence in speaking

English. The participants were actively engaged in using TikTok for speaking activities and understanding the content of basic English skills. This study also observed a significant improvement in ESP students' speaking skills from pre-test to post-test sessions, which demonstrates the potential of TikTok in developing students' speaking ability in English for Specific Purposes (ESP). In addition, previous research has shown that students have a positive attitude towards using TikTok to improve literacy and speaking skills, and significantly improve their speaking skills while providing a fun and meaningful learning experience.

The research by Kim Hua Tan Agila Rajendran 2, Nazri Muslim 1, Jamsari Alias 1 and Nor Afian Yusof (2022) discussed about The Potential of TikTok's Key Features as a Pedagogical Strategy for ESL Classrooms The background of this study is that TikTok has become a popular social media platform worldwide, especially among young people. This research aims to explore the potential of TikTok's key features as pedagogical strategies for the ESL classroom. This study reviews existing literature on the use of TikTok in language learning and identifies key pedagogical features of TikTok that can be used to enhance ESL learning. The study also examines ESL learners' perceptions towards using TikTok as a learning tool and discusses the potential benefits and limitations of using TikTok in the classroom. The research ultimately aims to provide insights and recommendations for educators interested in incorporating TikTok into their ESL teaching practices, the findings suggest that TikTok has the potential to be a valuable tool for ESL learning, but further research and exploration are needed to fully understand its impact and implications for language education.

The research from Vincentia Dewi Fidelia¹, Zuliati Rohmah (2023) discusses the use of English movies for listening

activities and explores students' experiences and perceptions in using this medium for language learning. The study delves into students' familiarity with audiovisual materials, their views and reasons for using English movies, preferences for watching with subtitles, and the impact of different accents on their listening comprehension. and the study's results indicate that students find English movies to be a valuable tool for improving their listening skills and overall language proficiency.

Meanwhile, there is research that discusses students' perspectives on TikTok as a tool for learning English which can add insight into the effectiveness of this journal research made by Roudlotun Nurul Laili1 (2023). The background of this research is the rapid advancement of technology and its impact on various sectors, including education. The integration of social media into educational practices has emerged as a significant trend in recent years. TikTok, a video-sharing social networking service famous for its short-form videos, has gained immense popularity among these platforms. Originally designed for entertainment, TikTok is now recognized as a potential educational tool due to its interactive nature and global reach. The platform allows users to create and share short videos on any topic, providing a unique avenue for learning that is engaging and accessible to a wide audience. This research aims to explore the phenomenon of using TikTok videos as a tool for learning English and to gain insight into students' perspectives on its effectiveness.

And for the seven study is from Rhenovia Rahmawati, Khoiriyah, Mahendra Puji Permana Aji (2022) discusses about The Impact of Using TikTok on the Students' Listening Skill was conducted in response to the increasing role of technology in education and the need for innovative teaching methods to enhance students' listening skills. With advancements

in technology, students have access to various online resources for learning, making it essential for educators to adapt and incorporate these tools into their teaching practices. TikTok, a popular online platform, was chosen as a teaching tool due to its potential to create an enjoyable and engaging learning environment for students. The study aimed to investigate the effectiveness of using TikTok in improving students' listening skills at SMK PGRI 3 Kediri during the Academic Year 2021/2022. This study result is revealed significant improvements in students' listening skills after being taught using the TikTok application. The pretest and post-test analysis indicated that the mean scores of the posttests were higher than those of the pretests, demonstrating a positive impact of TikTok on students' listening abilities. The statistical analysis, specifically the t-test results, confirmed the significant effect of TikTok on enhancing students' listening skills. Additionally, the use of TikTok in teaching listening skills was found to make students more active and responsible in their learning process. Overall, the research concluded that TikTok application had a significant positive effect on students' listening skills at SMK PGRI 3 Kediri in the Academic Year 2021/2022.

This eighth study from Wan Yuan and Syaza Hazirah Mohd Hashim (2022) discusses about Students' Perceptions of Short Video Apps in Sustaining their Interest in Learning English this article provides a comprehensive overview of the use of video content in foreign language learning, with a specific focus on platforms like YouTube, TikTok, Snapchat, and Instagram. It delves into the benefits and drawbacks of using video content with subtitles for language learning and reviews existing research on the topic. Additionally, the article discusses the psychological and cognitive advantages of using videos in language learning and presents findings from various studies on the subject. Overall, it emphasizes the potential of video content as a valuable tool for

language learning and suggests avenues for future research in this area.

The nine of previous study is from Haiying Kang (2023) The article discusses the use of TikTok for oral English learning among EFL students and presents the results of a questionnaire survey conducted with college students to assess its effectiveness. It also identifies existing problems in oral English education, such as pedagogy, teaching materials, and pronunciation. The findings suggest that TikTok positively impacts students' motivation and improves their spoken English skills by providing abundant learning resources and practical expressions. The study highlights the potential of social media, particularly TikTok, as a tool for enhancing English language learning, and for the result of study is Students believe that TikTok can boost their confidence in learning spoken English and can help settle existing problems in oral English education, including pedagogy, teaching materials, and pronunciation.

And for the last study is from Nurul Huda Ibrahim, Suhaniz Ayuni Shafie, Intan Noorazlina Abdul Rahim (2023) that discussed about the use of TikTok as a tool for learning English as a second language. This study aims to explore students' perceptions of using TikTok for English language learning, improving language skills through TikTok, and comparing the use of TikTok with traditional textbooks, The study was conducted involving 23 students enrolled in the Diploma of Business Management program at Kolej Poly Tech MARA Kuantan. This study utilized a qualitative approach, specifically the case study method, to gather detailed information about the students' experiences in using TikTok for English language learning. Data collection involved semi-structured interviews with respondents to understand their perspectives on TikTok as a language learning

tool, this journal aims to contribute to the understanding of how TikTok can be utilized for language learning, students' perceptions of the platform, and the potential benefits and challenges associated with its use in education. The result of this journal is Most students believe that the use of TikTok can improve their understanding of English. However, there is also a view that TikTok can be a distraction from the language learning process. Students stated that the use of TikTok has improved their language skills, including grammar and speaking skills, as well as increasing their confidence in communicating in English. Thus, the results of this study provide insights into how the use of TikTok can affect English language learning, students' perceptions of the platform, as well as a comparison with traditional learning methods.

Based on several journals that have been reviewed, researchers found several weaknesses in the journals that have been reviewed, one of the weaknesses that have been found by researchers in the journal made by Nurul Huda Ibrahim, Suhaniz Ayuni Shafie Intan Noorazlina Abdul Rahim (2023), first is about a limited sample that in his study only involved 23 respondents from certain study programs in university. The second limitation is that the statistical analysis in this study may not have used in-depth statistical analysis, such as correlation, to measure the relationship between the variables studied and also in this study it is not possible to explore more specific measurements related to the use of TikTok and the improvement of English language skills, the previous research has shown that students consider TikTok as an interesting and effective tool in English learning. there is a lot of content on TikTok social media, such as tips and tricks content, education, entertainment, etc. Video tutorials are included in educational content. Video tutorials that are wide distributed on the TikTok application are very easy to access by all circles of

society, especially among students who are very often using social media (Deriyanto et al., 2018).

So, if someone consistently watches videos on TikTok with a certain frequency, it can be considered as their habit. Frequency refers to how often an activity is performed or an event occurs within a certain period of time. Canning-Wilson (2000:5), According to Ajzen (in Afrelian & Khairat) frequency of watching is refers to how often, how deeply (depth) how long (duration) and how focused (concentration) someone to watch audiovisual media content, this showing the level or time from someone who prepared to watch such content, including their concentration when watching a content. In fact, there are many students especially in junior high schools who have smartphones who spend more of their free time watching videos on TikTok. Nadela Dwi Afrelia, Masnida Khairat (2022) state that social media TikTok is a digital platform that is the one favorite social media for a lot a people, the use of TikTok application in Indonesia reaches 125 million people, In this data, it is known that the majority of users are teenagers who are still in school. (students), Even when during class teaching, students usually talk about videos that are going viral on the application with their friends, starting from singing viral song content, or doing trends that they find on the application, from this statement it can be concluded that this digital platform called TikTok is the favorite social media of gen Z who are students (Hayati, 2018)., from this, the activities they often do will have an impact on their learning. Thus, there is an assumption that the frequency of regularly watching TikTok videos can have an impact on students' listening ability, therefore by using the correlation method, in this research can identify is there any correlation or not between the frequency of students watching TikTok videos and their English listening achievement. Thus, it can be measured to what extent the frequency of watching

TikTok videos correlates with the improvement of students' listening skills, especially in junior high school students, because in previous studies Nurul Huda Ibrahim (2023) have only focused on student respondents in higher education, while no research has stated research that measures the extent to which the frequency of watching TikTok videos correlates with the improvement of students' listening skills in junior high school,

From this study also can help the educators understand how often student watch video content on TikTok and how it effect for their English listening skill, by understanding this correlation the educators can more develop effecting teaching strategies Therefore, in this research aims to be able to measure and find out whether there is a any correlation between the frequency of watching TikTok videos correlated with the achievement of students' listening skills, especially in junior high school students,

B. Formulation Research Question

Based on the above statement, the research questions: is there any correlation between frequency of watching video content on TikTok and student's listening achievement in English learning on 8th grade at MTsN 3 Tulungagung?

C. Purpose Of Study

The purpose of conducting this study is to find out the correlation between frequency of watching video content on TikTok and student's listening achievement in English learning on 8th grade at MTsN 3 Tulungagung?

D. Formulation of Hypothesis

The researcher purposed into two kinds of hypothesis will be used in this study those are:

1. Null Hypothesis (H₀)

There is no correlation between frequency of watching video content on TikTok and student's listening achievement in English learning on 8th grade at MTsN 3 Tulungagung.

2. Alternative Hypothesis (H_a)

There is any correlation between frequency of watching video content on TikTok and student's listening achievement in English learning n 8th grade at MTsN 3 Tulungagung.

E. Significant of The Study

This study was carried out to give a theoretical and practical advantages those are:

1. Theoretical

This research is expected to provide benefits, especially for MTsN 3 Tulungagung so that the findings can be used and improved in the teaching and learning process and the achievement of listening.

2. Practical

it is hope that the result of this study will be of significance to the English teaching and learning process, particularly for:

- a. **English Teachers**

The result of this study may provide guidance or encouragement to English teachers in teaching English to motivate students, especially in listening

b. Students

The result of this research has potential to help students learn English, especially by helping them to improved their listening skills and their ability to understand what they hear.

c. Another researcher

This study should help others who want to do research on this topic, this research can also be used as guide for similar studies that want to find out the correlation between how often someone watches video content on TikTok and how well they understand what they hear.

F. Scope and Limitation of The Study

The number of times students have watched video content on TikTok is represented by variable x , their listening score is variable y and will signify their listening achievement. here some limitations are proposed as follows:

1. The subject of this research is the 8th grade in MTsN 3 Tulungagung
2. This research examined the correlation between frequency of watching video content on TikTok and student's listening achievement in English learning

Meanwhile, the researcher did not limit the video content into certain criteria. Although it must be in English, the genre or music that students use does not matter.

G. Definition of Key Terms

Key terms are used to ensure that the research problem is clear, and operational definitions are important because they help explain what the research is about (J. R. Fraenkel & Wallen (2009)). therefore,

to ensure that people are not confused when reading this research, it is important to explain the following key terms:

1. Correlation

In statistic, correlation refers to the degree to which two independent variables tend to move in the direction of each other. a positive correlation occurs when multiple variables move in the same direction, and a negative correlation occurs when the variables move in opposite directions. This type of research is part of a quantitative research approach and does not involve manipulation, in this study is to determine the correlation between two or more variables to reveal the truth of cause and effect. Determine the correlation between two or more variables to reveal the truth of cause and effect (J. Freankel, 2006).

2. Listening Achievement

listening is a cognitive process that involves evaluating and responding to spoken messages. it requires the brain absorb the meaning of the words and sentences. a person ability to capture verbal message is also a crucial aspect of listening. listening achievement refers to the level of understanding that students have attained in their English lesson. in this study, listening achievement is measures by the students score

3. Frequency

Frequency refers to the number of times an event occurs in a given period of time (Harahap (1995: 144). in this study, frequency refers to the extent to which students watching video content on the TikTok application.

4. TikTok

TikTok is a social media music video app for Android and iOS launched in 2016 by Zhang Yiming, a Chinese company.

This app is used to create short videos such as sharing short music, comedy, lip syncing, talent videos, learning videos and more. The app has been the most popularly used in 2019 until now.