

## **CHAPTER I**

### **INTRODUCTION**

This chapter examines the introduction, which contains a description of the research's background, identification of the issues/phenomena, research limitations and focus, research question, research goal, and research its importance.

#### **A. Background of the Research**

Currently, although study on the effects of technology in the classroom is rapidly increasing, there is an emerging debate about whether these advancements have a significant impact on student achievement or if they raise doubts (Nurbaiti, 2022). As technology revolutionizes education, a critical question arises: Does the use of technology, including the usage of social media, truly have a beneficial effect on academic accomplishment, or does it face challenges that may interfere with student performance in class.

In today's rapidly evolving world, the relentless march of technology has not only become an essential component of education but also a potent and effective engine for change (Surani, 2019). The classroom environment is being reshaped before our eyes, with technology at the helm, revolutionizing how students acquire knowledge. Its transformative power cannot be underestimated, for it holds the potential to not just facilitate but revolutionize education and instruction as is it known (Subroto et al., 2023). The use of technology has the potential to facilitate education and instruction (Hasiholan et al., 2020). Given its many benefits, educators are encouraged to use technology in the classroom (Yulita, 2023). Educators must embrace this technological wave. One approach is to use social media.

The dominance of social media in our lives today is a testament to the relentless advancement of technology (Sari et al., 2018). It has not only become a powerful platform for social interaction but also a hub for limitless opportunities for learning and

engagement. The ability to connect with people, access a wealth of information, and participate in global conversations is at our fingertips. However, the critical question that looms is whether society is truly prepared to harness the full potential of this digital revolution. Learning media provides tremendous effect on the education and student achievements, so teachers must truly be able to select the most relevant and effective learning media (Putri, 2022). It's a challenge that requires thoughtful consideration and responsible use is essential to ensuring that social media continues to be a positive factor in our fast changing environment.

Social media is a well-known learning medium among students. Social media serves four basic purposes: entertainment, sociability, information, and academics. (Yang, 2020). TikTok is one of the most popular social media sites today, particularly among Millennials and Generation Z. One of the social media is passionately debated and most used (Firamadhina & Krisnani, 2021). Considering that the number of users in Indonesia exceeds 10 million, with the majority being school-age children (students), it is clear that the TikTok program has become a favorite, liked, and draws the attention of millennials, the majority of whom are school-age children. TikTok can be transformed into an engaging and dynamic educational tool for pupils (Aji, 2018). TikTok's vast population of users, comprehensive features, and various material make it a great platform to enhance EFL students' listening, speaking, and pronunciation skills (Bsharat & Hamarsha, 2023). Its short videos, global reach, and interactivity offer valuable opportunities for exposing students to diverse English accents and pronunciation. Research in this area is crucial to understanding TikTok's effectiveness in improving the pronunciation of ninth-grade EFL students and its potential for modernizing language education even more so in this age of rapid technology.

Technology has become a significant aspect of language learning in this era. So the study on the usefulness of using TikTok in enhancing the pronunciation of ninth-grade EFL students is intriguing. TikTok is a learning and communication platform for individuals to improve their speech and communication skills (Ferstephanie & Pratiwi,

2022). TikTok can help students enhance their speaking abilities (Xiuwen & Razali, 2021). TikTok offers a variety of enjoyable activities, including the creation of a short video, which can be utilized to help pupils develop their public speaking skills. Students can also learn other English skills by watching short videos of native speakers. Thus, exploring the use of TikTok to enhance the pronunciation of EFL students has the potential to bring about positive changes in language instruction.

Pronunciation is one of the most crucial components of English while communicating with others. When someone communicates with other people, they should have a useful vocabulary and pronunciation. If they are just right in vocabulary but cannot pronounce it well, it is useless (Hayati, 2020). Furthermore, speaking fluently in a language is a valuable asset for personal and professional development (Krisbiantoro et al., 2023). Speaking fluently is an important communication skill since it allows people to engage in meaningful relationships (Harahap et al., 2023). You can connect with others on a deeper level when you can convey your thoughts and ideas. This talent is especially important in today's globalized society, where efficient communication can lead to a variety of possibilities and partnerships. To summarize, the ability to speak fluently is a powerful tool that can improve your life in a variety of ways, including improved understanding and connection with people.

The researcher uses TikTok videos to help solve problems connected to pupils' difficulty pronouncing English sentences. As can be seen, TikTok can inspire students to read or watch content that includes pronunciation, vocabulary, sentence structure, and even quizzes (Safila & Quthny, 2023). TikTok can be an exciting and creative way to engage pupils in entertaining pronunciation exercises. The app can give students interesting audio and visual models to help them better learn and imitate English sounds. Furthermore, TikTok's interactive features, such as the use of music and movement, may raise students' motivation to practice while also improving their understanding of intonation and rhythm when speaking English.

There are some research clusters on the subject of learning media for English. There are learning mediums that use information, communication, and technology (ICT). There is a utilization of information, communication, and technology (ICT) as a learning medium (Ratheeswari, 2018; Lisnasari et al., 2020; Karuniakhalida et al., 2019; Dewi et.al., 2019), social media as an English learning medium (Bahri et.al., 2022; Malik & Asnur, 2019; Sesriyani & Sukmawati, 2019; Sarosa et.al, 2020), learning media in mobile application (Cahya et al., 2020; Hidayat et al., 2021; Abidin et al., 2023; Rahmawati et al., 2021), learning media in gamification (Sari et al., 2019; Panis et al., 2020; Kusdiyanti et al., 2022; Pambudi et al., 2019), learning media in pronunciation (Syafitri et al., 2018; Rachmawati & Cahyani, 2020; Samad & Ismail, 2020; Astutik et al., 2019), learning media in listening (Nurafifah et al., 2021; Yoestara & Putri, 2018; Karmiati & Kurniawati, 2018; Al-Baekani & Ridwan, 2018), learning media in speaking (Namaziandost & Nasri, 2019; Wedana et al., 2019; Pratiwi & Ayu, 2020; Sartika et al., 2023), learning media in reading (Usman & Baihaqi, 2020; Zhenlong, 2021; Wibisono, 2020; Bo Xu, 2018), learning media in writing ((Ruhama & Purwaningsih, 2018; Wibowo et al., 2021; Asirika & Refnaldi, 2017; Fauziah et al., 2021), TikTok as learning media in pronunciation (Safila & Quthny, 2023; Sigalingging et al., 2023; Fitria, 2023; Nasution & Nurlaili, 2023, Tesselonika Simaremare et al., 2023).

There are shortcomings in previous research in similar fields of study. First, the research mentioned above has not discussed the challenges or constraints associated with employing media as an instructional aid. There is no mention in the article regarding potential technical barriers, restricted accessibility, or other concerns that could emerge in utilizing educational media. Meanwhile, the educators must be familiar with relevant media to what the students are learning (Faujiah et al., 2022). As a result, prospective teachers or teachers must understand the benefits and drawbacks of each medium employed by educators. This assists them in making informed

judgments about selecting and incorporating effective and efficient learning resources into their teaching process.

Secondly, previous research did not address how TikTok can fit with different ways of learning. More specifically, examples of how TikTok can help different types of people learn effectively should be presented. This is critical because teaching styles are capable of having a major impact both student engagement and learning achievements. According to Drew (2023), The concept of learning provides as a basis for educators and learners to understand, design, and participate in learning activities more efficiently. It is intended that the use of the right method can motivate learners to take part in learning activities.

Third, Previous research on how students engage when using TikTok to improve their pronunciation of words is incomplete. In addition, these studies did not discuss much about what makes students interested or disinterested, such as the amount to which learners understand the subject taught with TikTok. To increase student engagement, It is critical to foster an environment that fosters learning and relationships between students, teachers, and the school community (Bernstein, 2022). So, further, more detailed research is needed to truly understand how students engage when using TikTok to improve the way they pronounce words.

As a result, it can be concluded that some shortcomings need to be corrected in the research on using TikTok to improve pronunciation skills. First, the research mentioned above has not discussed the challenges or constraints associated with employing media as an instructional aid. Secondly, they do not discuss in depth how TikTok can suit different learning styles. Finally, previous research has not fully investigated students' engagement and the factors that influence their interest in learning materials through TikTok.

This research is likely to make a substantial contribution to understanding the potential of TikTok application as an effective English language learning tool,

particularly in enhance the pronunciation ability of EFL students in grade nine. The researcher wants to see if the TikTok app Can be utilized as an excellent learning tool to educate junior high school pupils. improve their pronunciation skills. The fundamental goal of this research is to discover that the TikTok app can assist ninth-grade learners understand narrative text material. Hopefully, this technique not only improves students' English pronunciation abilities in the classroom but also gives them the confidence to use them outside of the classroom.

## **B. Identification of the Issues/Phenomena**

From the research context described earlier, the author recognizes several problems arising.

1. Most students have low pronunciation skills
2. Most students are not confident in pronouncing words or phrases in English
3. Some students are unfamiliar and engaged with social media platforms
4. Most students have unclear or imprecise pronunciation
5. Influence of first language sounds in the learning environment
6. Lack of interactive learning opportunities due to lack of school facilities
7. Different ways of learning and students' learning preferences
8. Some teachers have not integrated technology into language learning
9. Social dynamics and peer influence to the students
10. The student has limitations of exposure to native speakers

The topic of "Most students have low pronunciation skills" is the most important in this case since it is very relevant to the research title, which focuses on the use of the TikTok application to improve students' pronunciation of English as a foreign language. The reason is that even after years of learning English as a second language, many students still have "major difficulties" with English pronunciation. This frequently results in challenges in areas such as seeking job (Gilakjani & Ahmadi, 2011). TikTok, as a popular social media platform, provides the potential for learners to actively

participate in English-speaking practice. Through TikTok, students can create short videos, practice pronunciation, and engage with additional English content. The application of TikTok as an educational resource also creates familiarity with a platform that is already familiar to many students, increasing their motivation and engagement in improving pronunciation skills. Thus, the integration of TikTok into learning can be considered a relevant strategy to improve students' pronunciation ability of English as a foreign language.

### **C. Limitation and Focus of the Research**

This research is confined to the factors specified in the title, "The Effectiveness of Using the TikTok Application to Improve EFL Students' Pronunciation at Ninth Grade Students Of SMPN 1 Beber Cirebon." The aims of this study is to assess TikTok's usefulness in enhancing students' pronunciation skills, with a focus on a group of ninth-grade pupils and focus on narrative text, the objective of this study is to analyze the positive the result of employing social media platforms such as TikTok in the context of English language acquisition. The learning objectives of this study are, firstly, for good readability. Ensuring that students can pronounce the words clearly and precisely so that the story becomes more easily understood by the listener. The second is to develop self-confidence. Mastering pronunciation helps Students have more confidence in speaking and interacting in English, Both inside and outside the classroom. The TikTok videos that are used in the learning process are from content creators that cover narrative text learning materials such as narrative text reading, instances of pronunciation of specific words or phrases, and other pronunciation activities essential to strengthening English language abilities. During the class, Students are going to view videos, practice pronunciation, and participate in duet videos with native speakers. They are also going to receive feedback via comments. The study uses five famous sources of content, including @aubrey.bermudez, @english.with.luccy, @antonioparlati, @fluentjoy\_english, and @johnnyB. The content creators were chosen because they are native speakers to give students a hands-

on and immersive experience in the language. And also the content created is related to the narrative text material.

#### **D. Research Questions**

The purpose of this research is to provide an answer to the question of pronunciation ability:

1. How is students' pronunciation before and after using the TikTok Application?
2. Is there any significant effectiveness of using the TikTok application on EFL students' pronunciation skills?

#### **E. Aims of the Research**

The objectives of this research are the following:

1. To find out the pronunciation level students before and after using the TikTok Application.
2. To explore whether there is any significant effectiveness on students' pronunciation by using the TikTok Application.

#### **F. Significances of the Research**

This section discusses how the study's findings are desired to be theoretically and practically useful.

##### **1. Theoretically**

The researcher hopes that this research has several meanings:

This research offers a novel perspective on the integration of technology in English as a Foreign Language (EFL) education by investigating the effectiveness of the TikTok application in addressing pronunciation issues among ninth-grade students. By delving into the theoretical underpinnings of how digital platforms like TikTok can impact the study of languages, This study provides to the growing corpus of information regarding how languages are learned, pedagogy, and the role of technology in language education.



## 2. Practically

The research findings carry significant implications for both researchers, English teachers, and students offering valuable perspectives on the effective teaching of pronunciation through the application of TikTok application. The researcher envisions that this research holds multiple meanings:

- a) For researchers, this study acts as a motivator, demonstrating that using novel platforms such as TikTok can be extremely beneficial in improving EFL students' pronunciation. These results contribute to a more thorough comprehension of the possible applications of technology in language acquisition, prompting researchers to try out new techniques that are relevant to today's students' interests.
- b) For English Teachers, the study illustrates how using the TikTok app can help ninth-grade EFL students with their pronunciation, and English teachers can use this information to develop a useful teaching plan. The study emphasizes how technology, especially through apps like TikTok, can add a fun element to language learning. These insights can be used by English teachers to improve their methods of instruction and give their students a more engaging and joyful pronunciation learning experience.
- c) For Students, they directly benefit from the research, it demonstrates TikTok's potential as a resource for improving pronunciation ability. They can find satisfaction in the simplicity of these strategies, thus making the process of learning English more enjoyable. Engaging with the subject through TikTok aligns with their interests and preferences, fostering a deeper and more enduring enthusiasm for language skill improvement.