

CHAPTER 2

LITERATURE REVIEW

A. Perception

1. The Definition of Perception

There were many theories about perception. According to the Cambridge Dictionary (2016), perception is a person's experience of objects and events obtained by gathering information and decoding messages. It involves one's ability to pay attention to and understand things that might not be clear to others. The experience is a process preceded by sensing, which refers to the receipt of stimuli by individuals through the senses, also known as sensory processes. This process is then transmitted by nerves to the brain, which serves as the nerve center, resulting in perception.

Furthermore, according to Desmita (2009), perception is a process of utilizing pre-existing knowledge to interpret stimulation through the sensory system. Through perception, individuals can derive interpretations of various phenomena, information, or data that continuously surround them. Research on perception highlights that different individuals can perceive the same thing but interpret it differently. This individual interpretation is often referred to as relativity. Hong (2003) asserts that perception encompasses a person's thoughts about something they have learned, measuring their behavior towards the use of something, and whether they agree or disagree with a particular method or concept they have learned. This implies that students hold their own opinions about concepts acquired during the teaching and learning process and react to them accordingly. Sidhu (2003) defines students' perceptions as their perspectives on events occurring in the classroom learning process, which they express through suggestions or arguments to teachers or classmates to enhance language processes. From these definitions, it can be inferred that students' perception involves the process of students' cognitive treatment of information about an object applicable in the school environment, particularly in the classroom. This treatment occurs through observation using their senses, allowing students to derive meaning and interpretations from the observed object.

2. Forms of Perceptions

According to Solso et al. (2007), perception can be categorized into two forms: positive perception and negative perception.

a. Positive Perception

Positive perception involves an individual's assessment of an object or information with a positive viewpoint that aligns with expectations or established norms. Positive perceptions often arise from individual satisfaction with the perceived object, their existing knowledge, and their personal experiences connected to the object in question.

b. Negative Perception

Negative perception encompasses an individual's perception of a specific object or information with a negative viewpoint that contradicts expectations or established norms. Negative perceptions may stem from individual dissatisfaction with the perceived object, a lack of understanding, or limited personal experiences related to the object.

3. Process of Perception

The process of perception can be outlined as follows: objects emit stimuli, and these stimuli influence the sense organs or receptors. This stimulus-sense interaction constitutes a natural or physical process. The received stimuli are then transmitted by sensory nerves in the brain, a process referred to as a physiological process. Subsequently, a process occurs within the brain's consciousness center, enabling individuals to become aware of what they have seen, heard, or felt. This internal process within the brain is termed a psychological process (Walgito, 2002).

B. Tiktok

TikTok is a social media platform that allows users to create, share, and discover short videos. It was launched in 2016 by the Chinese company ByteDance and has gained tremendous popularity worldwide, particularly among younger generations. TikTok allows users to record and edit videos up to 60 seconds in length, adding

various effects, filters, and music to enhance their creations. The platform features a wide range of content, including dance routines, lip-syncing performances, comedy skits, educational videos, and much more.

TikTok's algorithm utilizes artificial intelligence and machine learning to personalize users' content feeds, presenting them with videos that align with their interests and preferences. The platform's interface enables users to interact with videos through likes, comments, shares, and the ability to follow content creators. TikTok also offers features such as duets, where users can collaborate and create split-screen videos with other TikTokers, as well as challenges and trends that encourage users to participate in shared activities or creative themes.

With its user-friendly interface, creative tools, and vast user base, TikTok has become a cultural phenomenon, shaping trends, viral challenges, and popular memes. It has provided a platform for self-expression, creativity, and community building, allowing individuals from various backgrounds to share their talents, passions, and perspectives through short-form videos.

It is important to note that while TikTok initially gained popularity for entertainment purposes, its potential as an educational and learning tool has also been recognized. Many individuals and organizations have utilized TikTok to share educational content, language learning resources, and instructional videos, including those focused on improving English pronunciation skills. As for several content and features on TikTok:

- 1. Feature of Tiktok**

- a. Video Creation**

TikTok allows users to create and edit short videos, ranging from a few seconds to maximum of 60 seconds. Users can record videos directly within the app or upload pre-recorded videos from their device's gallery.

b. Effects and Filters

TikTok offers a wide range of effects, filters, stickers, and augmented reality (AR) features that users can apply to their videos. These tools allow users to enhance their content, add visual elements, and create engaging and entertaining videos.

c. Music and Soundtracks

One of TikTok's standout features is its extensive music library. Users can add popular songs, sound bites, or voiceovers to their videos, either from TikTok's library or by using their own audio clips. The platform also allows users to discover new music through trending sounds and challenges.

d. Discover and Explore

TikTok's algorithm-driven "For You" page presents users with a curated feed of videos tailored to their interests and preferences. The Explore tab allows users to discover trending content, hashtags, and challenges, expanding their content consumption beyond their immediate network.

e. Duets and Collaborations

TikTok enables users to create duets and collaborations with other creators. The duet feature allows users to film a split-screen video alongside an existing TikTok video, fostering creative collaborations and interactions between users.

f. Hashtags and Challenges

Hashtags and challenges play a significant role in TikTok's community engagement. Users can participate in trending challenges or create their own, using specific hashtags to connect with others who are exploring similar themes or content.

g. User Interactions

TikTok offers various ways for users to interact with videos and creators. Users can like, comment on, and share videos, as well as follow content creators to stay updated with their latest uploads. TikTok also features a direct messaging system for private conversations.

h. Live Streaming

TikTok provides a live streaming feature that allows users to broadcast live videos to their followers. This feature enables real-time interactions through comments, likes, and virtual gifts from viewers.

i. TikTok For You Page (FYP)

The For You Page is a key component of TikTok's personalized content recommendation system. It showcases a continuous stream of videos based on users' preferences, engagement patterns, and the content they interact with.

2. Content of Tiktok

a. Dance Routines

TikTok is well-known for its viral dance challenges and routines. Users create and share choreographed dances set to popular songs or original audio.

b. Lip-Syncing Performances

Users often use TikTok to lip-sync to popular songs, movie dialogues, or comedic audio clips, showcasing their acting or miming skills.

c. Comedy Skits

Many TikTok users create short comedic skits, showcasing their humor, creativity, and storytelling abilities. These skits often incorporate quick edits, sound effects, and visual gags.

d. Educational and Tutorial Videos

TikTok has become a platform for sharing educational content and tutorials. Users create bite-sized videos to teach various skills, such as cooking, art techniques, DIY projects, language learning, and more.

e. Challenges and Trends

TikTok is known for its viral challenges and trends. Users participate by creating videos that follow a specific theme, dance routine, or task and use designated hashtags to contribute to the trend.

f. Beauty and Fashion

Many TikTok users share content related to beauty tips, makeup tutorials, fashion hauls, and outfit inspiration. These videos often feature quick transformations or styling ideas.

g. Pet Videos

TikTok is a hub for adorable and entertaining pet videos. Users share videos of their pets doing tricks, cute moments, or participating in fun challenges.

h. Travel and Adventure

Users share travel vlogs, destination highlights, and adventure videos, giving glimpses into their experiences and inspiring others to explore different places.

i. Life Hacks and DIY Projects

TikTok users often share clever life hacks, DIY projects, and innovative ideas to make everyday tasks easier or more enjoyable.

j. Inspirational and Motivational Content

Many TikTok users create videos to inspire and motivate others. These videos can include personal stories, uplifting messages, or encouraging advice.

C. Pronunciation

Pronunciation is the act of speaking a word or language. It involves using phonetic symbols to represent how words are spoken (Singh, 2017). Mastering pronunciation is crucial in English speaking as it contributes to the development of oral skills (Marza, 2014). Hadid (2015) emphasizes that mastering English pronunciation is an essential aspect of achieving fluency for EFL students, who often need to put in significant effort to overcome difficulties in pronouncing certain words and sounds. Pareza and Ratmanida (2019) further support the significance of pronunciation in language learning, stating that it plays a fundamental role in demonstrating language competency and is a key characteristic of effective communication. To achieve proficiency in English pronunciation, EFL students should also gain an understanding

of the physical and structural aspects of speech production, as well as phonetics and phonology.

1. Phonetic and Phonology

Phonetics explores the physical aspects of speech production and its connection to language perception. Levis and Munro (2013) emphasize that phonetics focuses on the functional and systemic nature of sounds within specific languages.

According to McMahon (2002), phonetics provides objective methods for describing and analyzing the range of sounds used in various languages. Specifically, articulatory phonetics identifies the organs and muscles involved in producing different speech sounds. Skandera and Burleigh (2005) add that phonetics encompasses three distinct areas: articulatory phonetics, which examines the physical processes of speech production; acoustic phonetics, which studies the physical properties of speech sounds; and auditory phonetics, which investigates how listeners perceive and process speech sounds.

Muhassin (2018) defines phonology as the study of the structure of sounds in language. Phonology can be divided into two main aspects. The first is the segmental aspect, which focuses on individual speech sounds such as vowels and consonants. This aspect is provided by phonetics. The second aspect is suprasegmental features, also known as prosody, which extends beyond individual segments and includes elements like stress, intonation, and linking.

2. The features of Pronunciation

Mastering the pronunciation of English sounds in natural speech is an integral aspect of developing English pronunciation skills. According to Dobrovolsky and Francis Katamba (1999: 18), speech can only be represented using segments. These segments refer to individual units of linguistic structure that can be transcribed individually in a system. They are produced through the coordination of various articulatory gestures, including jaw movement, lip shape, and tongue placement.

Dobrovolsky and Francis Katamba also explain that segments encompass individual phones, such as [p], [s], or [m]. Burns (2003: 7) further emphasizes that segmental sounds comprise specific sounds within words, exemplified by the sounds of "l" in "lamp," "r" in "ramp," and "a" in "hat." These examples represent phonemes, which are the smallest distinctive speech sounds in a language that differentiate one word from another.

Hence, the English sound system is composed of phonemes or individual sounds that have the potential to convey meaning. These sounds can be vowels, diphthongs or consonants (Yates, 2002: 4). They are produced by using different parts of the tongue within the mouth. To represent these sounds, a phonemic script, similar to the one found in the front of dictionaries, is used. The following table illustrates the segmental sounds present in English..

a. Segmental

Segmental features pertain to the detailed level of sounds within words. They involve the specific sound system, including phonemes, which are the basic units of sound. Consonants and vowels are combined to form phonemes, and if they are not pronounced correctly, it can alter the meaning of a word (Burns, 2013).

Kinds of segmental features :

1) Diphthong

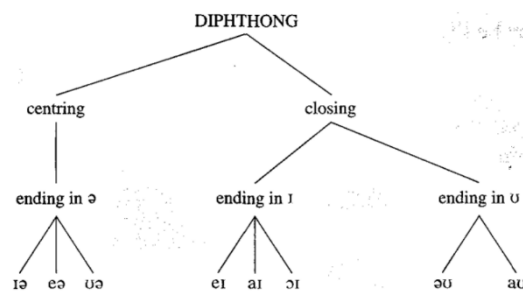


Figure 1. English Diphthong

Roach (1998) states that diphthongs are sounds which consists of the movement or glide from one vowels to another because diphthongs are the combination of two pure vowels. Ramelan in Mustikareni (2013) mentions that diphthongs are divided into two sections: closing and centering diphthong. Closing diphthong is the diphthong sounds that the second vowel is closer than the first vowel because the movement of the tongue is carried out from the position of open vowel to the closer vowel, while centering diphthong is the second vowel that more center than the first vowels because the movement of the tongue is carried out towards the central vowel. For example, the English closing diphthongs are (/eɪ/, /aɪ/, /ɔɪ/, /aʊ/, /əʊ/) and centering diphthong are (/ɪə/, /eə/, /ʊə/) (Roach, 1998).

(a) Diphthong /eɪ/

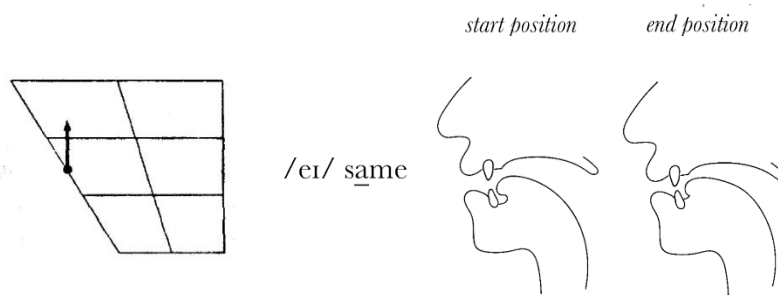
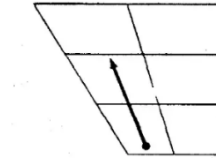
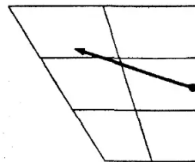


Figure 2. Diphthong /eɪ/

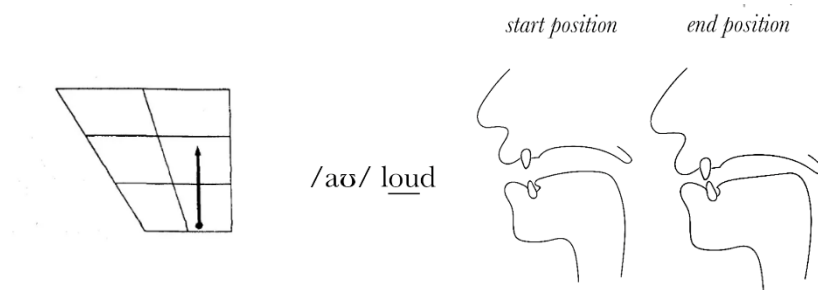
The position of the tongue is from the vowel /e/ that a front vowel which a little lower than the half close position. After that, the tongue moves to the direction of the vowel position /ɪ/. It is a little above the half close position and the lips are spread. Then, it is gradually closing such as raid, pain, fail and tail (Roach, 1998).

(b) Diphthong /aɪ/*Figure 3. Diphthong /aɪ/*

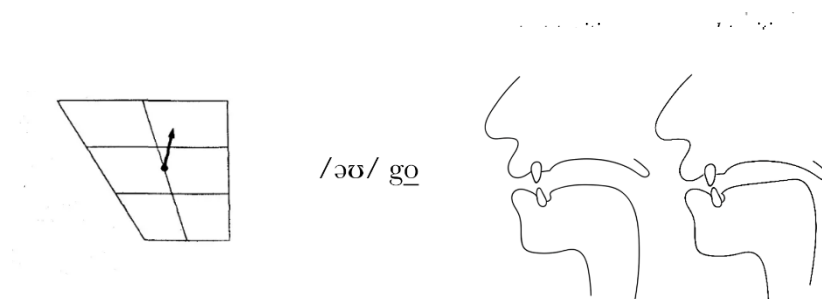
It is a front closing full diphthong and it is a front vowel with a position in between /æ/ and /a:/. Then, the tongue moves to a closer position as if to produce /ɪ/ vowel sound and the lips are apart and gradually closing. For example: mine, file, rice, and lime (Roach, 1998).

(c) Diphthong /ɔɪ/*Figure 4. Diphthong /ɔɪ/*

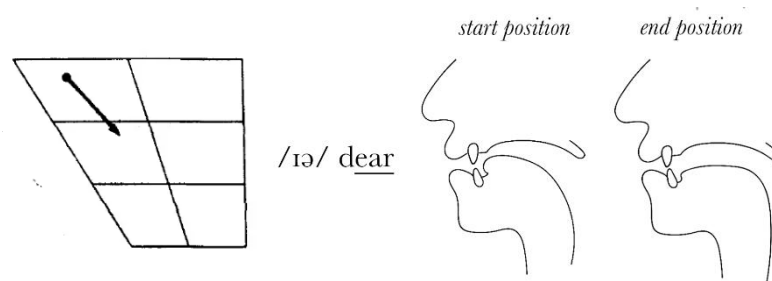
Is a back-front closing full diphthong because the back of the tongue is raised to a point midway between /ɔ/ and /ɔ:/. After that, the front tongue is gradually raised in the direction of /ɪ/ and the lips are rounded for the first element of the diphthong such as soil, coil, point, and coin (Roach, 1998).

(d) Diphthong /aʊ/*Figure 5. Diphthong /aʊ/*

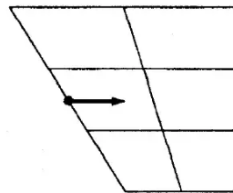
It is a front-back closing full diphthong because the front part of the back of the tongue is slightly raised for the first element of the diphthong /aʊ/. Then, the tongue moves in a direction of /ʊ/ and the lips starts at the neutral position, and gradually rounded (Roach, 1998). For example sow, found, foul and now.

(e) Diphthong /əʊ/*Figure 6. Diphthong /əʊ/*

This is closing half diphthong and the position of the tongue from the position of vowel /e/. After that, the tongue moves to a closer position of /ʊ/ (Roach, 1998). For example also, go, boat and only.

(f) Diphthong /ɪə/*Figure 7. Diphthong /ɪə/*

It is a high-front-centering diphthong. The tongue starts from the vowel /ɪ/ and not from the closer /i/ vowel sound. Then, it glides away in the direction of the central vowel /ə/. The two lips are in neutral position (Roach, 1998). For example we can see it in here, fear, dear and beard.

(g) Diphthong /eə/*Figure 8. Diphthong /eə/*

It is a low front-centering diphthong. The tongue starts from an open vowel position, slightly higher than the position for the English /æ/. Then, the lips spread or neutral and the lower jaw are clearly felt to be slightly moving upward (Roach, 1998). For example there are hair, pair and rare.

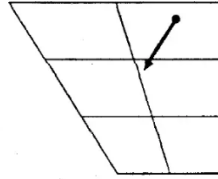
(h) Diphthong /ʊə/

Figure 9. Diphthong /ʊə/

Is a high back centering diphthong. The tongue moves from /ʊ/ position and not from the closer /u:/ and the direction of the central vowel /ə/. The lips are rounded for the first element. After that, it was drawn back to neutral position (Roach, 1998). For example there are sure, tour and pure.

2) Short Vowel

According Roach (2009:13) English short vowels are the part of large number of vowels sound that need analyzing. The pronunciation of short vowels is relatively short. Short vowels consist of [ɪ], [e], [æ], [ʌ], [ɒ], [ʊ]. These each vowel is described in relation to the cardinal vowels. [ɪ] This vowel is in the close front position and the lips are slightly spread. (example word : ‘pin’, ‘fish’, ‘bit’). [e] This vowel position is in front. It is between primary cardinal vowel no.2 [e] and no.3 [ɜ]. The lips are slightly spread. Example word (‘men’, ‘yes’, ‘bet’). [æ] This vowel position is in the front., but not really opens as cardinal vowel no. 4 (a). The lips are slightly spread. Example words: ‘gas’, ‘bat’, ‘man’. [ʌ] (Example words: ‘cut’, ‘come’, ‘rush’). This is a central vowel, and the diagram shows that is more open than the open-mid taught height. The lips position is neutral. [ɒ] (example words: ‘pot’, ‘gone’, ‘cross’) .This vowel is not quite fully back, and between open-mid and open in tongue height. The lips are slightly rounded. [ʊ] (example words: ‘put’, ‘pull’, ‘push’) .The nearest cardinal vowel is number. 8 (u), but it can be seen that ʊ is more open and nearer to central. The lips are rounded.

3) Long Vowel

Long vowels are the vowels which tend to be longer than the short vowels. Long vowel is characterized by one vowel plus a length mark made of two dots. Long vowels consist of [i:], [u:], [ɜ:], [ɔ:], [a:]. [i:] This vowel is closer and more front than short vowel [i]. The lips are only slightly spread. (Example words: ‘beat’, ‘peace’, ‘mean’). [u:] The nearest cardinal vowel to this is [u], while the lips are only moderately rounded. (Example words: ‘loose’, ‘food’, ‘soon’). [ɜ:] The middle part of tongue lifts toward the roof of the mouth in the middle. The lip position is neutral. (Example words: ‘purse’, ‘bird’, ‘fern’). [ɔ:] The tongue height for this vowel is between [ɔ] and [o], and closer to the latter. This vowel is almost fully back and has quite strong lip-rounding. (Example words: ‘torn’, ‘horse’, ‘board’). [a:] This is open vowel in cardinal vowel [a], but not as back as this. The lip position is neutral. (Example word: ‘half’, ‘pass’, ‘card’).

4) Consonant

In articulatory phonetics, a consonant is a speech sound that is articulated with complete or partial closure of the vocal tract. Examples are [p], pronounced with the lips; [t], pronounced with the front of the tongue; [k], pronounced with the back of the tongue; [h], pronounced in the throat; [f] and [s], pronounced by forcing air through a narrow channel (fricatives); and [m] and [n], which have air flowing through the nose (nasals).

b. Supra segmental

Suprasegmental features are concerned with the broader aspects of sound in language. Recent research has made progress in describing the suprasegmental characteristics of speech, which encompass elements such as prosody that extend across larger sections of language (Gilakjani, 2012).

There are five kinds of suprasegmental features :

1) Stress

Degree of force or loudness you give to a syllable in a word or to words in a phrase or sentence. Stress provides the rhythm of the language and intonation provides the melody.

2) Rhythm

The way a language sounds as a result of the pattern of stress and unstressed syllables in speech.

3) Intonation

The way the voice goes up and down over a line of speech: the music of speech.

4) Pitch

The level (high or low) at which we speak. We can change the pitch of our voice to give a certain message. Pitch is crucial for getting our meaning across. “Yes” can mean “I agree, maybe, you can’t be serious, you are so right” just by the pitch used.

5) Connected Speech

The way we blend words together (gonna, wanna, hafta)

D. Previous Study

The writer utilized the latest research conducted within the past five years to address the research question in this study. Writer reviewed studies related to the use of TikTok, the use of social media for learning purposes, students' perspectives on using social media for education, and learning through videos. These areas of research were deemed relevant to the author's investigation.

First, the study conducted by Xi Chen (2023) investigates the utilization of TikTok for oral English learning among 166 Chinese teenagers. The findings indicate that students are eager to improve their competence in speaking English, and they identify three main problems in oral English education: pedagogy, teaching materials, and pronunciation. Surprisingly, over 70% of the students believe that utilizing TikTok can effectively address these problems, perceiving it as a valuable tool for enhancing their English speaking skills. The study highlights the potential benefits of

incorporating TikTok's short videos into English-speaking classes to enhance the students' learning experience and address existing challenges in oral English education.

The two studies share a common theme of investigating the utilization of TikTok in language learning, with a specific focus on enhancing language skills. Xi Chen's study explores the use of TikTok for oral English learning among Chinese teenagers, highlighting students' perceptions of its potential to address problems in oral English education. In contrast, the current research centers on university students and aims to assess TikTok's effectiveness in improving English pronunciation through a mixed-method, incorporating interviews, pre-tests, and post-tests. By targeting a different demographic and language skill, the current research presents a clear gap in the existing literature. While Xi Chen's study concentrates on oral English education as a whole, the present research narrows its scope to specifically explore the benefits and challenges of using TikTok for pronunciation improvement among university-level learners, making a valuable contribution to the broader field of language learning research.

Second, Hengzhi Hu (2022) conducted an exploratory study to explore the use of TikTok in mobile-assisted English language learning among 42 undergraduate university students in China. The research reveals contrasting perceptions among EFL learners regarding TikTok's impact on formal language learning. While some students believe TikTok has the potential to positively affect global language proficiency, speaking skills, motivation, and willingness to communicate, the quantitative phase of the study challenges this notion by showing no significant overall impact on language learning. Despite this discrepancy, the research sheds light on the potential of TikTok as a supplementary tool in classroom-based teaching and its influence on students' motivation and willingness to communicate in English. In contrast, the current research aims to investigate the effectiveness of TikTok in enhancing English pronunciation among university students through a mixed-method involving interviews, pre-tests, and post-tests. The study participants consist of university students, providing valuable insights into their specific experiences and perceptions. Addressing a gap in existing

literature, this research delves into the specific benefits and challenges associated with using TikTok as a tool for improving English pronunciation, an aspect that has not been extensively explored in previous research with university-level learners. By combining both qualitative and quantitative data, this research strives to offer a comprehensive and detailed understanding of TikTok's impact on English pronunciation skills, contributing valuable insights to the broader field of language learning research.

Third, Rajan T and Ismail H (2022) conducted a quasi-experimental study to explore the use of TikTok as a strategy to improve knowledge acquisition and engagement in learning literature among 150 students from Malaysian secondary schools. The study's findings demonstrated that integrating TikTok into literature teaching resulted in high levels of student engagement and positive knowledge acquisition. Students displayed a strong interest and active participation when using TikTok for literature assignments, showcasing its potential as an effective tool for enhancing students' engagement and learning outcomes in literature education. In contrast, the current research focuses on investigating the effectiveness of TikTok in enhancing English pronunciation among university students, utilizing a mixed-method involving interviews, pre-tests, and post-tests. The participants of this study consist of university students, offering valuable insights into the specific experiences and perceptions of this particular demographic. Addressing a gap in the existing literature, this research aims to examine the specific benefits and challenges associated with using TikTok as a tool for improving English pronunciation, a topic that has not been extensively explored in previous research with university-level learners. By employing both qualitative and quantitative data, this research endeavors to provide a comprehensive and detailed understanding of TikTok's impact on English pronunciation skills, contributing valuable insights to the broader field of language learning research. The studies differ in their research objectives, target language skills, participant demographics, and educational contexts, highlighting the need for more diverse research on TikTok's applications and effects in education.

Fourth, Anggi E (2021) conducted a qualitative study with 8 university students to examine the utilization of the TikTok application for learning English pronunciation. The study's findings reveal that participants had a positive attitude towards using TikTok as a video aid for language learning. They viewed TikTok as a helpful platform that enhanced their literacy and speaking skills, expressing a desire to use it for understanding basic English content. The research highlights the potential of TikTok as a valuable tool for language learning and its effectiveness in engaging participants for educational purposes. In contrast, the current research aims to explore the effectiveness of TikTok in enhancing English pronunciation among university students through a mixed-method involving interviews, pre-tests, and post-tests. The participants of this study consist of university students, providing valuable insights into the specific experiences and perceptions of this particular demographic. Addressing a gap in existing literature, this research aims to examine the specific benefits and challenges associated with using TikTok as a tool for improving English pronunciation, a topic that has not been extensively explored in previous research with university-level learners. By employing both qualitative and quantitative data, this research endeavors to provide a comprehensive and detailed understanding of TikTok's impact on English pronunciation skills, contributing valuable insights to the broader field of language learning research. The studies share a focus on exploring TikTok's potential as an educational tool for language learning and aim to contribute to the field of language learning research. However, they differ in their specific research objectives, areas of focus, participant numbers, and the aspect of language learning being examined, highlighting the need for diverse research on TikTok's applications and effects in education.

Fifth, the study conducted by Huning and Yang (2020) focuses on exploring the perspectives of secondary-school students regarding the utilization of TikTok for English learning both within and beyond the EFL classroom. Involving 187 students from China, the research reveals that students displayed positive attitudes towards incorporating TikTok as a video aid in EFL classroom teaching. Furthermore, students expressed a strong desire for guidance and support from their teachers in effectively

using TikTok for English learning. The study underscores the significance of integrating TikTok into English language education to enhance engagement and improve learning outcomes within and beyond the traditional classroom setting. In contrast, the current research aims to investigate the effectiveness of TikTok in enhancing English pronunciation among university students. Adopting a mixed-method approach that includes interviews, pre-tests, and post-tests, the study's participants consist of university students, offering valuable insights into their specific experiences and perceptions. By addressing a gap in existing literature related to TikTok's potential for improving English pronunciation, a topic that has not been extensively explored with university-level learners, this research seeks to provide a comprehensive and detailed understanding of TikTok's impact on English pronunciation skills. The studies share a common exploration of TikTok's role as an educational tool for language learning, but they differ in their research objectives, target language skills, participant demographics, and educational contexts, highlighting the need for diverse research to fully understand TikTok's applications and effects in language learning.

Based on the five aforementioned studies, the researcher also conducted a study on the phenomenon of TikTok in education. Therefore, different from the previous research, the author employed an improvised using mixed methods. In this case, the researcher was particularly interested in exploring students' perspectives on TikTok as a tool for English language learning, specifically in pronunciation improvement. The study aimed to investigate the changes and improvisations observed before and after using TikTok for language learning purposes. Therefore, the researcher is interested in the following title: "**Students' Perception on the Use of TikTok to Enhance English Pronunciation: A Case Study** "