

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Autonomy is defined as the capacity to take control of one's own learning, largely because the construct of 'control' appears to be more open to empirical investigation than the constructs of 'charge' or 'responsibility' (Benson, 2011). Learner autonomy refers to a person's capacity to control his own learning, to understand how to optimize learning opportunities and to actively manage his learning process (Tsai, 2019). Nearly three decades ago, language learning forums introduced the concept of autonomy for the first time and defined it as the capacity, and defined as a capacity, autonomy is believed to be a potential within an individual that can be developed over time but has generated much debate since then (Judy Shih, 2020). This is no longer a big problem. Learner autonomy which is very complex can be dismantled in several ways supported by a technology-based language learning environment (Y. Ding & Shen, 2019).

Technically, technology allows learners to exercise their control capacity, change learning and increase their participation (Tsai, 2019). Technology in the learning environment has supported the autonomy of language learners and received a great deal of scholarly attention (F. Ding & Yu, 2021). Learner autonomy in recent decades has received the attention of educators and has appeared in the mission and vision statements of educational forums (Basri, 2020). Teachers act as role models in their profession and should convey messages and inspire that learning is very important in order to encourage students to develop autonomous behavior (Basri, 2020). In the era of technology that is developing very rapidly today, teachers are no longer considered as the main source of knowledge, but are expected to become facilitators of student independent learning because based on existing literature, there are many aspects of learning that contribute to learner autonomy (Ozer & Yukselir, 2021). There are many spaces for the

exercise of autonomy that can be chosen by the learner in terms of content, objectives, methods and learning procedures (Y. Ding & Shen, 2019). Autonomous learning environment that is very supportive can provide students with several choices related to self-speed and individual success which can increase student control attributions (Simonton et al., 2021). Benson, (2011) discusses three interdependent dimensions of learner control over learning: learning management, cognitive processes and learning content. Controls over learning management especially those that refer to observable behavior, and its most obvious form of manifestation is learning strategy.

With the development of technology, students are supported by various functions that enable them to manage their learning materials in systems and external resources in the environment more effectively (Tsai, 2019). Students can carry out learning autonomy maximally in out-of-class. According to Benson (2011), 'Out-of-class learning' is used in activities and the use of independent teaching materials. Out-of-class learning is usually student-initiated, here it is made for activities that have no direct relationship with schooling by utilizing authentic resources, and involving fun and interest, as well as language learning. Much out-of-class learning takes the form of 'naturalistic self-learning', where the learner is engaged in language learning. Language is used for pleasure or interest, but also for broader learning purposes. Out-of-class learning makes for significant learning, a significant contribution to higher levels of language proficiency. Evidenced by Tsai (2019) in his research which shows that independent learning is becoming more important and students have witnessed beneficial results from increasing their learning efficiency through increased grades, better understanding of subject matter, and a higher sense of accomplishment.

Learning autonomy can be done using one of the technologies, namely social media. Social media can be used as a medium of learning, considering that not all educational institutions have an integrated learning platform. Social media has the main function as a communication tool can be adapted

to learning, including English subjects (Astuti, 2021). Among its many functions, this application is also considered as a tool for learning a new language (Canani & Zulli, 2022). One of the social media that can be used for Learning Autonomy is the TikTok application. TikTok is a social media platform that can be used to create short videos, share them and find them and as a channel for expressing users through singing, dancing, comedy, lip-syncing and education, and allows users to create educational content and share it throughout the community (Astuti, 2021).

TikTok, not only is a platform for funny videos and interesting memes, but it can also be used as a learning tool. TikTok, which used to contain entertainment content, is now starting to display educational content. TikTok videos that display English-language content starting from how to speak, compose sentences, learn new slang words in delivering content, indirectly have an impact on users of this application. Currently there are many content creators who present interesting English learning videos, one of which is learning speaking. Simply by entering keywords in the search field on TikTok, various videos will appear that match the keywords you are looking for. Online activity is currently increasing drastically, this is also increasing the global impact of using TikTok. Based on the Q1 2022 report on Store Intelligence Data Digest published by Sensor Tower, TikTok is the most downloaded application worldwide and occupies the first position in Q1 2022 (SensorTower, 2022).

TikTok is hugely popular, especially among teenagers, partly due to its unique feature that allows anyone to create their own videos, by choosing a topic, style and theme, adding music and creating challenges among other different users who can compare notes on certain subject (Canani & Zulli, 2022). There are several exciting features offered by TikTok to its users, including uploading photos or videos, TikTok Live (live streaming), and being able to join certain communities in a group and this is very suitable and even needed in learning English online (Astuti, 2021). Nowadays, TikTok is a popular and dominating phenomenon because it has relevant, unique trends

and different communities for each specific topic. This is in stark contrast to the fact that every young Indonesian spends a lot of time in a day with their devices, but this time is not maximized to acquire new knowledge that is not taught by teachers at school.

In Indonesia, learning foreign languages such as English is only taught at school as a lesson (Aziz & Rahmanda, 2021). Learning a language is a time-consuming affair so reducing teaching hours leaves students less exposed to hearing English in class, which is very important for them in learning English (Prihatin, 2019). The most common problem is that students are often not fluent in speaking English, it is due to a lack of habit to speak English, the second student often seems to think in advance what to talk about, the third is the lack of vocabulary they have and can not pronounce it said correctly (Afidah & Mutiara, 2021). So, Students find it difficult to learn English as a foreign language which is different from their mother tongue (Indonesia). As a result, they are rarely involved in language learning because of the difficulty, poor learning resources, and limited time and opportunities to practice (Boy Jon et al., 2021). Therefore it is important for students to learn English in addition to learning in-class such as learning autonomy.

There are several studies that have been conducted by experts on the use of TikTok as an English learning tool. One of them is research conducted by Br Perangin angin et al., (2021), with the titled “Improving Student's Listening Skills Using TikTok at SMP Swasta Amalyatul Huda Medan”. This study focuses on the use of TikTok media in-class to improve students' listening skills. In another study conducted by Rahmawati & Anwar, (2022) with the title “The Use of TikTok Application: The Impact on Students' Vocabulary and Attitude”. This studi focuses on the use of TikTok media in-class which can affect student learning outcomes in vocabulary mastery. In addition, Virgin & Affini, (2022) also do research with the title “The Use Of TikTok Application For Descriptive Text In English Writing For The Tenth Grade Of Vocatioanal High Scool”. This studi focuses on the use of TikTok media in-class for students' writing skills.

Based on the statement above, such research was indeed carried out to identify the use of TikTok, but most of the research focused on using TikTok for learning in-class with teacher guidance. Meanwhile, the current research wants to identify the use of TikTok for learning autonomy even out-of-class.

## **1.2 Limitation of the Study**

Based on the problems identified above, it is clear that there are many problems in this research. For that researchers need to limit research. This was meant to avoid large problem areas and help him to focus on research. Referring to the background of the problem and problem identification, this study will focus on how students using TikTok as a medium to their speaking learning autonomy and what are the impact to students' speaking skill. The reason why the researcher chose it is because the TikTok application is widely used and in demand which allows students to use it as a fun medium for learning English so that students can contribute actively. The researcher believes that it will give them more opportunities to practice speaking wherever the students are.

## **1.3 Research Question**

Based on the problem definition above, the formulation in this study is:

- 1) How do students using TikTok as a medium to their speaking learning autonomy?
- 2) What are the impact of using TikTok as a medium to students' speaking skill?

## **1.4 Objective of the Study**

The objectives of this study as follows:

- 1) to investigate students using TikTok as a medium to their speaking learning autonomy.
- 2) to investigate the impact of using TikTok as a medium to students' speaking skill.

## **1.5 Significance of the Study**

The importance of research will be useful for:

- 1) For students, it is hoped that the results of this research can provide new tools in learning English, especially in teaching and learning speaking independently so that they can be more motivated to develop their abilities.
- 2) For English teachers, the results of this study are expected to motivate teachers to use more appropriate media in English learning and provide techniques for teaching speaking creatively so that students will be more enthusiastic in learning process.
- 3) For researchers, the results of this study can fill the gaps of previous research and add to the findings of research on English language education and teaching, especially for speaking skills using TikTok.

## **1.6 Definition of Key Terms**

To explain the terms contained in the title and to avoid ambiguity in this study. The definition is as bellow :

### **1) TikTok**

The TikTok application is a social media that can upload videos with various video editing features so that they can be made as desired and the use of the TikTok application can be used with mobile phones, so it can also be called m-learning (Zaitun et al., 2021).

### **2) Speaking**

Speaking is one of four language skills that can be used to develop a learner's language knowledge in an EFL setting (Khansir & Zaab, 2015). Burkart said that speaking is an activity that involves areas of knowledge, namely mechanics (pronunciation, grammar, and vocabulary); it is the use of the right words in the right order with the right pronunciation (Zyoud, 2016).

### 3) Learning Autonomy

Learning Autonomy or commonly known as Autonomos Learning is a learning system where students take initiative, are motivated and accept responsibility, they can learn the way they want, it is a student-centered system. Learner Autonomy is defined by Macaskill & Taylor, (2010) as learners who are responsible for their own learning, are motivated to learn, derive pleasure from their learning, manage their time well, plan effectively and display persistence in the face of adversity.