

CHAPTER II

LITERATURE REVIEW

2.1 TikTok as Media of Learning English

Technology has had a significant impact on many aspects of life, including education (Paiman et al., 2022). Advances in technology have made media develop rapidly, especially as learning media (Nursafira, 2020). In this modern era, learning English is arguably more practical. The existence of paid and free online learning media makes it easier for us to hone our English skills. Dieni & Mahanani (2022) argue that mastering English skills that require hands-on practice must also be through online learning.

In the current situation, several media can be applied in the teaching and learning process (Brilianti & Fithriyani, 2020). One of the media that is quite effective in supporting learning is audio-visual media. Audio-visual media is media that is designed as a tool to convey learning material by involving two elements, namely audio (sound) and visual (pictures) (Wakhyudi & Wibisono, 2022). One of them, we can take advantage of social media that is in great demand by young people, namely *TikTok*.

The video application *TikTok* is one of the booming platforms (Purwoko et al., 2023). The *TikTok* app, which debuted in September 2016, has quickly grown to become the world's most popular and fast-growing platform (Cahyono & Perdhani, 2022). In the same vein, Bahagia et al., (2022) also said that this application was first released in September 2016 and runs on the iOS and Android platforms, quickly gaining the attention of world netizens. *TikTok* is a social media platform that contains short videos and allows users to make creative videos accompanied by a wide selection of features such as music, stickers, filters and several other cool features. According to Gupta et al., (2021) the *TikTok* application is a type of online platform for various music videos that can be used to record and edit music videos and lip sync with various features/effects on the camera. *TikTok* allows many users,

especially young people, to obtain information and knowledge that is packaged in a clear and concise manner.

So far, many have seen *TikTok* as just a social media that provides witty content but minimal educational content. *TikTok* can now be processed and used as an interesting and interactive learning medium for students (Aziz & Sabella, 2021). The use of a media in the learning process certainly creates a sense of curiosity, stimulation, and motivation for students (Muakhiroh & Saadatuddaroini, 2019). Therefore the use of the *TikTok* application can support the learning process. This is because this application is interactive. So that it can help students in maximizing the learning process. The *TikTok* application meets the criteria as a good learning media, which is interesting and close to students. Nu'man et al., (2022) said that using *TikTok* is not complicated because just using a smartphone makes videos on *TikTok* quick and easy. In addition, the use of this application in the learning and application process is relatively easy with a variety of features that make the *TikTok* application applicable in learning.

There are several features provided by *TikTok* to pamper its users. The features of the *TikTok* video application can be used to support English learning activities (Purwoko et al., 2023). Here are some of the features of the *TikTok* app (Bresnick, 2019).

Table 2.1 The features of *TikTok* application

The features of <i>TikTok</i> application	
Usage	Features
Voice Record	Recording sound through the device, then integrating it into a personal <i>TikTok</i> account.
Video Record	Recording a video via device, then integrating it into your personal <i>TikTok</i> account.
Back Sound	Adding background sound that can be downloaded from the media <i>TikTok</i> application storage.
Edit	Fixing and editing a draft video that has ben made by giving effect.
Share	Sharing the existing video.
Duet	Collaborating with other <i>TikTok</i> application users.
Messaging	Having conversation with other users and viewers.
Livestreaming	Watch or create video in real time.

Based on the features provided by the developer, there are several features that can be used to support teaching and learning activities such as voice recording, video recording, back sound filling, editing, sharing, duet, messaging, and live streaming. These features can be utilized in making *TikTok* educational videos for learning English (Purwoko et al., 2023). Finally, *TikTok* can be used as a learning medium and can generate new desires and interests, generate motivation, stimulate learning activities, and even have a psychological influence on students.

2.2 The Aspect of Students' Speaking Skill

Speaking is a language learning skill (Muslem et al., 2022). As a form of language skills, speaking skills need to be well mastered by students because it is a measure of a student's success in learning a language (Wakhyudi & Wibisono, 2022). Speaking is often seen as an indicator of language proficiency about the four language skills (Mashwani & Damio, 2022). Speaking is a form of communication between speakers and listeners (Wakhyudi & Wibisono, 2022). Speaking is an interactive process of meaning construction that can generate, receive, and process information (Paiman et al., 2022).

Speaking is the most important part of English because when other people know the ability we have in English, it is our speaking ability (Fitria et al., 2022). The ability to speak becomes crucial for students during the learning process of foreign English, because it is an indicator that they have mastered the target language (Paiman et al., 2022). In addition, Mashwani & Damio (2022) stated that speaking is the act of displaying and producing spoken language to convey messages in different situations and appropriate contexts.

Speaking skill is very important because it is a characteristic of students' communicative abilities (Wakhyudi & Wibisono, 2022). The process of speaking requires at least two people to communicate and use language (Anugrah & Karmila, 2022). Speaking is an interaction carried out by two or more people that aims to convey messages, information, ideas or feelings. In

this case, people not only speak but understand what the speaker is saying (Anugrah & Karmila, 2022).

In speaking skills there are several aspects that need to be considered by English learners. These aspects are as follows:

1. Pronunciation

Pronunciation is a part of the speaking skills in the English program that must be possessed by students' (Saadah & Ardi, 2020). Pronunciation is an important part of English language skills. Pronunciation including Stress patterns, intonation and pronunciation are also important aspects of speaking. People have to convey their speech with proper pronunciation in English to be understood (Monika et al., 2019). Pronunciation as the production and reception of speech sounds and pronunciation with reference to the act of speaking (Monika et al., 2019).

Pronunciation is a way to make speech clearer when speaking. In other words, students who lack vocabulary and grammar can still communicate effectively if they have good pronunciation and intonation. Learning pronunciation is very important because pronunciation includes basic things that are taught in pronunciation, such as tone, stress, intonation, and rhythm. (Sadilah & Gaol, 2021).

2. Grammar

Grammar is needed for students' to construct correct sentences and conversations (Monika et al., 2019), both in written and oral form. Grammar is an agreement about how a language consisting of various vocabularies can be used to communicate or convey ideas or information. The function of grammar is to arrange the correct meaning of a sentence based on its context; In addition, it is used to avoid misunderstandings in each communicator.

According to Mirazna & Hikmah (2019), grammar is very important and can affect one's success in English. In the same vein, Kobilova (2022) pronunciation is very important for proper communication because mispronunciation inevitably causes the recipient to misinterpret the message. Grammatical names, types of words and groups of words that form sentences

not only in English, but also in any language (Phuong Vi et al., 2022). Therefore, Grammar plays a major role in teaching English as a foreign language and is one of the factors that determine students' success in learning English.

3. Vocabulary

Vocabulary is diction or the right choice of words. Learning vocabulary is a very important factor in learning English (Agustin & Ayu, 2021). Vocabulary is the most basic aspect of language before mastering English skills (Agustin & Ayu, 2021). Vocabulary is the key to being able to communicate and make sentences (Cahyono & Perdhani, 2022). Vocabulary is the words in a language or a special set of words that students' are trying to learn (Ambarwati & Mandasari, 2020).

Vocabulary is very influential for English learners, it can be considered as the basis for being able to communicate through oral or written interactions (Ambarwati & Mandasari, 2020). Vocabulary is knowledge of the meaning of words. Vocabulary can be single words, compound words, phrases or idioms. Someone with a rich vocabulary will more easily grasp ideas or information conveyed by other parties and vice versa when acting as a speaking party to convey ideas or information.

4. Fluency

According to van Os et al., (2020) fluency in a broad sense can be seen as another term for oral proficiency in general. This includes speech that is grammatically correct, that uses a large vocabulary, and that is spoken like a native speaker. In contrast, fluency in the narrow sense is one of the specific components of oral proficiency which deals with fluency and fluency in speaking and focuses on producing speech at the pace of a native speaker of the language, without pauses, hesitations, fillers and corrections. They also state that speech fluency refers to speech characteristics that can be measured acoustically such as rate of speech, pauses, and correction.

5. Comprehension

Comprehension is the ability to understand and process the information that will be obtained and given in communication activities. In speaking, the speaker and listener must have a good comprehension so that the conversation certainly requires the subject to respond to the utterance as well as to start it. In conclusion, comprehension refers to how the subject understands the topic being discussed and uses it to avoid misunderstandings in communication (Bohari, 2020). He also called it comprehensibility in his research.

2.3 Learner Autonomy in Language Learning

Learner Autonomy is no longer a new idea in the history of education (Shabbani et al., 2020) and has existed in the field of teaching English for approximately four decades (Sabuncuoglu & Halayqeh, 2020). Learner Autonomy has become an interesting topic in the field of language teaching (Ahmadianzadeh et al., 2018). Autonomy by itself is the ability to detach oneself, make critical reflections and decisions, and take independent action (Ariebowo, 2021). Learner Autonomy is defined as learner's self-initiation and self-regulation (Gharti, 2019). Learner Autonomy refers to the ability to build, self-monitor and be responsible for their choices during learning (Huyen & Cang, 2021).

In simple terms, Learner Autonomy refers to the ability of students' to do their work independently without direction from others (Gharti, 2019). He emphasized that Learner Autonomy means setting goals, determining content and progress, selecting methods and techniques to be used, monitoring learning procedures and evaluating what has been learned (Gharti, 2019). In addition, Learner Autonomy is characterized by several attributes, including understanding what is being taught, having personal learning goals, and being able to select, evaluate, and monitor their learning (Khulafiyah et al., 2022). Providing learning situations where students' are given control over their decisions will improve the quality of teaching English (Wirapatni et al., 2021). 'Control' and 'Responsibility' are other important aspects of learner autonomy

because needed to have rights and responsibilities to make decisions about their learning (Le & Nguyen, 2022).

Recently, researchers have paid great attention to independence in learning and active participation of students to become learner autonomy, not only inside but also out-of-class (Sabuncuoglu & Halayqeh, 2020). Learning is no longer limited to a classroom but can occur anytime and anywhere according to the wishes of students' (Le & Nguyen, 2022). Learners have the freedom to plan and control their own learning by choosing what, when and how to study according to their own needs, interests and abilities (Gharti, 2019). Central control has shifted to autonomy and trust, where it is known that previously all control was held by the teacher but in this latest curriculum, everything has been centered on students' where they are given trust and responsibility for their learning (Wirapatni et al., 2021). Paradowski & Jelińska, (2023) also said that language education has gradually shifted towards a learner-centred approach. This means learners have more choices and are encouraged to take responsibility for their own development and pace of language progress. He also said that self-learning is facilitated by the increased availability of multimedia resources.

Technological advances make learning accessible to learners whenever and wherever they need it (Le & Nguyen, 2022). 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). Overall, all students' need independent study for both online and offline learning. This encourages them to become lifelong learners and become stronger, more competent and more adaptable individuals (Susanti et al., 2023). The online learning environment allows students' to control their learning behavior and assume their responsibilities in a better way, i.e. the use of innovative digital strategies helps students' plan, schedule, monitor and self-evaluate their learning process (Olaya & Mora, 2022). Like acquiring new knowledge, language learning does not happen by itself; it requires diligent application, most of which takes

place out-of-class (Tsai, 2019). Out-of-class exposure and use of the target language facilitated by technological resources is very important for language learning, because foreign language learners very often experience difficulties in accessing and processing the target language in the immediate physical environment (Lai, 2019).

Overall, developments in the field of foreign language learning have led to renewed interest in cultivating the notion of how independent learning can influence factors related to learning, and there is already a consensus about the benefits of learning autonomy as it engages learners in individual decision making (Desta, 2020). Learning autonomy will benefit students' with a high level of self-confidence because students' can learn English confidently even though they are not guided by a teacher (Hermagustiana & Anggriyani, 2019). Thus, an understanding of independent learning and its activities from the student's point of view becomes very important to help students' effectiveness in learning EFL (Khulaifiyah et al., 2022). EFL students' need to know how valuable Learning Autonomy, so they can understand how Learning Autonomy helps them improve their English skills (Nguyen et al., 2022). As the importance of Learning Autonomy has been discussed above, it cannot be denied that Learning Autonomy plays an integral role in facilitating the development of language skills (Huyen & Cang, 2021).

Furthermore, the implementation of autonomy in learning English requires a certain degree of responsibility. This means that students' must make decisions regarding their process, not teachers who decide for them (Olaya & Mora, 2022). Learners must know themselves, their needs, and their interests in order to develop autonomous behavior and other aspects such as self-confidence, motivation, and collaborative support, as well as in improving their learning abilities to become more productive (Olaya & Mora, 2022). Using strategies and providing gradual guidance can foster student learning independence (Susanti et al., 2023). Therefore, being an learner autonomy it means that a person needs to start from himself by reflecting on their beliefs,

practices, experiences, and expectations of the learning situation (Khulafiyah et al., 2022).

2.4 Previous Study

Previous study on *TikTok* as a learning medium has also been carried out by Perangin-angin et al., (2021), who investigated the use of *TikTok* for students' listening skills. In a study entitled "Improving Student's Listening Skills Using *TikTok* At SMP Swasta Amalyatul Huda Medan". Based on the study results, it shows that *TikTok* media can improve students' English listening skills. So it is proven that the use of *TikTok* media in learning to improve students' listening skills is booming, and the media can be used in classroom learning.

Another research was conducted by Y. Rahmawati & Anwar, (2022) with the title "The Use of *TikTok* Application: The Impact on Students' Vocabulary and Attitude". This study investigates the use of *TikTok* for student's vocabulary and attitude. The results showed that the improvement percentage was 95%, which means that the *TikTok* application effectively affects students' learning outcomes in mastering vocabulary. Based on the interview results, the participants showed positive attitudes toward learning English through the *TikTok* application. Similarly, they agree that there might be many benefits they can get after learning English through *TikTok*, such as *TikTok* can help learn spoken English.

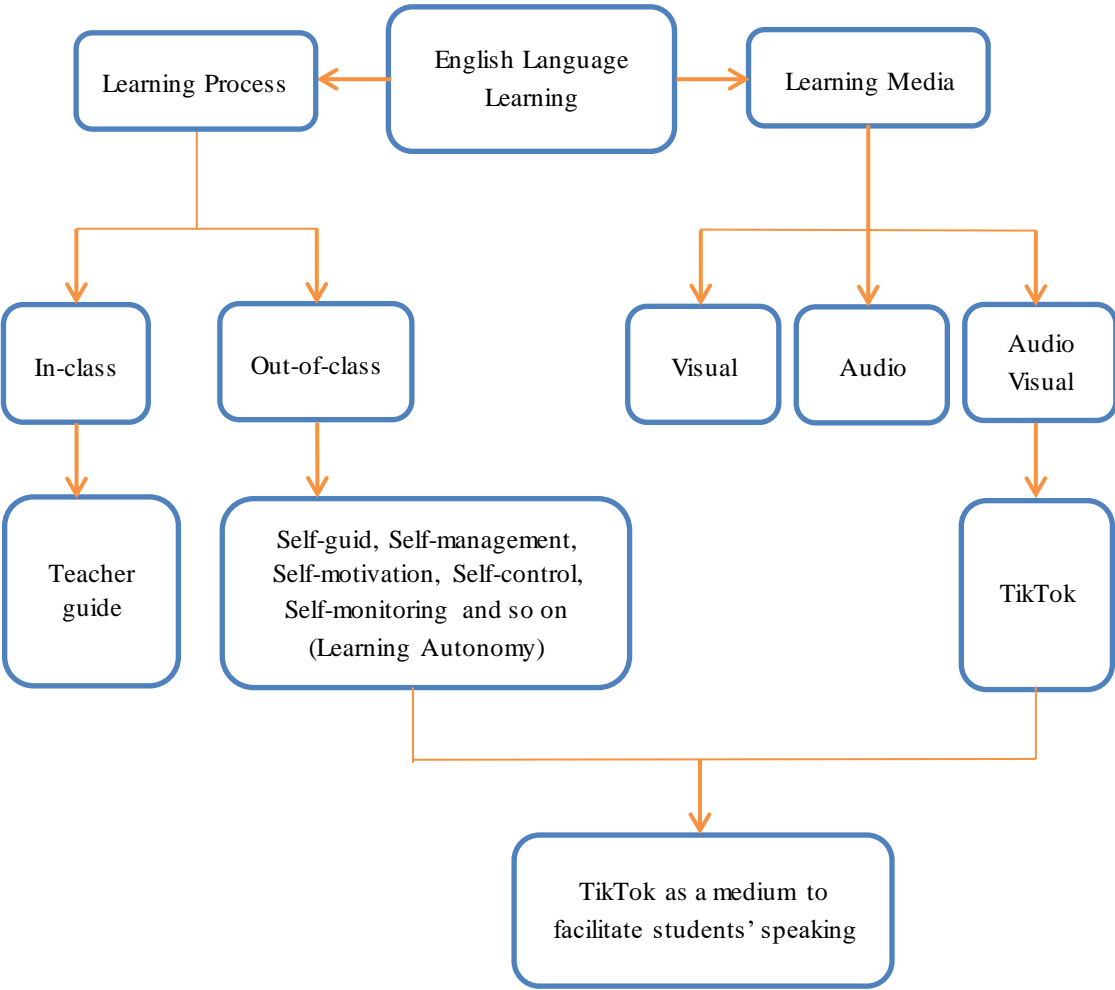
In addition, Virgin & Affini (2022), also investigates the use of *TikTok* for students' writing skills. In the research entitled "The Use Of *TikTok* Application For Descriptive Text In English Writing For The Tenth Grade Of Vocatioanal High Scool". The result show that, 86,36% of the students' said that the *TikTok* application had advantages in learning the descriptive text material. On the other hand, 13,64% of the students' replied that the *TikTok* application did not give them many benefits in their learning. 63,64% of the students' answered that they said the *TikTok* application helped them study the descriptive text. In contrast, 36,36% of the students' answered that the

TikTok application did not help in their studies. Last, 72,73% of the students' had problems writing descriptive text using the *TikTok* application. However, 27,27% of them said they had no issues learning descriptive text using the *TikTok* application because they had mastered the materials.

Based on the previous study above, *TikTok* is only used as a learning medium in-class with the help of the teacher to achieve maximum results. Whereas in this study, *TikTok* is used to facilitate learning autonomy where the learning process can be carried out out-off-class learning without the help of the teacher. Previous research also examined the use of *TikTok* for several English skills such as listening, vocabulary and writing, while this research will examine the use of *TikTok* for speaking skills.

2.5 Conceptual Framework

Figure 2.1 Conceptual Framework



English Language Learning is an activity learning process of four language skills such as Reading, Speaking, Listening and Writing. There are two types of English learning processes that can be carried out, namely in-class and out-of-class. The learning process carried out in-class and out-of-class will of course be different both in terms of situations and conditions and even the environment.

The learning process in-class can be done with the teacher-guide meanwhile, the learning process out-of-class is usually carried out with self-guidance. Out-of-class is part of Learning Autonomy (Benson, 2011), it includes self-management, self-motivation, self-organization, self-control, self-development, self-monitoring and so on. Learning Autonomy plays an important role in leading effective learning because learners actively control what and how they learn (Nguyen et al., 2022). Students' need to know how valuable Learning Autonomy, so they can understand how Learning Autonomy helps them improve their English skills

In addition, each learning process also requires appropriate learning media to be used so that learning objectives can be achieved easily. Types of learning media usually consist of audio media, visual media and audio visual media. One of the learning media that is currently widely used, most popular and interested with students is audio visual media. Audio-visual media is media that designed as a tool to convey learning material by involving two elements, namely audio (sound) and visual (pictures) (Wakhyudi & Wibisono, 2022). One of the audio-visual applications that can be used as learning media is TikTok application.

TikTok is a short video platform that allows users to create, edit and share various short videos in a vertical format, which is used by simply scrolling up or down the screen (Bahagia et al., 2022). Currently, TikTok is very popular and various content can be easily found, including educational content. TikTok is one of the social media that students can use as a learning medium. Especially for learning English because it contains a lot of very interesting educational content. This includes learning content from the four English

language skills such as reading, speaking, listening and writing. TikTok is very easy to use independently, TikTok is very easy to use independently, therefore TikTok is the right choice for learning autonomy.

Based on the explanation above framework, TikTok and Learning Autonomy are interrelated in the English Language Learning process, especially in the speaking skills. Therefore, the focus of research in this regard is TikTok as a medium to facilitate students' speaking learning autonomy.