

## CHAPTER I INTRODUCTON

This chapter presents : (1) research background, (2) the problems of the study, (3) the objectives of the study, and (4) the significance of the study.

### A. Research Background

Non-native English speakers outnumbering native speakers by a large margin.<sup>1</sup> The comparison of English users in the world is about 2 to 3. It means that English has been favourite language. People have realized that English is an important language to learn. Because English is now the world's language, causing many countries to make English as a compulsory school subject, as a requirement for admission to college or also as factor that be considered as important in getting a job.<sup>2</sup>

Mastery of English is very important to master, but in reality mastery of English is still low in Indonesian society in general. In 2019, the EF English Proficiency Index (EF EPI) conducted research on mastery of the English language, Indonesia was in 61<sup>st</sup> position out of 100 countries. Low mastery of English affects the quality of education and the development of the country itself. Lack of motivation in learning English is a supporting factor in the low mastery of English in Indonesia.<sup>3</sup>

Motivation is needed to learning English. Besides language aptitude and intelligence, motivation is an important key factor contributing to mastering in learning English as a second language. Integrative and instrumental orientations are two types of motivational orientations of every individuals.<sup>4</sup> During the past 20

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<sup>1</sup> Chit Cheung Matthew Sung, "Learning English as an L2 in the Global Context: Changing English, Changing Motivation," *Changing English* 20, no. 4 (December 2013): 377, <https://doi.org/10.1080/1358684X.2013.855564>.

<sup>2</sup> Chris Kyriacou and Die Zhu, "Shanghai Pupils' Motivation towards Learning English and the Perceived Influence of Important Others," *Educational Studies* 34, no. 2 (May 2008): 97–98, <https://doi.org/10.1080/03055690701811099>.

<sup>3</sup> Reza Anggriyashati Adara and Tin Hartini, "Mengembangkan Minat dan Motivasi Berbicara dalam Bahasa Inggris melalui Storytelling," *Journal of Empowerment* 2, no. 2 (January 4, 2022): 200-201, <https://doi.org/10.35194/je.v2i2.1832>.

<sup>4</sup> Huong Ngo, Rebecca Spooner-Lane, and Amanda Mergler, "A Comparison of Motivation to Learn English between English Major and Non-

years, many researchers are interested in discussing the motivation to learn a foreign language especially English.

Regarding the importance of mastering English which has become an international language, many researchers are interested and focused on discussing motivation in learning English. Using interesting and innovative learning it could increase students' learning interest in learning English. Many things that can be done such as utilizing multimedia media in learning English. There are many activities that can be used for example the use of songs or technology integration as a strategic motivation. Provision of activities that attract students' attention is important because it can be made students interested in learning English.

Technology has changed people's literate life as evidence, people can access and exchange information which starts with print-based information and now be internet-based information. With so many online platforms, people need the ability to think and act critically. It is a common fact that digital technology can improve and simplify daily activities. Digital technology can be used as a tool to make work lighter, including digital technology that can easily exchange information, be scientific, easier in learning approaches, teaching methods, etc.<sup>5</sup>

There are many benefits of digital technology because digital technology is easy to use, smooth learning and rich learning resources,<sup>6</sup> it make English teachers prefer to use digital technology as a learning tool in formal and informal educational tools. It has become a common microphone that digital technology and the internet have developed rapidly. This provides many opportunities for English teachers to use digital technology to increase students' motivation to learn English.<sup>7</sup>

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English Major Students in a Vietnamese University,” *Innovation in Language Learning and Teaching* 11, no. 2 (May 4, 2017): 1, <https://doi.org/10.1080/17501229.2015.1094076>.

<sup>5</sup> Tiara Alya Tanza, “An Exploration of Literacy Practice in Tik-Tok Application Beyond the Classroom,” n.d., 1.

<sup>6</sup> Chenchen Liu et al., “Self-Oriented Learning Perfectionism and English Learning Burnout among EFL Learners Using Mobile Applications: The Mediating Roles of English Learning Anxiety and Grit,” *Learning and Individual Differences* 88 (May 2021): 1, <https://doi.org/10.1016/j.lindif.2021.102011>.

<sup>7</sup> Martin Lamb and Fauziah Eka Arisandy, “The Impact of Online Use of English on Motivation to Learn,” *Computer Assisted Language Learning*

In this era of globalization, the identity of technological efficiency has been shown in various fields, especially in terms of time, effort and cost through the speed and accuracy of information. Mobile learning is one proof of technological progress.<sup>8</sup> Mobile learning is a tool to get information that can be accessed anywhere and anytime, the ability to access is very strong, rich in interaction, in achieving learning mobile learning is able to provide full effective support and initial assessment-based display.<sup>9</sup> Regarding language learning today, traditional languages are no longer effective in supporting needs. For this reason, modern learning is needed by utilizing the sophistication of multimedia. Using general search-engine, digital gaming, international communication via social media or participation in online forums, also we can learning English using watching of films and videos.

Nowadays, social media has reached a new level of popularity. Social media is used as a digital and virtual communication tool that has been used by billions of people in the world. The social media can be like Whatsapp, Instagram, Twitter, Facebook, Youtube, Tiktok etc.<sup>10</sup> Lately, social media has become a hot academic issue. Many teachers have implemented social media as education-related content.<sup>11</sup>

One of the social media that can be used to learning process, especially for English is by using the Tiktok. In September 2016, a music video platform from China was launched which allows users to create their own short music videos, also known as the Tiktok. Tiktok introduced by Zhang Yiming and owned by ByteDance.

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33, no. 1–2 (January 2, 2020): 1, <https://doi.org/10.1080/09588221.2018.1545670>.

<sup>8</sup> Lutfiansyah, “Penggunaan Aplikasi Mobile Pembelajaran Bahasa Inggris Android pada Pembelajaran Bahasa Inggris”. *Eduscience*, 2(1), 16.

<sup>9</sup> Wulan Junita, “Penggunaan Mobile Learning sebagai Media dalam Pembelajaran,” In : *Prosiding Seminar Nasional Teknologi Pendidikan Peran Teknologi Pendidikan dalam Mengembangkan dan Meningkatkan Profesionalan Pendidik di Era Revolusi Industri 4.0*, 30 (Nopember 2019), Digital Library. University of Medan., 606.

<sup>10</sup> Zhong Sun et al., “Improving the English-Speaking Skills of Young Learners through Mobile Social Networking,” *Computer Assisted Language Learning* 30, no. 3–4 (May 19, 2017): 897, <https://doi.org/10.1080/09588221.2017.1308384>.

<sup>11</sup> Varga, E. I. “The Importance of Social Media. *Annals-Economy Series, Constant in Brancusi University*”. 2018. Faculty of Economics. 6. 80-91.

Hundreds of millions of Tiktok users are children and youth.<sup>12</sup> Tiktok is loved and in demand by Gen Z, most of whom are school-age children. Using Tiktok, Gen Z can see various videos with beautiful musical expressions vary.<sup>13</sup>

Tiktok was blocked on July 3 in Indonesia, 2018 with many reports to the Ministry of Communication and Informatics showing a lot of negative content on this application that is used by children. Tiktok had reported because filled with less protected privacy nude images, devious algorithms, child predators, bullying harassing behavior, etc. On July 3, there were 2,853 reports submitted to the Ministry of Communication and Information. In August 2018 with new regulations and considerations, finally this application can be downloaded again but with the condition that this application can be used for ages above 11 years.<sup>14</sup>

Not many Tiktok users feel the negative impact of using Tiktok. Among those who feel that using Tiktok makes them feel lazy in studying, Tiktok makes them complacent with the features presented. As a result this affects their learning outcomes and achievements while at school.<sup>15</sup>

However, Tiktok is still be an application loved and interested by Gen Z because Tiktok provide entertainment that suits them. In attracting the attention of its users, Tiktok uses a unique recommendation algorithm based on user interests and behavior. That's why Tiktok is able to push content in its highly addictive 'for you' feed. Tiktok users are able to find the video they are looking for through a search. In addition, users are also able to make short videos by choosing the background music according to their wishes. And there are many more features in Tiktok that make

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<sup>12</sup> Gabriel Weimann and Natalie Masri, "Research Note: Spreading Hate on TikTok," *Studies in Conflict & Terrorism*, June 19, 2020, 1, <https://doi.org/10.1080/1057610X.2020.1780027>.

<sup>13</sup> Riska Marini, "Pengaruh Media Sosial Tik Tok terhadap Prestasi Belajar Peserta Didik di SMPN 1 Gunung Sugih Kab. Lampung Tengah." Thesis. Faculty of Tarbiyah and Teacher Training, Islam Negeri Raden Intan Lampung., 20.

<sup>14</sup> Wisnu Nugroho Aji, (2018), *Aplikasi Tik Tok sebagai Media Pembelajaran Bahasa dan Sastra Indonesia*, *Pertemuan Ilmiah Bahasa dan Sastra Indonesia (PIBSI)* XL. 432

<sup>15</sup> Riska Marini. *pengaruh Media Sosial Tik Tok Terhadap Prestasi Belajar Peserta Didik di SMPN 1 Gunung Sugih Kab. Lampung Tengah*. Thesis. Faculty of Tarbiyah and Teacher Training, Islam Negeri Raden Intan Lampung (2019). 21.

users feel happy and addicted to using it.<sup>16</sup> They often use Tiktok and watch Tiktok videos in the free time. Apart from that, they use it as an excuse to entertain or refresh their mind because there are lots of interesting and update videos in Tiktok.

Tiktok can be an interesting and interactive as an instruction video. To practice English more easily, techniques such as conversation can be an effective technique to improve reading skills.<sup>17</sup> As instructional video the voice recording feature of this Tiktok and then communicate it through the network can be used. Many Tiktok accounts provide content for learning English. Such as content that discusses grammar, learning English through songs, also no less interesting there is also content that uses the conversation feature which it is challenging to improve English skills.

Many things are done by teachers in order to improve the quality of education. The good quality of education at this time can increase Indonesia's competitiveness through good human resources as well. The selection of innovative and creative media is important in teaching English to students. In order to increase the interest in learning in students and can improve student achievement.

Regarding the many interests of Tiktok users and the influence of using Tiktok for Gen Z in the current era, choosing Tiktok as a learning media is felt to be the right thing to do. Given the importance of interesting media to increase external motivation in students in learning English. This is a consideration for one of the English teachers at Madrasah Tsanawiyah in Kudus.<sup>18</sup> In Indonesia, Tiktok is loved by Gen Z in general and also for students at one of Madrasah Tsanawiyah in Kudus in particular. The author found that one RKD as an English teacher at one of Madrasah Tsanawiyah in Kudus uses Tiktok as instructional video in learning English. So that students' motivation to learn English can increase

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<sup>16</sup> Xin Du et al., “‘I Want to Record and Share My Wonderful Journey’: Chinese Millennials’ Production and Sharing of Short-Form Travel Videos on TikTok or Douyin,” *Current Issues in Tourism* 25, no. 21 (November 2, 2022): 3, <https://doi.org/10.1080/13683500.2020.1810212>.

<sup>17</sup> Suparman, *The Effectiveness of the English Conversation to Improve Students' Speaking Skill*, (Palapa: *Journal of Islamic Studies and Educational Sciences*), 5 : 2, (November 2017). 39

<sup>18</sup> Interview with English teacher. directly on 31st December, 2022. transcript

also can increase children's achievements, especially in English subjects.

There were a previous study related in learning English using Tiktok. First, that was conducted by Shevany Anumanthan and Harwati Hashim with the title "Improving the Learning of Regular Verbs through Tiktok among Primary School ESL Pupils".<sup>19</sup> That study explained that in learning English vocabulary is very important and needed in all language skills (listening, speaking, reading, and writing). In fact, upper-level ESL learners have difficulty mastering the vocabulary of the city itself. That research aims to explore the effectiveness of Tiktok in increasing vocabulary, especially vocabulary on regular verbs with certain representations by a group of 5th grade students.

Based on previous research, this study aimed to explore the potential of Tiktok in improving English vocabulary, especially English verbs. It is different with this research. This research is focused on exploring the implementation of Tiktok in advertisement material in grade nine of Madrasah Tsanawiyah. In addition, this study also aims to explore the teacher's experience in using Tiktok in the learning process.

Second, there was study from Research conducted by Veronika Unun Pratiwi, et al, entitled "Using Tiktok As An Effective English Learning Media". The purpose of the study was to examine how Tiktok is used as a different type of English learning resource. The study used the literature method to analyze various studies regarding the use of Tiktok application in learning media. Tiktok can be used as an innovative and easy-to-use English learning media. The use of Tiktok can increase students' interest and motivation to be creative and can make communication between students and teachers more interactive.<sup>20</sup>

There is gap with this research. This research uses a narrative inquiry to explore teacher's experience in implementing Tiktok as an interesting learning media in ninth grade at Madrasah Tsanawiyah. This study uses Tiktok in learning English process on advertisement material.

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<sup>19</sup> Shevany Anumanthan and Harwati Hashim, "Improving the Learning of Regular Verbs through TikTok among Primary School ESL Pupils," *Creative Education* 13, no. 03 (2022): 896–912, <https://doi.org/10.4236/ce.2022.133059>.

<sup>20</sup> Veronika Unun Pratiwi et al., "Using Tiktok As An Effective English Learning Media" 35, no. 2 (2022): 300

The next previous research was conducted by Anggi E Pratiwi, et al with the title "Utilization of the Tiktok Application as a Learning Media for English Pronunciation". That study aims to find out how Tiktok is a learning media for students' pronunciation skills. The study states that respondents have a positive attitude towards Tiktok as a video tool. Tiktok as an English learning strategy helps and improves reading and speaking skills. In addition, respondents are willing to use, watch, and understand Tiktok content related to basic English skills.<sup>21</sup>

Meanwhile, there is difference or gap with this research. Where this research aims to explore the twists and turns felt by an English teacher at one of the Madrasah Tsanawiyah in Kudus when utilizing Tiktok. Here Tiktok is used for interesting learning media in English or particularly in ninth grade advertisement material.

In connection with the importance of mastering English, which in learning English as a foreign language for some students in Indonesia is still a scourge, this study will address how to use technology, one of which is the use of the Tiktok as an instructional video to learning English. This study, the author will explain and explore the experience of teacher about how to implementation of Tiktok as an application that is being loved by Gen Z in learning English. Seeing the number of Tiktok users which continues to increase from time to time and the lack of mastery of English in Indonesian society, the author thinks what if using interesting media and much liked by Gen Z to make learning more interesting so that motivation in learning English in Gen Z is increasing. The author sees phenomena outside that it is not uncommon for young Gen Z to start using a lot of slang which are words from English such as "healing, bestie, cringe, ghosting, spill, etc".

From there the author thinks how big the influence of Tiktok is on the current Gen Z. In saving, the author thinks that there is nothing wrong with using Tiktok to increase motivation and mastery in learning English. This research, the author focused on Tiktok because considering the negative effects received by its users, the author tries to explore the positive side that can be taken from using Tiktok. So that Gen Z, who are school-age children, can be wiser in using Tiktok. Tiktok has a short duration of time, about less than 60 seconds. Thus it is potential as a media in education.

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<sup>21</sup> Anggi E Pratiwi, Naura N Ufairah, and Riska S Sopiah, "Utilizing Tiktok Application as Media for Learning English Pronunciation," 2021, 372.

In the existing preliminary research, the author found teacher who had implemented this in children's learning. And from here the author tries to explore the experience of teachers using Tiktok as a learning media. This study focuses to explore the teacher's experience in applying Tiktok as an interesting media for learning English on ninth grade at one of the Madrasah Tsanawiyah in Kudus. Especially in advertisement material. This research is a narrative inquiry. Narrative inquiry is a common approach to explore life histories about who related. Narrative has received attention only recently. In this study, the author use teacher especially Tiktok user who use Tiktok as instructional video in learning English. This approach have been gaining attention only recently which is more focused on how the teacher using Tiktok as an interesting media in learning English.

### **B. Research Focus and Scope**

This research is a narrative inquiry that focuses on exploring and deepening the experiences or how the twists and turns faced by an English teacher at one of the Madrasah Tsanawiyah in Kudus while teaching English by utilizing digital media. That digital media is using Tiktok. This research focuses on the application of Tiktok in the English learning process, especially on advertisement material in grade nine of Madrasah Tsanawiyah.

### **C. Research Questions**

The authors formulate several research questions including :

1. How is the implementation of Tiktok as an interesting media for learning English?
2. What are supports and obstacles in implementing Tiktok as an interesting media for learning English?

### **D. Research Objectives**

The objective of this study are :

1. To explore the implementation of Tiktok as an interesting media for learning English.
2. To find the supports and obstacles in implementing Tiktok as an interesting media for learning English.



## **E. Research Significance**

### **1. Theoretical Benefits**

The results of this study are intended to provide information on whether the use of Tiktok can be used as an appropriate instructional video to increase motivation in learning English.

### **2. Practical Benefits**

After the research is done, the author hopes the results of this study can be useful for students, teachers, researchers, and readers.

a. For researchers. This research is expected to provide insight and knowledge and develop experiences about increasing motivation in learning English using Tiktok.

b. Further researchers. The results are expected to attract the attention of others to explore research on methods of increasing motivation in learning English. This research can also be used as a reference to explore other potentials that can be obtained using Tiktok.

## **F. Definition of Key Terms**

The following are some definitions provided for ensure that readers share the same concept or perspective various terminologies used in this study. Besides that it also aims to prevent ambiguity or misinterpretation. The definitions of these keywords include the following:

1. Teacher's Experience : the twists and turns or ups and downs that teacher face in teaching or conveying knowledge to students so that students understand certain material.
2. The Tiktok Application : the social network sharing short videos combined with music allows users to create videos of talking, singing and dancing.
3. An Interesting Media for Learning English : media that can attract students to continue learning English so that students do not feel bored and are able to motivate students to continue learning English.

## **G. Organization of Thesis**

### **1. The Complementary Pages**

The first section there are : the title, approval sheet, statement of authenticity of thesis, abstract, abstrak motto, dedication page, acknowledgement, preface, and table of contents.

**2. The Contents of the Research**

There are five chapters in this study, those are as follows :

**Chapter I : Introduction**

Chapter I contains research background, research focus and scope, research questions, research objectives, research significance, definition of key terms, and organization of thesis

**Chapter II : Review of Related Literature**

Chapter II describe the theories that support research based on linguists includes theoretical description, theoretical framework, and review of previous study.

**Chapter III : Research Methodology**

Chapter III contains research method, research setting, research participant, data source, data collection technique, research data validity, data analysis technique, and research ethical considerations.

**Chapter IV: Result and Analysis**

Chapter IV contains description of research object, research finding and research discussion.

**Chapter V: Conclusion and Recommendation**

Chapter V is in the form of conclusions and recommendations from research conducted has been done.

**3. The Closing Pages**

The last section are bibliography, appendices, and curriculum vitae.