

THE USE OF TIKTOK APPLICATION BY INDONESIAN ADULTS TO IMPROVE LISTENING SKILLS

SKRIPSI



by

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**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND HUMANITIES
UNIVERSITAS KRISTEN DUTA WACANA
YOGYAKARTA**

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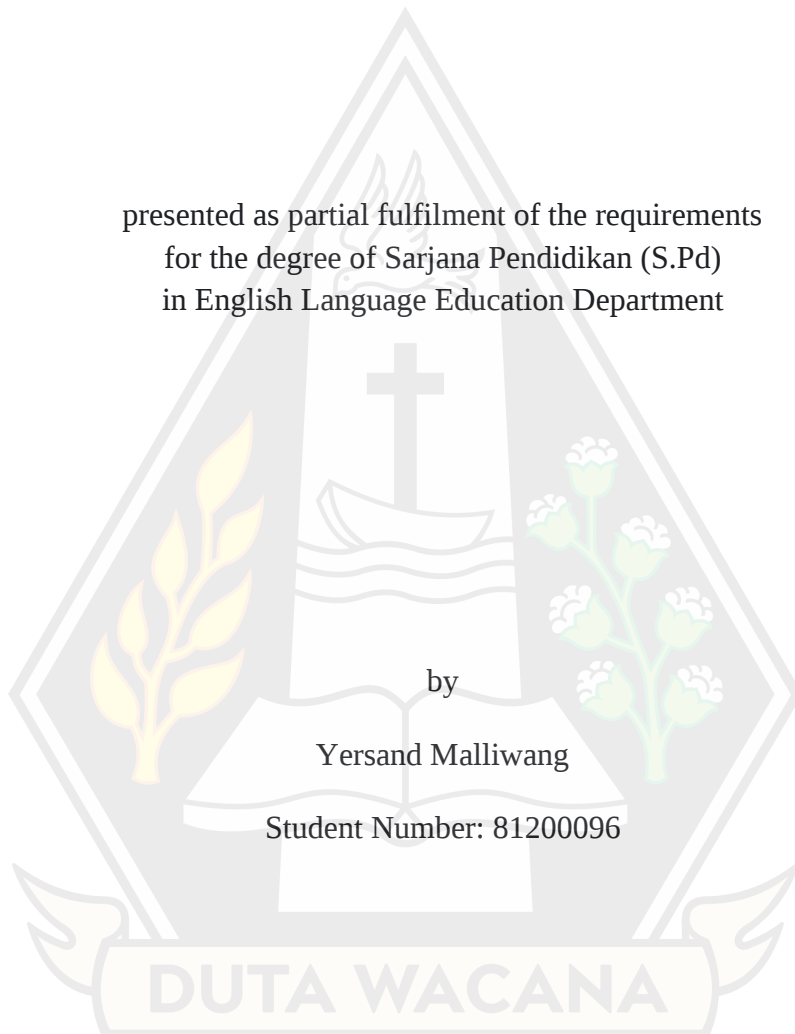
SKRIPSI

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for the degree of Sarjana Pendidikan (S.Pd)
in English Language Education Department

by

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**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND HUMANITIES
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2024

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SKRIPSI DEFENCE APPROVAL PAGE

**THE USE OF TIKTOK APPLICATION BY INDONESIAN ADULTS TO
IMPROVE LISTENING SKILLS**

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Defended before the, Board of Examiners
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and Declared Acceptable

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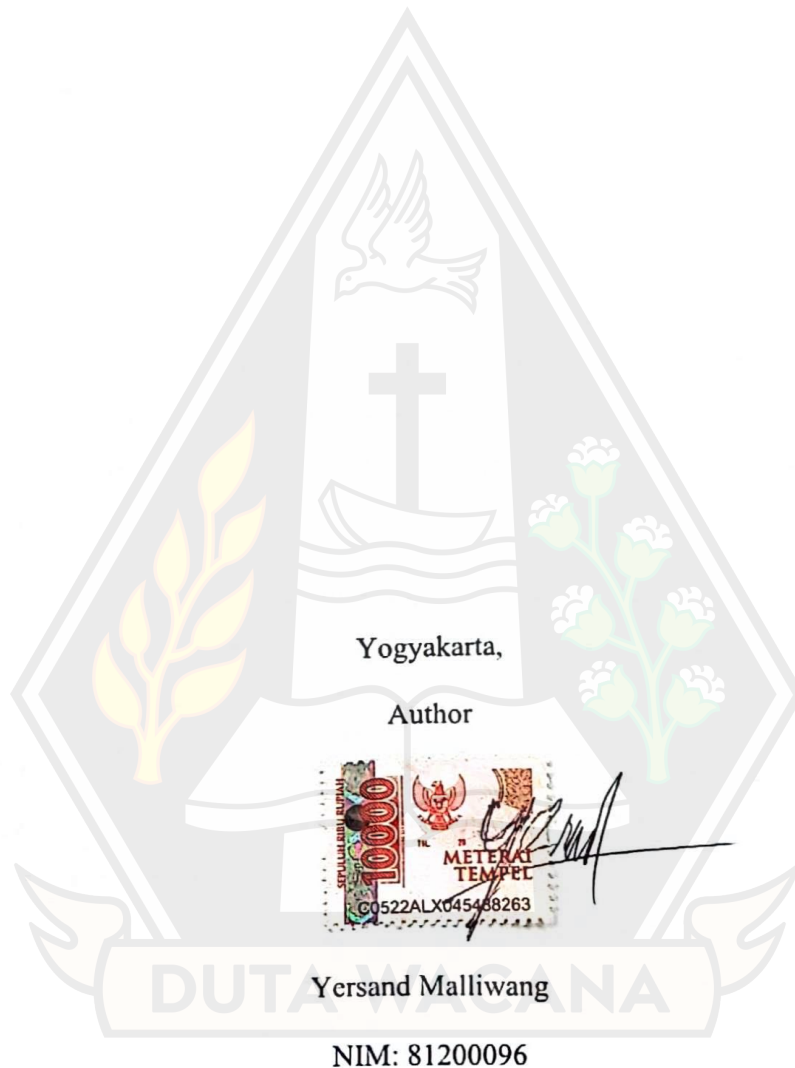



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STATEMENT OF ORIGINALITY

I honestly declare that this Skripsi does not contain the work or parts of the work of other people, except those cited in the quotations and the references.



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ABSTRACT

Yersand, M. (2024) *The Use of TikTok Application by Indonesian Adults to Improve Listening Skills* (Unpublished Undergraduate Thesis). Universitas Kristen Duta Wacana: Yogyakarta, Indonesia.

This study aims to explore Indonesian adults' attitudes and perspectives regarding the use of TikTok as a tool to improve second language (L2) listening skills, examining their general perceptions and specific viewpoints on how effectively the platform supports language learning. A total of 71 participants in this study consented to in-depth research using mixed methods. The results showed that the majority of participants agreed that TikTok could improve listening skills by watching short-duration English videos on the platform; the more frequently users watched English videos, the more effective TikTok was for listening skills; in addition, TikTok could also use interesting features that supported users' learning process. This research also showed that high school and college students could develop their English skills by using TikTok. Furthermore, the results of this study also showed that teachers could use the platform as an additional learning medium to improve listening skills.

Keyword: TikTok, Listening skills, Students attitudes

INTISARI

Yersand, M. (2024) *The Use of TikTok Application by Indonesian Adults to Improve Listening Skills* (Unpublished Undergraduate Thesis). Universitas Kristen Duta Wacana: Yogyakarta, Indonesia.

Penelitian ini bertujuan untuk mengeksplorasi sikap dan perspektif orang dewasa Indonesia mengenai penggunaan TikTok sebagai alat untuk meningkatkan kemampuan mendengarkan bahasa kedua (L2), memeriksa persepsi umum dan sudut pandang khusus mereka tentang seberapa efektif platform ini mendukung pembelajaran bahasa. Sebanyak 71 partisipan dalam penelitian ini menyetujui penelitian mendalam dengan menggunakan metode campuran. Hasil penelitian menunjukkan bahwa mayoritas partisipan setuju bahwa TikTok dapat meningkatkan kemampuan mendengarkan dengan menonton video berbahasa Inggris berdurasi pendek di platform tersebut; semakin sering pengguna menonton video berbahasa Inggris, maka semakin efektif pula TikTok untuk kemampuan mendengarkan; selain itu, TikTok juga dapat menggunakan fitur-fitur menarik yang dapat mendukung proses belajar pengguna. Penelitian ini juga menunjukkan bahwa siswa sekolah menengah dan mahasiswa dapat mengembangkan kemampuan bahasa Inggris mereka dengan menggunakan Tik Tok. Selain itu, hasil penelitian ini juga menunjukkan bahwa guru dapat menggunakan platform ini sebagai media pembelajaran tambahan untuk meningkatkan kemampuan listening.

Kata kunci: Tik Tok, Keterampilan mendengarkan, Sikap siswa

CHAPTER I

INTRODUCTION

This chapter will focus on four points. There are research background, research questions, research objectives and research benefits

A. Research background

English is a very important language in the world and a very useful language in life (Rahman et al., 2024). Rama et al. (2023) said among all the foreign languages taught, English is used in more schools than any other language, especially in Indonesia. Students should learn because it is used to communicate effectively in international affairs (Novitasari & Addinna, 2022). They also need to master four English skills to communicate and participate in learning activities. The four skills in English are listening, reading, speaking and writing (Metruk, 2018). Rahmawati and Anwar (2022) said that to be able to master the four skills in English, students need more attractive and interactive learning that can facilitate students' learning process. The findings of Rahmawati and Anwar (2022) show that one of the effective instructional media in improving students' English skills is by using videos. One way to access learning videos is by using social media (Novitasari & Addinna, 2022). Social media is called online media that can make it easier for students to explore various websites or applications for the benefit of student learning (Rama et al., 2023).

Social media has proven to be a very helpful tool for students to learn English, as it encourages user interaction and provides easy access to a variety of English-related content (Azevedo, 2022). Social media has become a way of life for adults around the world, especially in Indonesia (Pratama et al., 2020). In data on social media users around the world, Indonesia is ranked fourth as the country with the most social media users (Pratama et al., 2020). Since the Covid-19 pandemic, social media users have increased and become more active and continue to grow until now (Sujarwoto et al., 2021). Zainal and Rahmat (2020) said that social

media is very helpful for the English learning process because English is widely used in social media. In addition, the context of this study shows that in Indonesia social media is very popular and can reach 100 million active users on social media, so it allows social media users to develop their language skills (Pratama et al., 2020).

One of the most popular social media platforms in Indonesia is TikTok. TikTok is a social media platform created in China (Ining, 2021). To date, TikTok users reach 400 million active users every day (Ining, 2021). She also said that this social media is designed to present short but informative videos. This was also said by Rahmawati and Anwar (2022) who according to the results of her research found that the short videos presented on TikTok really helped them to learn especially in English. TikTok users can learn and develop their English skills through interactive learning presented with short and interesting videos in English (Xiuwen & Razali, 2021). Therefore, in the current era of TikTok's popularity, it is very important to conduct research and find out about the use of TikTok on the mastery of English

Research on TikTok was conducted with a variety of participants. For example, high school students (Fata et al., 2023; Rahman, 2021; Sivagnanam & Yunus, 2020) and university students (Afidah et al., 2021; Ining, 2021; Xiuwen & Razali, 2021; Rita & Subekti, 2023). Based on this, the researcher of this Skripsi made high school students and university students to be participants in this study. That is because He saw that high school students and University students are better in using understand in using the TikTok platform as their learning media. They even understand that TikTok can be utilized as a learning medium, especially in English and the results of this study also show that high school students and university students can develop their English skills by using TikTok. That is why this study chose both of them to be participants.

Listening is one of the components in language that students need to learn and master because with good listening skills students will easily understand the information or problems they hear (Br Perangin angin et al., 2021). Since

technology is developing rapidly, we can access all information quickly and in detail, even with advances in technology, now social media applications are used by everyone as a place for them to share their work, sell, and also as a medium of learning (Munawarah, 2022). However, as time goes by, the content created is increasingly varied and is no longer just in the form of music videos, but content about English lessons which can improve English skills quickly if students who use TikTok as a learning medium do it regularly (Mahdini, 2023).

The researcher decided to examine the use of TikTok in Indonesia. According to Ceci (2024) the largest TikTok user in the world today is Indonesia with nearly 157.6 million users who are active every day. This provides an insight into the number of TikTok users in Indonesia at this time. In addition, research on the use of TikTok in Indonesia is still lacking. However, there are 3 previous researchers who are studies from Indonesia that discuss the use of TikTok, namely (Rita & Subekti, 2023; Rahmawati and Anwar, 2022; Afidah et al., 2021). The studies from Rita and Subekti (2023) and Rahmawati and Anwar (2022) focused on using TikTok to improve vocabulary using quantitative methods, and the study from Afidah et al. (2021) focused on investigating TikTok as instructional media in the pandemic era using descriptive methods. While this research focuses on using TikTok to improve listening skills using mixed methods. There are several researchers who examine the same topic but are conducted in other countries (Ining, 2021; Xiuwen & Razali, 2021). This suggests that there is a good opportunity to address this topic in the Indonesian context.

Research on TikTok is conducted using various methods, for example quantitative (Fata et al., 2023; Ozkan & Solmaz, 2015; Rahmawati & Anwar, 2022), qualitative (Erwani et al., 2022; Ining, 2021; Pratiwi et al., 2021), and mixed methods (Anumanthan & Hashim, 2022). Mixed method is a combined method of quantitative and qualitative. In addition, research on the use of TikTok using mixed methods is still limited. Therefore, this study will discuss the use of TikTok to improve listening skills using mixed methods..

This study explores the attitudes and perspectives of Indonesian adults regarding the use of TikTok as a tool for enhancing second language (L2) listening skills, examining both their general perceptions and specific viewpoints on how effectively the platform supports language learning. Then, This study aims to support Indonesian adults in sustaining positive attitudes toward using TikTok to enhance second language (L2) listening skills, while also uncovering their perspectives on the platform's effectiveness as a language learning tool.

B. Research Questions

The following are the 2 (two) questions which become the focus of the research

- a. What are the attitude of Indonesian adults toward the use of Tiktok to improve L2 listening skills?
- b. What are the adults perspectives on the use of Tiktok to improve L2 listening skills?

C. Research Objectives

The research has 2 (two) objectives as follows.

- a. To find out the attitude of Indonesian adults toward the use of Tiktok to improve L2 listening skills.
- b. To discover the perspectives of adults in Indonesia towards using Tiktok to improve L2 listening skills.

D. Research Benefits

This research is expected to be useful for teachers, students, and other researchers as follows:

1. For teachers, can make the TikTok platform as a learning media in class and outside the classroom which aims to train and improve listening skills.
2. For students, can learn and improve English skills, especially listening with the TikTok application anywhere and anytime.
3. For researchers, can make this research a reference in conducting research in the same field and can at the same time add what is missing from this research

CHAPTER V

CONCLUSION

A. Summary

In this study, it was shown that English videos on TikTok really helped participants improve their listening skills. From the questionnaire results of this study show that 100.2% of participants agreeing that TikTok can improve listening skills and from this result of the study getting an average score of 3.39. This findings indicate that TikTok is an effective media used for English language learning. The existence of short and diverse English videos can make it easier for participants to access and make TikTok a learning medium. In addition, this study with an average score of 3.35 shows that participants also agree that improving listening skills through videos on TikTok is something fun and emotionally involving that can increase students' learning motivation.

From the interview results also get the results that the language videos on TikTok really help them to improve listening skills because some of the content creators are native speakers and have accents that can help participants to learn. Moreover, the content presented in the TikTok platform is an interesting video so that participants get motivation to learn by using TikTok. The effectiveness of participants watching English videos on TikTok can provide a significant improvement in their listening skills. The seven participants in the interview on average gave a scale of 8 from 1 - 10 which showed an improvement in their listening skills before and after watching English videos on TikTok. It can be concluded that users can improve listening skills by watching many English videos on TikTok; the more often users watch English videos, the more effective the use of TikTok for listening skills; in addition, TikTok can also use interesting features that can support the user's learning process.

B. Implication and Contributions

The implications of this research can be seen from the findings. From the survey results, the answers from the participants show the results that participants have a

positive attitude towards the use of TikTok as a medium that can help participants to improve listening skills. Teachers in schools and universities can use the TikTok platform as an alternative learning media for students in the classroom and outside the classroom. For example, teachers can encourage students to create creative content such as short video games that actively engage students and avoid non-academic distractions. To support this, teachers must still manage the time of using social media only for learning purposes so that students do not use social media excessively during the learning process. In addition, this study also obtained deeper answers from the interviews of the seven participants and found that TikTok is very effective in improving listening skills as long as participants use the TikTok platform wisely. From these findings, it can be seen that TikTok can be an alternative media for teachers as an additional learning media to improve listening skills. Although teachers can use TikTok as a medium for student learning in class, teachers must still supervise student learning activities so that the learning process can run well. Teachers can provide motivation to students regarding the policy of using the TikTok platform as a learning medium so that students can stay focused on using TikTok for academic purposes only. However, in this case students also need to play a role in carrying out the tasks given by the teacher and can use TikTok media wisely so that the achievement of learning in class can be achieved.

This research contributes to other research or to the field of English language education. This research can show the results of a survey of TikTok usage in Indonesia with a total of 71 participants and 7 of the total participants are willing to conduct deeper research with interviews. The results of this study shows that there is a contribution of this research to the field of English education which can provide a new view that the TikTok platform is used not only for entertainment but can also be used as a learning medium to improve English language skills. By utilizing the content on the TikTok platform, TikTok users can practice their English skills in a more modern way.

C. Limitations

From the results of the studies that have been conducted, researchers realize that this research is far from perfect and has limitations. For example, this study

involves adults in Indonesia who actively use TikTok and in this context are high school students and university students in Indonesia. However, from the survey results obtained, it turns out that there are fewer participants who are high school students than university students, making the survey results unbalanced. Therefore, this makes this research does not cover the context of adults in Indonesia. In relation to participants in the adult context in Indonesia, this study would be better if researchers focus and add participants from high school students so that participants from two different institutions become balanced. The imbalance of the survey results was due to limitations in reaching more participants. This was due to the lack of time to collect data so that the distribution of questionnaires was uneven and did not have time to reach other areas. In addition, the lack of communication between friends to help the process of distributing questionnaires is one of the obstacles to reaching more participants

D. Future Studies

Future researchers who will conduct research on the same topic can make the findings and limitations of this study a lesson to be able to conduct research with much better results. There are several suggestions that this research can provide to future research. First, further research can use different instruments about using TikTok to improve listening skills. Further research can conduct observations or trials directly to participants in order to get more accurate results. Second, further research can use more specific types of participants and aim at one department, level, or region to avoid the imbalance in the number of participants as this research found. Third, future research can examine other aspects of English such as reading, writing, speaking, vocabulary, grammar, etc. in the context of using the TikTok social media platform.

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