

CHAPTER I

INTRODUCTION

A. Background of study

Listening is described as an ability to receive since students receive words while listening¹. Listening means a way of analyzing audio stimuli, such as spoken language or sounds, to understand and comprehend information. It is a crucial skill in language learning, enabling effective communication and comprehension in various contexts, making it essential for language acquisition. Listening is the active engagement with auditory information, processing and interpreting it to derive meaning and understanding. It involves both physical and cognitive processes, including attending, comprehending, and responding to the message. Effective listening involves focusing attention, analyzing content, and responding appropriately. It's a dynamic process that involves linguistic, paralinguistic, and nonverbal cues to understand and interpret communication. Effective listening skills are crucial for language learning, enabling learners to understand spoken language, develop vocabulary, and improve their proficiency².

English language learning often to use textbook only but in this era, many of technology that can be use for learning and can support educators than just with textbook. Textbooks or textbooks are books used by students to support learning activities. This book contains descriptions of certain materials that are arranged systematically with certain objectives. Textbooks usually not only contain materials, but are also equipped with questions that students can work on to practice their independent learning activities. Textbooks have an important role as a learning resource because they can foster motivation and improve the quality of students' understanding of the material being taught. In addition, textbooks must also be managed properly by the school library in order to meet students' needs in the teaching and learning process³

English language learning especially listening is often challenging for students due to factors such as lack of exposure, language barriers, the complexity of English, lack

¹ Kathleen M. Bailey, *Teaching Listening and Speaking in Second and Foreign Language Contexts* (New York London: Bloomsbury Publishing Plc, 2020).3.

² Wiranda Gusti Pratami, Syafryadin Syafryadin, "The Students Perceptions by Using Tik Tok as a Media Learning English", *Bengkulu, Jadila: Journal of Development and Innovation in Language and Literature Education* 3, no. 1 (2023): 49.<https://doi.org/10.52690/jadila.v3i1.366>

³ Gustini Rahmawati, "Buku Teks Pelajaran Sebagai Sumber Belajar Siswa Di Perpustakaan Sekolah Di Sman 3 Bandung", *EduLib* 5, no. 1 (2015): 1–4. <https://doi.org/10.17509/edulib.v5i1.2307>

of practice, and technological challenges. These include pronunciation and accent variations, speed of speech, vocabulary and idiomatic expressions, lack of practice, cultural differences, anxiety, and lack of confidence. The global nature of English and the differences in pronunciation, accents, and intonation patterns between native and English speakers make it difficult for learners to comprehend spoken English in different contexts. Insufficient practice in listening to English conversations or audio materials can also hinder students' ability to improve their listening skills. To overcome these challenges, educators can help students improve their listening skills by targeting practice, exposure to diverse materials, and creating a supportive learning environment⁴. In language learning, especially English, besides listening, of course there are several abilities that must be possessed. Like speaking for example, because it is obtained after the ability to listen to humans. Humans will not speak if they do not hear.

Writing comes after speech, infants learn to speak or create discourse, which is an explicitly participatory system⁵. Speaking is a very difficult interaction ability that causes anxiety in language learners in particular⁶. Speaking is the act of uttering sounds and words to communicate ideas, thoughts, and messages to other people. It involves using spoken language to interact, express opinions, share information, and engage in conversations. Speaking skills include pronunciation, intonation, fluency, vocabulary usage, and grammatical accuracy. Effective speaking involves not only articulating words clearly but also conveying meaning, emotions, and intentions effectively through verbal communication. Speaking skills are essential for effective communication and are often a key focus of language learning and teaching.

Speaking is essential for language learners to engage in meaningful interactions, express themselves clearly, and comprehend spoken language in various contexts. Effective speaking abilities are essential for successful communication in both personal and professional settings, making the improvement of speaking abilities a cornerstone of language acquisition and a crucial component of total language competency⁷. A key

⁴ Xi Chen and Haiying Kang, "Utilization of TikTok for Oral English Learning", *Journal of Education, Humanities and Social Sciences*, no. 8 (2023): 1643. <https://doi.org/10.54097/ehss.v8i.4538>

⁵ Mirosław Pawlak, Ewa Waniek-Klimczak, *Issues in Teaching, Learning and Testing Speaking in a Second Language* (Springer Heidelberg, New York Dordrecht London, 2015).4.

⁶ Anne Burns Siegel, Joseph, *International Perspectives on Teaching the Four Skills in ELT Listening, Speaking, Reading, Writing* (University of New South Wales Sydney: Springer Nature, 2018).5.

⁷ Parupalli Srinivas Rao, "The Importance of Speaking Skills in English Classrooms", *Alford Council of International English & Literature Journal(ACIELJ)* 2, no. 2 (2019): 8

component of language acquisition is the improvement of speaking abilities, which is essential for achieving total language competency. Speaking skills are essential for effective communication and are crucial for language learners to express themselves, convey their thoughts and ideas, and engage in meaningful interactions. Proficiency in speaking skills enables individuals to participate in conversations, discussions, and presentations, as well as to comprehend and respond to spoken language. Additionally, the development of speaking skills contributes to the overall mastery of a language, including grammar, vocabulary, and pronunciation. It is an integral part of language acquisition and is essential for achieving fluency and communicative competence in language learning⁸.

For many students, speaking is a difficult skill because of a variety of reasons. These include the complexity of English grammar and pronunciation, the differences between written and spoken English, lack of exposure to authentic spoken English, limited opportunities for practice, and fear of making mistakes. Individual differences in language learning aptitude, motivation, and confidence also contribute to the difficulty in mastering speaking skills. The lack of exposure to diverse English accents and vocabulary, the absence of engaging and interactive learning resources, and the lack of motivation and real-life practice opportunities also hinder students' progress. To address these challenges, innovative and immersive language learning approaches are crucial⁹. Especially for informal teaching learning activities like in course or informal classroom. The teacher have to choose media and ways to teach the students English language especially in listening and speaking.

Informal learning refers to the process of acquiring a language through exposure to English outside the classroom¹⁰. Informal English language learning itself involves acquiring language skills outside formal educational settings, such as classrooms or structured courses. It is a self-directed process where individuals engage in activities

⁸ Anne Burns Siegel, Joseph, *International Perspectives on Teaching the Four Skills in ELT Listening, Speaking, Reading, Writing* (University of New South Wales Sydney: Springer Nature, 2018). 6.

⁹ Saraswathy Kashinathan and Azlina Abdul Aziz, "ESL Learners' Challenges in Speaking English in Malaysian Classroom", *International Journal of Academic Research in Progressive Education and Development* 10, no. 2 (2021): 983. <https://doi.org/10.6007/ijarped/v10-i2/10355>

¹⁰ Huzairin, Gede Eka Putrawan, and Bambang Riadi, "Technology and Language Learning: English as a Foreign Language Learners' Use of Smartphones for Online Informal Learning in Indonesia", *Texto Livre Linguagem e Tecnologia*, 13, no. 3 (2020): 106. <https://doi.org/10.35699/1983-3652.2020.24657>

driven by personal motivation and interest. This type of learning occurs through various means, including study face to face with a teacher through informal meeting, self-study using online resources, social interactions with native speakers, exposure to English media and entertainment, utilization of technology like language learning apps, and participation in real-world experiences. By watching English videos, interacting with native speakers, using language apps, social media and engaging in daily life situations, learners can enhance their English proficiency informally. Informal language learning complements formal instruction by providing opportunities for practical language practice that is directed by one teacher, cultural immersion, and real-world application of language skills, allowing individuals to develop fluency and communication abilities in English. However it is more difficult because students seem to think that learning outside the classroom is not so important, making activities less effective. Therefore, teachers need help by using tools or media as a learning approach¹¹.

Media plays a vital role as a learning environment that can significantly support the English learning process. Through various media sources such as videos, movies, technology, podcasts, and news articles, Learners receive real istic linguistic input that mirrors real-life situations communication scenarios. This exposure helps students improve their listening comprehension skills, expand their vocabulary, and familiarize themselves with different accents and speech patterns. Overall, incorporating media into English language education provides valuable opportunities for students to immerse themselves in the language, develop their language proficiency, and broaden their cultural awareness in a meaningful and engaging manner¹². Therefore, there are several types of media that can be used for learning, one of that is digital media. Digital media is electronic content, including text, audio, and video. In addition it also, accessible through digital platforms such as smartphones and includes a variety of formats such as social media¹³.

¹¹ Wagdi Rashad Ali Bin-Hady, Nasser Omer Mubarak Al-Tamimi, "The Use of Technology in Informal English Language Learning: Evidence from Yemeni Undergraduate Students", *Learning and Teaching in Higher Education: Gulf Perspectives* 17, no. 2 (2021): 7–10. <https://doi.org/10.1108/LTHE-09-2020-0037>

¹² Salvin Paul, "The Palgrave Encyclopedia of Global Security Studies", *The Palgrave Encyclopedia of Global Security Studies*, 7. (2020): 1–2.

¹³ Riana Ramadhanti et al., "Challenges, Strategies, and Digital Media Use in Writing Research Articles: A Study of EFL Postgraduate Students", *Scope : Journal of English Language Teaching* 8, no. 1 (2023): 1-3. <https://doi.org/10.30998/scope.v8i1.17385>

Social media, or social networking sites, serves as an online medium that enables long-distance communication, user involvement, and internet-based information access. It connects individuals from all over the world, allowing them to share ideas, create content, and form groups. Social media platforms facilitate teaching and learning through forums, discussions, and daily activities. They also facilitate knowledge exchange, personal discussions, and multimedia content sharing¹⁴. In this era, students can learn through social media in the classroom or online learning. Online learning in this case is something that is defined as learning that occurs wholly or partially through the internet¹⁵. Social media can be used with various devices, for example is mobile learning; which is learning through mobile devices such as smartphones and tablets¹⁶. Therefore, there are several social media platforms that may be utilized for English language learning, particularly speaking and listening abilities. One of the social media that has recently become popular for learning languages is Tiktok.

TikTok is a social media application or audiovisual network that lets you make, modify, and upload video clips using effects and audio. Zhang Yiming, an entrepreneur, created it in September 2016 and it quickly acquired popular in Indonesia in 2018¹⁷. TikTok is a famous social networking application. It has gained widespread popularity among people of all ages and has been utilized as a teaching and learning medium, particularly in the context of improving students' English skills. The platform provides features such as duet challenges, which enable users to interact and practice speaking and listening, and has been found to motivate students and enhance their confidence in practicing English. TikTok has been acknowledged as an effective medium in studying a

¹⁴ Kadek Puspa Ariantini et al, "Integrating Social Media into English Language Learning: How and to What Benefits According to Recent Studies", *NOBEL: Journal of Literature and Language Teaching* 12, no. 1 (2021): 91.

¹⁵ Nafan Tarihoran Et Al, "Pre-Service Teachers' Perception of Online Learning in Islamic University during a Coronavirus (Covic-19) Pandemic", *Turkish Journal of Computer and Mathematics Education (TURCOMAT)* 12, no. 3 (2021): 1-2. <https://doi.org/10.17762/turcomat.v12i3.1709>

¹⁶ Selnistia Hidayani et al, "Students Perceptions of Online English Learning During Covid-19 Pandemic (Case Study on Communication Science Students of Unsera, Class of 2021)", *Jurnal Scientia* 12, no. 03 (2023): 2, <http://infor.seaninstitute.org/index.php>.

¹⁷ Kharisma Harum Sari, Acep Supriadi, and Muhammad Arief Rakhman, "The Influence of Using Tiktok Application on the Establishment of Student Entrepreneurial Spirit", *Jurnal Teknologi Pendidikan : Jurnal Penelitian dan Pengembangan Pembelajaran* 9, no. 1 (2024): 2. <https://doi.org/10.33394/jtp.v9i1.10065>

language, allowing users an engaging with pleasurable experience to enhance their English skills¹⁸.

Thus, the researcher wants to conduct research related to learning to listen and speak using Tiktok especially in informal learning situation like English course. Besides that, the researcher wants to use an account from a native speaker named English by Giovana. Her full name is Giovana Gogola. Giovana is from Brazil. She was born 11 august 2000. Giovana is a content creator, and English teacher best known for posting content about learning English through tips and situational skits like having to use English in an Uber, at school, or at a coffee shop. Her TikTok account englishbygiovana has gained 4.0 million followers. She uses the green screen feature to set the tone for her conversational education videos and post them in social media like Tiktok. With millions of followers, million likes, an enormous amount of views, and multiple videos produced, her Tik Tok account is already rather well-known. To enhance understanding, speaking skills, and listening, she records instructional videos featuring her in duet dialogue.



Figure 1. Giovana Gogola (@englishbyGiovana)

B. Identification of Problem

Based on interviews with several undergraduate students from informal English learning course at one of the institutions in Serang City, Indonesia. Students often experience difficulties in developing fluency and comprehension in English, especially in

¹⁸ Ika Apriani Fata, Lathifah M. Nur, and Andira Riski Alya, "Examining Students' Perceptions of Indonesian High School Students on the Use of TikTok in Learning English", *Vision: Journal for Language and Foreign Language Learning* 12, no. 1 (2023): 18. <https://doi.org/10.21580/vjv12i216973>

the listening and speaking domains in traditional settings, regardless of conventional instructional methods.

The first, barriers and challenges for students in learning listening are multifaceted and include difficulties in distinguishing sounds, making inferences from listening texts, limited vocabulary, and difficulty concentrating. Students often struggle to distinguish sounds and word boundaries within an utterance, leading to confusion and misunderstanding. Limited vocabulary is also a barrier for students, especially those learning English as a foreign language, as unfamiliar words can hinder their ability to understand texts. In addition, ignorance of sounds, words, and sentences can lead to a lack of concentration, making it difficult for students to engage with the material effectively.

The second, barriers and challenges for students learning to speak English include a lack of motivation. Students often lack the motivation to excel in their speaking lessons. Then they have difficulties in speaking English such as pronunciation or articulation and lack of vocabulary. Students also face difficulties in conveying their views or ideas, especially in speaking. To become more adept at speaking in a foreign language, students require a lot of practice.

This highlights gaps in the effectiveness of current language learning approaches and the need for innovative solutions to overcome these difficulties. Traditional settings learning may not always provide sufficient opportunities for students to effectively practice and improve these important language skills. Furthermore, researchers realize that there is a lack of use of technology such as social media applications like Tiktok for language learning. This gap highlights the necessity of researching the possible advantages and limits of introducing technology like TikTok for speaking and listening learning techniques. Students need to try to engage with language learning materials beyond conventional textbook-based approaches. By investigating the possibilities of using online platforms like Tiktok as additional resources in language acquisition, it offers an innovative and engaging solution for students to learn speaking and listening.

C. Formulation of Problem

- a. How does Giovana's Tiktok content help students to learn listening and speaking?
- b. What do students experience in using TikTok Gioava to learn listening and speaking?

D. Scope of Problem

The researcher sets the following limits on the research based on its scope:

- a. This study focuses on using Giovana Tiktok to learn listening and speaking skills.
- b. The study is confined to undergraduate students from informal English learning course at one of the institutions in Serang City, Indonesia.
- c. The study is confined to English subjects.

E. Research objectives

- a. To analyze Giovana's Tiktok content to help students in learning listening and speaking.
- b. To find out how the students experience use TikTok Gioava to learn speaking and listening.

F. Usefulness of research

- a. The usefulness of the research lies in exploring the potential of TikTok Giovana as a social media platform for learning listening and speaking, offering an engaging and enjoyable experience for language students.
- b. It seeks to contribute to the existing body of knowledge on language learning through innovative and engaging approaches.

G. Previous research

Based on the background and so on, researchers found several previous studies that became a reference for this writing. The first is from Sari Lailihaz Hutagalung. They studied "Exploring Students' Perception Of The Use Of Tiktok In Learning English Outside The Class For Tenth Grade Students At Smkn 1 Bandar Lampung", 2023. The study discovered that The study students had positive perceptions of using TikTok for learning English. They believed TikTok improved their language skills, boosted confidence and motivation, and allowed for independent learning. Students appreciated the convenience of accessing English content on TikTok anytime and anywhere. Common practices included enabling subtitles, following English-focused accounts, and using Google Translate for unfamiliar words. Overall, TikTok was seen as a valuable platform for enhancing English skills outside the classroom, offering engaging learning opportunities¹⁹.

¹⁹ Sari Lailihaz Hutagalung, "Perception Of The Use Of Tiktok In Learning English Outside The Class For Tenth Grade Students At Smkn 1 Bandar Lampung", (Universitas Teknokrat Indonesia Bandar Lampung, 2023).40.

In addition, the second is from Ronja Kåhlman. His studied about “Informal language learning through social media platform TikTok” 2023. The study aimed to investigate TikTok as a learning tool for language acquisition, focusing on both formal and informal learning. It found that TikTok videos can be effective for language learning, showcasing positive nonverbal communication cues and engaging interactions. The research highlights the potential of TikTok for situated interactional moments that facilitate learning²⁰.

Next, the third is from Feby Yolanda about “The Effect of Tiktok Application Towards Students’ Speaking Skill (An experimental research on Cause and effect material at the eleventh grade of SMA Negeri 2 Kuok), 2021”. The study discovered the average students posttest in experimental class were 70 and control class has average students posttest 66. Ho was rejected and Ha was accepted. It can be conclude that there was the effect of using Tiktok application towards students skill at the Eleventh grade at SMA 2 Kuok²¹.

The fourth are from Elsa Gusmareky, Azhary Tambusai named “Analysis of Using Tiktok to Develop Students’ Listening Skill at MTs YPI Lubuk Pakam”. Furthermore, the study found that teachers perceive Tiktok media as effective in developing students' listening skills. A questionnaire survey revealed that 75.46% of respondents agreed that Tiktok is a good medium for improving listening skills, indicating that Tiktok as an English learning tool is effective for students²².

The fifth is from Babayev Javid (2025), the study compares the Audio-visual method and CLT, revealing that CLT is more effective in developing all language skills. Both methods incorporate multimedia devices and apps like Instagram, TikTok, and Zoom, with live streaming and interactive features supporting learning. While the Audio-visual method emphasizes reels and videos, CLT benefits from feedback-based tools. The

²⁰ Ronja Kåhlman, "Informal Language Learning through Social Media Platform TikTok" (University of Oulu, 2023).26.

²¹ Feby Yolanda, "The Effect of Tiktok Application Towards Students’ Speaking Skill (An Experimental Research on Cause and Effect Material at the Eleventh Grade of SMA Negeri 2 Kuok)", (University of Pahlawan Tuanku Tambusa) (2021).45-46

²² Elsa Gusmareky and Azhary Tambusai, "Analysis of Using Tiktok to Develop Students’ Listening Skill at MTs YPI Lubuk Pakam", *Jurnal Pendidikan Tambusai* 7, no. 3 (2023): 3.

research, involving 20 students and 100 survey respondents, found CLT to be more qualitative in enhancing comprehensive language skills²³.

The sixth are from Ikhsanudin Ikhsanudin and Dwi Susanto Ali Purwoko (2022). this study examines using TikTok in Project-Based Learning (PBL) to improve English speaking skills. TikTok's features support exploration, creation, and collaboration, allowing high school students to learn through videos and develop communication skills. The proposed PBL design integrates teachers, learners, and materials, emphasizing interaction, scaffolding, and guided activities. Results highlight TikTok's effectiveness in enhancing speaking skills by fostering engagement, creativity, and collaborative learning²⁴.

The seventh are from Budi Setiawan, Aiman Syahrizal Yusuf, Deviyanto, Khairul Hamzani, and Yulia Agustina (2025). This study explores the perceptions of English education students at Universitas Hamzanwadi on using TikTok to improve speaking and listening skills. A survey of 165 participants across semesters used 21 Likert-scale statements to assess TikTok's effectiveness. Results show students find TikTok engaging for enhancing pronunciation, intonation, vocabulary, confidence, fluency, and exposure to various accents. For listening skills, TikTok aids comprehension of diverse accents, speeds, and engaging content. While TikTok shows promise as a supplementary tool for language learning, further research is needed to integrate it effectively into formal education²⁵.

The eighth are from Rangga Mega Putra (2024). This study aimed to evaluate the speaking abilities of seventh-grade students at SMP Ma'arif NU 4 Darurrohmah using TikTok video-based media and to assess improvements through Classroom Action Research (CAR) in two cycles. A sample of 30 students from class 7.1 participated, with data collected via tests. Results showed significant improvement in descriptive text speaking skills, with scores above 75 rising from 33% in the pre-test to 50% in Cycle 1 and 83% in Cycle 2. Students also reported enhanced vocabulary and a more enjoyable

²³ Babayev Javid, "Audio-Visual Method versus CLT in Language Learning", *Acta Globalis Humanitatis et Linguarum*, 2, no. 1 (2025): 1–5.

²⁴ Ikhsanudin, Dwi Susanto Ali Purwoko, "Developing Online Speaking Activities Via TikTok: Project-Based Learning", *International Journal of Practices in Teaching and Learning (IJPTL)* 2, no. 1 (2022): 1–6.

²⁵ Budi Setiawan et al, "The Investigation of Undergraduate EFL Learners ' Viewpoints on Employing Tiktok as a Medium in Learning Speaking and Listening Skills", *Journal of English Teaching Adi Buana* 09, no. 02 (2024): 1–10.

learning experience. TikTok video-based media effectively improved students' speaking abilities²⁶.

The ninth is from Yohana Puspita Dewi (2023). This study examines the use of TikTok as an interactive e-learning tool to enhance students' speaking skills through storytelling about people, objects, or places. Conducted with 36 second-semester students at STMIK Dian Cipta Cendikia, the research employed a qualitative descriptive approach to observe English learning outcomes. Results highlight TikTok's potential to increase student engagement and improve speaking abilities through creative, video-based storytelling²⁷.

The tenth is from Wanda Hijriani Herwanto (2022). This study examines TikTok's impact on listening comprehension skills among first-year English students at the College of Science and Arts in Unaizah. Using a descriptive survey, two groups were compared: one with high engagement (8-10 hours/week) in educational TikTok content and another with minimal or no engagement. The study focused on skills like skimming, scanning, and critical listening. Findings offer practical insights for integrating TikTok into language instruction, highlighting its potential to enhance listening comprehension in EFL students²⁸.

H. Novelty

Building on the foundation laid by previous research studies, this research aims to provide a comprehensive overview of Giovana's TikTok specifically focusing on listening and speaking learning for undergraduate students of English course from one of institution in Serang City. In addition, existing research has explored the effectiveness of TikTok in improving language skills for both skills.

However, this study focuses on a specific TikTok account managed by a native speaker named Giovana, who is known for her fluency in English and also teaches English. By using instructional videos and duet dialogues on Giovana's TikTok account, this study aims to uncover new insights into how learners can learn listening and speaking

²⁶ Rangga Mega Putra, "Students' Difficulties at Elementary School in Increasing Literacy Ability", *Attractive : Innovative Education Journal*, 4, no. 1 (2022): 1–5.

²⁷ Yohana Puspita Dewi, "Use of Tiktok Application to Enhance Students' Speaking Skill", *Journal Corner of Education, Linguistics, and Literature* 3, no. 2 (2023): 1–6.

²⁸ Wanda Hijriani Herwanto, "Exploring Tiktok App in Learning Speaking Using Role-Play Activities for Esl Learners in Secondary School", *RETAIN (Research on English Language Teaching in Indonesia)* 10, no. 01 (2022): 1–8.

by engaging with authentic language content on social media platforms and in different settings than previous studies. In addition, this study seeks to contribute to the field by examining the pedagogical implications of using Giovana's TikTok as an additional tool for language learning, thus expanding the current understanding of innovative approaches to language education.