

CHAPTER I

INTRODUCTION

1.1 Research Background

According to some experts (Dewi S et al., 2022; Hikmah et al., 2022; Keshav., 2022), the curriculum is the most important part of all kinds of educational activities. To set educational goals, the curriculum needs to be able to get better. It needs to be able to adapt to the needs and stages of development of each student, as well as the needs of national development, while keeping in mind that national education is based on national culture and the 1945 Constitution (Putri, Mustafiyanti, Muyassaroh, Noviani, & Dylan, 2023). This statement is in accordance with the current curriculum in educational institutions, namely the Merdeka curriculum. In vocational high school itself, especially hospitality majors, students will master selected competencies that support passion, vision, imagination, and creativity in learning. As well as being able to identify and practice competency elements in hospitality subjects as students' hard skills (Kemendikbud).

Due to time-limited, teachers frequently prioritize the delivery of English theoretical content above the development of practical English language abilities, both verbally and in writing (Isadaud, Fikri, & Bukhari, 2022). It is proven that learning reading and listening skills is mostly used as a learning and teaching activity in the classroom, where students easily feel bored because there is nothing new to learn. Many pupils are proficient in writing English; however, they

become hesitant when it comes to speaking the language (Herlisya & Wiratno, 2022).

Basically, speaking ability is one of the four important elements that need to be mastered by students who take English as a foreign language in addition to reading, listening, and writing. Speaking ability can be seen as a crucial linguistic skill since it is one of the foundational skills that enable a person to become proficient in the language through accurate pronunciation (Komariyah, Sulistiowati, Fajri, & Allatif, 2022). According to Kuning (2019), speaking is the most crucial ability in learning a second or foreign language (Rahmawati, Syafei, & Prasetyanto, 2023).

Nonetheless, speaking proficiency is influenced by the learner's vocabulary. The more vocabulary he has, the more fluent he will be in speaking English. Milton in (Omrčen, 2021) found that each of the four fundamental skills in a foreign language has a moderate to high connection with vocabulary knowledge. When a student speaks English fluently, his interlocutor will understand him better since he will be able to loudly and clearly convey his thoughts and feelings (Herlisya & Wiratno, 2022), as if he were expressing it in Indonesian, his native language. Among the four macro-skills required for successful communication in any language, speaking is particularly important when the speaker is not speaking their native tongue (Amalia, Rofi'ah, & Makrifah, 2024).

But unfortunately, teaching and learning activities were delayed due to the covid 19 virus that hit the whole world, which once isolated everyone in the world, and claimed many lives. This is supported by the statement made by

Liguori and Winkler (2020) that the Covid-19 pandemic progressively turned into a significant obstacle for the educational system as a result of the closure of primary, secondary, and postsecondary educational institutions and the need to find new methods of instruction (Mseleku, 2020). On the other side, teachers might use this occasion to introduce learners to digital learning (Pokhrel & Chhetri, 2021). Starting from here, there is a shift from learning that uses lecture methods and is boring to learning that utilizes digital that is fun. The utilization of educational media is more effective and efficient as the focus of learning does not require a direct interaction between educators and students (Amalia, Rofi'ah, & Makrifah, 2024).

With the advancement of contemporary technology, numerous online media are available to facilitate online learning (Komariyah, Sulistiowati, Fajri, & Allatif, 2022). All existing applications continue to be utilized by teachers to provide assignments and fulfill student achievements. Starting from Google Classroom to social media. A prominent example currently experiencing significant growth is the TikTok application (Komariyah, Sulistiowati, Fajri, & Allatif, 2022). In 2019, language learning videos on TikTok were ranked second among the most popular knowledge-sharing videos (Pratiwi, Ufairah, & Sopiah, 2021). According to experts, people are more interested in watching videos that share knowledge, which effectively improves users' learning attitudes, effectiveness, and engagement (Rahmawati, Syafei, & Prasetyanto, 2023).

This can be a good way to train students' speaking. Because students don't have to feel ashamed of being judged by others because of poor speaking, messy grammar, and other factors that the students themselves think are lacking. They

are free to express whatever is on their mind. Mancini and Hallin in (Komariyah, Sulistiowati, Fajri, & Allatif, 2022) state that the TikTok application empowers users in alignment with communication theory, facilitating self-expression and documenting a fulfilling life, which defines the main point of these videos.

Compared to YouTube, TikTok has features they don't find in other apps, namely filters and sounds that users can choose and edit at will. The TikTok application provides several advantages, notably its high adaptability and user-friendliness for pupils; furthermore, it monitors technological progress and adjusts to contemporary requirements (Amalia, Rofi'ah, & Makrifah, 2024). This makes the uploaded video better and more aesthetic. The better and more interesting the video is, the more people will see and like it, the wider it will spread.

Previous studies indicate that utilizing TikTok significantly enhances students' speaking skills, resulting in a significant improvement in their confidence and a positive attitude towards learning English through the application (Komariyah, Sulistiowati, Fajri, & Allatif, 2022) (Herlisya & Wiratno, 2022) (Zaitun, Hadi, & Indriani, 2021) (Hongsa, Wathawatthana, & Yonwilad, 2023), where the research was carried out at the senior high school and university levels. According to the findings of a study done at vocational high school, Computer Network Engineering (TKJ) majors require engaging and flexible learning materials in the age of technology, which encourages focus and creativity (Amalia, Rofi'ah, & Makrifah, 2024). Additionally, a previous study has utilized the TikTok account @jagobahasa.com as a learning tool (Zulfia & Andini, 2023), but it employed a qualitative approach and did not specifically measure the impact of the account on students' speaking performance.

1.2 Problem Statement

Does the use of TikTok assisted learning significantly affect the speaking skills of EFL students majoring in Hospitality at SMKN 3 Jember compared to those who engage in self-directed learning using freely chosen resources?

1.3 Research Objectives

Determine whether the use of TikTok assisted learning has an effect on the speaking skill of EFL students of Hospitality major SMKN 3 Jember.

1.4 Operational Definition of the Terms

a) Speaking Skill

Speaking skill is the ability to express thoughts, idea, and feelings clearly and confidently through spoken language. Its not just about saying a word, but also how well others can understand about the message.

b) TikTok

TikTok is one of the most popular social media apps among young people. Often people open this app solely for entertainment. But on the other hand, this application can be utilized as a learning medium, provided that the account used contains educational content about English learning. And from the conditions mentioned, the @jagobahasa.com account is one of the accounts that can be used as a medium for learning English in a fun way.

c) Flipped Classroom

Flipped classroom is one of the methods in learning that utilizes online media in it. This method is often used when teachers have learning

media in the form of videos, where students will be directed to watch video learning materials first outside of class hours and discussed during class meetings. This method also teaches students to think critically, because they are asked to try first to understand the content and intention that the teacher wants to convey through the video.

1.5 Significant Effect of the Research

- a) Theoretical: add to the literature on the use of social media in English language learning.
- b) Practical: providing recommendations to teachers and students on the use of TikTok as a learning tool.

1.6 Scope of the Research

In this study, the researcher will examine the effect of using TikTok application as learning media in learning speaking skills, with 11th grade students majoring in hospitality at SMKN 3 Jember as the research subject. Quantitative research method with quasi-experimental design will be used as the data collection method.