

CHAPTER II

LITERATURE REVIEW

A. Perception

1. Definition of Perception

Perception is often also referred to as views, images, or assumptions. According to Novitasari (2022), perception is how we feel after our five senses receive stimulation, our brain forwards it, and our brain processes interpretation or meaning. That means a person can have different perceptions from one individual to another because each individual has a different interpretation or meaning.

2. Perceptual factors

Several factors can affect differences in one's perception. According to Lele (2019), 2 factors influence perception, namely internal factors and external factors, including:

a. Internal factors

These internal factors are factors that come from each individual, such as:

- 1) Physiological : Differences in the physical senses of the individual can affect differences in perception of an object.
- 2) Individual attention and interest in certain objects : Every individual has different needs for something, so this difference gives a different perception of an object.

- 3) One's experience or memory : Each individual must have a different experience or memory of an object, and this is what causes differences in perception
- 4) Someone's Mood : Each person's emotional state can affect the perception of the object being observed by each individual.

b. External factors

This factor comes from outside ourselves and can also come from the environment in which we live, where how everyone views an object is different, which is sometimes influenced by the environmental conditions around where they live.

Therefore, a person's perception of an object is not right or wrong, positive or negative, or precise and certain because that is the perspective of each individual's subjective thinking.

A. Learning Media

1. Definition of Learning Media

Media is a word term that comes from Latin which, is the plural form of the word "medium". According to Asyhar (2010), Media is an intermediary and delivery of information from sources or communicators to recipients.

2. Types of Media

Media has several types, According to Ashar as quoted in Evyanto (2018), the types of media technology are divided into:

a. Audio Media

Audio Media is a media that can be heard or can stimulate the mind through the sense of hearing. This media sends voice messages verbally (spoken language or words) and non-verbally (music, vocalizations, and other sounds).

b. Visual Media

Visual Media is a media that can stimulate the mind through the sense of the eye. This media sends text messages and pictures, such as newspapers and photos.

c. Audio-Visual Media

Audio-Visual Media consists of audio and visual, so this media involves the five senses to stimulate the mind. Audio visual refers to language learning materials that can be heard and seen (Yang, 2020).

d. Multimedia

Multimedia comprises various media, including sound, animation, video, graphics, and film.

B. EFL Learners

EFL is English as a foreign language. That means learning English by students in countries where English is not the mother tongue (Iwai, 2011). For example, when studying English at a high school, university or, language school in their own country, students have little exposure to English in everyday life outside the classroom.

Students learn English in class from a teacher who may not be a native speaker. Still, they teach English in schools, and outside of the classroom, children may not need to use English in everyday, face-to-face communication, and they rarely hear or speak English to complete their work.

In Indonesia, we only use English as a foreign language in certain situations, especially formal situations such as in schools or multinational companies at specific meetings. Learners use and learn English in countries that do not speak English, for example, Indonesia.

C. Speaking Skills

1. Definition of Speaking

Speaking is one of the important skills in mastering a language. According to Afidah et al. (2021), it is essential because it can be used to communicate with others. Speaking is a creative process of sharing meaning verbally and non-verbally by creating signals that generate responses in the form of communication. This speaking skill is the ability to express thoughts

depending on the purpose and context of the conversation. Students can express their opinions by speaking confidently and, little by little, express their thoughts and ideas (Sagala et al., 2022). Having the ability to speak can facilitate communication between individuals. An expression is an idea that is communicated by the person who is speaking, knowledge, information, thoughts, opinions, and feelings become or can become ideas. We can easily obtain and exchange information through these speaking skills. The success of language learning can be measured by demonstrating proficiency in the conversation using the target language. Speaking skills are related to the meaning of language and its active use to express meaning so that others can understand it. Thus speaking skills emphasize using interactive language to interpret what is said or what the speaker means.

Speaking is the most important skill in learning a new language. When we can communicate using the language we learn, it can be concluded that we have mastered the language sufficiently. With this ability, we can improve our abilities at the beginner level to become proficient or like native speakers. Of course, it's not impossible. When we can speak our target language, we will get used to always speaking in that language, and if we often practice and continue to use that language, it can help us become more fluent.

2. Speaking Problems

According to Tuan and Mai quoted in Apryla MH et al. (2021), there are several factors that make it difficult for students to speak English, including:

a. Lack of confidence

Most students are not confident when they have to speak English especially when they have to speak in public. This is because English itself is a foreign language for them so that they feel insecure when they have to speak the language they just learned.

b. Pressure to perform

Most students, if asked to speak English in public, most of them would say they don't want to, they feel pressured if they have to speak English in public. Most of their fears are due to their lack of mastery of English vocabulary and also embarrassment if they make a mistake in the pronunciation of a word.

D. TikTok

1. Definition of Tiktok

TikTok is an online social media application that can be used as a learning tool to improve English language skills. TikTok is one of the most accessed apps today. According to Putri (2022), Tiktok was downloaded by 500 billion users in April 2022. This was due to the effects of the COVID-19 pandemic, which hit the whole world, so many people created content on

this application. Not only as a medium of entertainment, but many people also use it as a medium of learning, one of which is learning English. Many people create content to teach English, and many like it because it makes education as engaging as possible. According to Sagala et al. (2022), TikTok can help students understand how to pronounce English words, train their tongues to get used to saying a word and increase their confidence to speak English in public. In addition, according to Ikhsanudin and Purwoko (2022), the TikTok application has many facilities that teach and learn a language, especially speaking skills. And they also said that students could learn many types of text and how to communicate in various situations from the videos on TikTok. Students can create and upload their own related to learning the language being studied.

2. Tiktok Features

The TikTok application also comes with several exciting features for users. TikTok users can quickly and easily create short videos to share with friends and even spread them worldwide. Various unique features make this application popular (Afidah et al., 2021). Its features like beautify and also filter. Both filters can appeal to users as they don't have to worry about looking wrinkled or frumpy.

Conversely, when making videos using these two features can increase user confidence, there are also duet and stick features. This feature can be used when another user wants to sing a duet with one of the content

creators. This is what many content creators use for language training with "duet me" or "repeat after me" content because they can invite the audience to duet in one of the videos so that there is a direct interaction between them. And there is also a caption feature, which is like the subtitle they are talking about so that if we don't hear what the author said, we can still find out what he said through the subtitle. A save video feature makes it easier for viewers to download videos from creators, so we can freely access them by activating internet data first.

Now, TikTok has updated its application, where users can make videos for 3 minutes from the previous 15 seconds. Extending the timeframe can allow creators to make longer videos, and of course, more material or topics are taught without fear of being cut off by time.

E. Previous Studies

★ The first research was conducted by Pratiwi et al. (2021), entitled: Utilizing the TikTok Application as a Media for Learning English Pronunciation. Using the TikTok Application to find out how the TikTok application can be a medium for learning students' pronunciation or pronunciation skills. The researcher only used 8 (eight) respondents consisting of 5 (five) regular class students and 3 (three) non-regular class students. The subjects of this study were students of English education at Suryakencana University. The researcher used the observation and documentation questionnaire method to get the data. Based on these

findings and results, the researcher can conclude that the TikTok application can be used as a medium for learning English, especially to improve students' pronunciation skills because the TikTok application can be an interesting and fun medium for students to learn English. And can enhance their abilities. The difference with this study is in terms of research participants. This study used 8th-semester students of the Department of English Education, University of Muhammadiyah Purwokerto, while the previous research was students of English Education at Suryakencana University.

The second research was conducted by Yang (2020), entitled: High School Students' Perspectives Using TikTok for English language learning inside and outside the EFL classroom. In this study, the subjects used by the researcher were 187 Chinese high school students. This research uses a survey method for analysis and a questionnaire as a data collection instrument. Research shows that the TikTok application has positive results as an English learning strategy outside the classroom because it can motivate students to learn, can be used as a tool to improve basic English skills in students, and students express a desire to use TikTok as a medium for learning English. The difference with this study is in terms of research participants. This study used 8th-semester students of the Department of English Education, University of Muhammadiyah Purwokerto, while the previous study was Chinese high school students.

The third research was conducted by Manggo et al. (2022) entitled: Students' Perception Toward Tiktok Media to Improve their Speaking Ability. In this study, the subjects used by researchers were 18 grade VIII students of SMP Negeri 14 Dumoga. This study uses survey methods for analysis and questionnaires as data collection instruments. The results of this study indicate that students like the TikTok application as a learning medium, especially in speaking English, and this research suggests tiktok as a learning medium. The difference with this research is in terms of research participants. This study used students in the 8th semester of the Department of English Education at Muhammadiyah University, Purwokerto, while the previous study used class VIII students at SMP Negeri 14 Dumoga.

The fourth study was conducted by Mandasari et al. (2022), entitled: Incorporating of social media in Distance Learning: A Case Study on How Tiktok Improves Speaking Skills Among ESP Students. In this study, the subjects used by researchers were 35 ESP students at STIA LPPN Padang. This study used a descriptive qualitative method using classroom action research techniques. This study shows that the Tiktok application as online learning is successful because it can increase student confidence so that students are free to express this. This can be seen from the number of increases in the results of the pre-test and also the post-test with significant results. The difference with this research is in terms of research participants and also the methods used. The subjects of this study were students in the 8th semester of English education at Muhammadiyah University,

Purwokerto, while the previous research used 35 ESP students at STIA Lppn Padang as the subjects. And this research method uses a quantitative descriptive survey as a data analysis technique, while previous research used descriptive qualitative methods using techniques classroom action research.

F. Basic Assumption

All things that are received and captured by the five senses make perception. This perception becomes a person's mindset and observation of something that happens. It can be in the form of positive or negative thoughts and can manifest an assessment of something that has been captured by the five senses. The success of media as a learning tool can be said to be successful if the results of using the learning media are in a good category or have positive results. Using TikTok as an alternative for student learning media in learning or improving English speaking skills creates different perceptions depending on the individual. This perception arises due to differences in using media as a learning tool.

For some students learning languages through electronic media does not have enough effect on increasing their abilities. Some students, through electronic media, can increase their enthusiasm for learning very highly so they can easily digest what is being taught in the media. Therefore, observing students' perceptions of using TikTok as a medium to improve speaking skills can be a benchmark for researchers to assess the success of TikTok as a means of student learning, especially in students' speaking skills.