CHAPTER TWO
LITERATURE REVIEW

2.1 Previous Studies

Several previous studies below related to the topic of this research, namely students' perception of the use of TikTok in learning English outside the class, which is discussed in this section.

The first study by Novitasari & Addinna (2022), entitled "Students' Perception on the Use of TikTok for Learning English". The study was aimed to find out and describe students' perceptions about using TikTok for learning English. This study found that students have positive perceptions about using TikTok for learning English. Students of the 2021 English Education study program who use TikTok to learn English are participants in this study, totaling 21 students filling out the questionnaire and 6 students as interviewees. Researchers used a descriptive method with a qualitative approach using observation sheets, questionnaires, and interviews in collecting data. Students said that TikTok allows them to improve their English skills, and learning motivation, allows students to learn independently. While learning on TikTok, students can save videos, re-watch, and practice, or write notes.

The second study is entitled "Secondary-school Students' Perspectives of Utilizing TikTok for English Learning in and Beyond the EFL Classroom" by Yang (2020). The purposes of this research were to investigate secondary-school students' perceptions of utilizing TikTok for English learning in and beyond the EFL classroom. 87 Chinese secondary-school students volunteered to participate in a quantitative research study, using an online questionnaire as a research instrument and analyzed descriptively. The results showed that secondary-school students held positive attitudes toward introducing TikTok as an EFL teaching aid video while using it as an English learning strategy outside the classroom. In addition, the students

expressed their strong desire to be guided and supported by teachers to effectively use TikTok in learning English.

The third study is conducted by Afidah et al. (2021), entitled "Investigating Students' Perspectives on the Use of TikTok as an Instructional Media in Distance Learning during Pandemic Era". The purpose of this study was to find out students' perspectives on the use of the TikTok application as an additional learning media during a pandemic session. The researchers used the qualitative method.20 students from the English department at UNWAHA volunteered to participate in this descriptive study. Questionnaires were distributed to students who were the object of the research to find out the level of students' interest in using the TikTok application in English learning. The questionnaire was analyzed using descriptive statistics. The results of the study showed that students in the second semester of UNWAHA gave a positive attitude towards the introduction of TikTok as a video aid in EFL classroom teaching classroom while using it as an English learning strategy outside the classroom. They also said that TikTok is expected to be used as a teaching medium for speaking classes.

The fourth study is entitled "Analyzing Students' Perception about the Use of TikTok Application to Enhance Students' Speaking Skills at UIN Prof. KH Saifuddin Zuhri Purwokerto" conducted by Nasichah (2023). The purpose of this study is to investigate the students' perceptions of UIN Prof. K.H Saifuddin Zuhri Purwokerto regarding using the TikTok application to improve their speaking skills. In this study, the quantitative research method is used by the researcher.A questionnaire was distributed to 34 students at UIN Prof. K.H Saifuddin Zuhri Purwokerto as the data. When collecting data, the researchers used 10 questions in the questionnaire. The results of this study showed that most of the students have a good perception of the TikTok application and they believe that this application can help

them to improve their speaking skills. Thus, it can be one of the effective mediums to improve students' speaking skills.

The last study is conducted by Nabilah et al. (2021) entitled "Students' Perception toward the Use of TikTok Video in Learning Writing Descriptive Text at MAN 1 Gresik". This study aimed to explain students' perception of the use of TikTok in learning descriptive text writing. A survey approach through a questionnaire was used in this descriptive quantitative analysis. The total sample was 85 students at Islamic Senior High School of 1 Gresik especially from X MIPA 3, X MIPA 4, and X MIPA 5 in the 2020/2021 academic year. The researchers used 15 questions adapted from Ilmiyah et al. (2014) & Ilmi (2014) to obtain the information for this study. The data was analyzed using SPSS 16 program to find out the descriptive statistical analysis. The finding showed that students' perception regarding the use of TikToklearning descriptive text writingwas positive. The Students indicated that they agreed to use TikTok in learning to writedescriptive text since it contributes positively and can increase the motivation of students. In addition, it makes the students pay attention and participate in the learning process. Hence, students and teachers also recommended usingTikTok in order to create a relevant, contextual, and meaningful learning process, especially in writing descriptive text. They also allow students to actively participate in the learning process.

The writer relies on previous studies to guide in completing research. The first, fourth and last previous studies above found that the students had positive perceptions about using TikTok for learning English. Meanwhile, the results for the second and the third previous studies found that students held positive attitudes towards introducing TikTok as an EFL teaching aid while using it as an English learning strategy outside the class. The difference between the previous studies and this study lies in the subjects. In this study, the subject is tenth-grade students at

SMKN 1 Bandarlampung. So, the novelty of this study is that it examines the use of TikTok for learning English for tenth-grade students at Vocational High School.

2.2 Theoretical Framework

2.2.1 Concept of Perception

In philosophy, psychology, and cognitive science, perception refers to the process by which sensory information is acquired and comprehended, resulting in an awareness or understanding of the information (Qiong, 2017). According to Perreault and McCarthy (2005), our perception involves the collection and interpretation of information from the environment surrounding us. The level of knowledge influences the stages of processing and perception. As stated by May (2007), an individual's past knowledge can determine how they perceive an object through touch, for example, a stapler touched with closed eyes would be recognized by someone familiar with it, whereas it would be perceived as an unusual metal shape by someone who has never seen or heard of it.The brain processes the sensations generated by the conversion of environmental stimuli through the process of transduction, and the individual engages in perception to interpret and understand the resulting sensations (May, 2007). In sum, an individual's perception is formed by the information they choose to expose themselves to, the way they interpret it, and the duration for which they retain it, all of which depend on their past experiences and previous exposure to similar information (Amodu, 2006).

a. Perception Process

Qiong (2017) explained that the perception process consists of three stages:

1. Selection

The initial stage in the process of perception is called selection, where we transform the environmental stimuli into meaningful experiences.

2. Organization

The second stage in the perception process is organization. This process involves selecting information from the outside world and organizing it by finding meaningful patterns through categorization. This categorization allows us to immediately assign characteristics such as shape, color, texture, and size to the social and physical objects we encounter. However, people may categorize differently, for example, we describe a human being based on skin color, race, or nationality

3. Interpretation

Interpretation involves attaching meaning to the selected stimuli, which have been categorized into structured and stable patterns. However, different people may give different interpretations of the same stimulus. For example, a kiss or a big hug in public is a common way of greeting in some Western countries, but in many other countries, they are considered to be "love making" behaviors. Perception diversity arises because individuals with varying experiences and backgrounds may interpret the same stimulus differently, leading to different attributions of meaning.

b. The Two Dimensions of Perception

To comprehend how we develop patterns, stability, and significance for the chosen stimuli, namely, how perception occurs, we need to consider the physical and psychological dimensions, which are the two primary aspects of perception. These two dimensions work in unison to determine our perceptual outcomes.

1. The Physical Dimension of Perception

Most individuals possess similar physical means of perception, such as sensory organs like eyes, ears, and nose, which enable us to perceive our surroundings. The physical dimension of perception is mainly to transform a stimulus into a usable form aiding individuals in gathering information or understanding the external environment. Regardless of our cultural background,

language, or skin color, as human beings, we all possess similar sensory organs such as eyes, ears, noses, and nerve endings that allow us to experience the world. We can feel the breeze on our faces, hear a baby crying, enjoy beautiful music, smell the aroma of flowers, see the full moon in the sky, feel pain from a cut, experience hunger and thirst, and so on.

2. The Psychological Dimension of Perception

The psychological aspect of intercultural communication becomes more important as people's beliefs, values, attitudes, needs, and interests have a greater influence on how they perceive the world around them. This stage involves people interpreting selected stimuli and adding their personal perspectives to their understanding of the outside world. For instance, the way that Chinese and American people view parents living with their children differs greatly due to cultural values and attitudes. In China, it is considered normal and beneficial to live with parents and seek their advice, while in the US, independence and privacy are highly valued. This highlights how people's psychological dimensions, including values and attitudes, determine how they interpret stimuli, rather than just their physical senses.

2.2.2 Concept of Learning Media

Media can be referred to as learning media (instructional media) when it contains messages with learning objectives. Learning media is used as a means of supporting the learning process for learning objectives can be achieved (Puspitarini & Hanif, 2019). According to Ani (2019), learning media are tools, means, intermediaries, and connectors to spread, carry or convey messages and ideas, so that they can stimulate thoughts, feelings, actions, interests and attention of students in such a way that the teaching and learning process occurs in students. In learning media there are two elements contained, namely (a) messages or teaching materials to be conveyed or software, and (b) display tools or hardware. Learning media that is utilized

appropriately in the learning process will become a more effective and efficient support tool in achieving the learning objectives (Puspitarini & Hanif, 2019).

2.2.3 Concept of TikTok

TikTok is a social media application that allows its users to create and share short videos usually incorporating musical or audio elements. Amid the Covid-19 pandemic, more and more people are using it as a medium of entertainment, a way to express frustration, express creativity, spend time at home, and as a place to exercise at home (Utami, 2021). TikTok has emerged as a very popular application today, with a wide user base worldwide. As stated by Aziz & Sabella (2021), between January 2020 and April 2020, TikTok achieved a remarkable growth rate, becoming the first social media platform in history to experience such significant growth in a single quarter. Since the beginning of 2021, the TikTok app has consistently secured the top spot for the most downloaded application on both the App Store for iPhone and the Google Play Store for Android (Prabayanti et al., 2021). TikTok is established in September 2016 as a Chinese social network and music video platform. Originally named Douyin in China, this application underwent a name change to TikTok, as it was deemed to be less familiar outside of China (Herlisya & Wiratno, 2022).

Figure 2.1 TikTok Logo

At first, the shortest duration of videos on TikTok was 15 seconds, and the longest was only 60 seconds. However, the platform has expanded its video length options, and now TikTok

users can upload videos up to 10 minutes long. According to Afidah et al. (2021), TikTok is highly favored by the public because it has a variety of unique features, such as additional music, sticker filters, and video effects, voice changing filters, beauty filters, automatic text filters, delete comments and block users in bulk, and live features streaming.

The "For You" page is a homepage on TikTok where users can find new videos that are recommended to them based on their interests and activity on the platform. TikTok users are unable to select the specific videos they wish to view. Instead, the videos that appear on a "For You" page are influenced by several factors, including the user's interaction with the account, the hashtags used, the accounts that the user follows, the types of videos they frequently watch, and other such considerations (Prabayanti et al., 2021). However, TikTok's algorithm will always position a new video with just one swipe which the model says is most likely to impress the user (Schellewald, 2021).
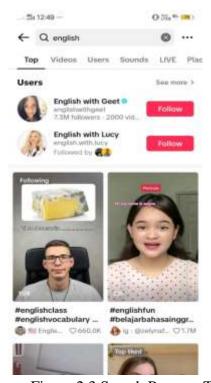
Figure 2.2 "For You" Page on TikTok

Figure 2.3 Search Page on TikTok

Furthermore, TikTok provides several tools that enable interaction between users, such as giving likes, commenting, sending direct messages, creating duets,or reacting to other users' videos. According to Vázquez-Herrero et al. (2022), TikTok employs an algorithmic system

known as the "anesthetic effect," which operates on the premise that users are more likely to remain engaged with short-form content for extended periods without becoming bored or noticing the amount of time they have spent on the app.

a. Advantages of Using TikTok

In general, it is known that TikTok is an application that is used to entertain, have fun, and spend spare time, but apart from that TikTok also provides several advantages such as:

1. Short-form video format

The rise of TikTok as a platform for short videos addresses the demands of today's fragmented reading era, where people's fast-paced lives make them reluctant to invest time in lengthy videos, opting instead for fast-paced, engaging content that is both captivating and time-efficient (Wu, 2020). The time video limit of TikTok motivates content creators to be creative and concise, which can be beneficial in capturing attention and communicating messages efficiently. TikTok videos have a shorter duration, so they are able to capture interest better and are suitable for the limited attention span of many learners (Bernard, 2021).

2. Knowledge Acquiring and Sharing

The primary focus of TikTok is on entertainment and social interaction through short-form videos. However, some creators use TikTok to share their expertise or provide tutorials on a variety of subjects, and viewers can learn from these videos. There are also a lot of educational content on the platform. Additionally, TikTok's algorithm can recommend content to users based on their interests, which could include informative or educational content. In the TikTok application, students can study various languages and subject abilities to learn as often as they desire (Hastomo et al., 2022).

b. Disadvantages of Using TikTok

TikTok has a variety of features and is unique compared to other social media. However, apart from that TikTok also has some disadvantages such as:

1. Addiction

TikTok can make users spend time on TikTok for long periods without realizing it. As Vázquez-Herrero et al. (2022) stated that TikTok uses a system called the "anesthetic effect" to keep users engaged with short-form content for longer periods of time, without feeling bored or realizing how much time they have spent on the application. The continuous stream of videos on TikTok has the potential to create addiction among users, leading to prolonged scrolling of content which can take a toll on their productivity and mental health. A lot of people in public discussions refer to TikTok and its algorithm-driven content stream as "digital crack cocaine" (Koetsier, 2020). The excessive amount of time spent using this application resulted in addiction for some users (Hastomo et al., 2022).

2. Distraction

The abundance of engaging short videos on TikTok covering a wide range of topics might distract the focus of young students from their academic pursuit of learning English (Xiuwen & Razali, 2021). Upon entering the TikTok application, the students tend to be interested in other attractive TikTok content (Hastomo et al., 2022). TikTok is seen as a time-wasting machine and takes people's focus away from meaningful matters (Odell, 2019).

2.2.4 TikTok for English Learning Outside the Classroom

There are multiple methods available for students to enhance their English proficiency. For instance, they can engage in self-study at home and leverage technology to aid their learning. By using gadgets, students can easily access any information they require and also download apps that can facilitate the learning process. TikTok has the potential to offer brief educational

video content for English language learning, created and shared by English teachers, educators, or native speakers, that young learners can access on the platform in creatively and innovatively (Syah et al., 2020). The TikTok application's extensive influence can be attributed to its practicality in facilitating fun and easy learning, providing engaging video content, enabling business prospects, and providing effortless access to current trends (Pratiwi et al., 2021). Using TikTok videos for learning can save time and energy since it allows learning to be done anywhere and anytime (Hastomo et al., 2022).

The use of TikTok for English Learning outside the class is considered digital English language learning. According to Riayuningsih et al. (2022), informal digital English language learning refers to the use of digital devices and resources by students to learn English outside of a formal classroom setting, without guidance or instruction from a teacher. They conducted a study entitled "EFL Students' Beliefs and Practices on Informal Digital English Learning Outside Classrooms". According to their findings, the majority of students held the belief that informal digital English learning can have a significant positive impact on their proficiency in the English language. Additionally, the study revealed that students perceived informal digital English learning as valuable due to its practicality, flexibility, accessibility, enjoyment, lack of monotony, and alignment with their interests and needs. It is also viewed as a means of enhancing students' learning autonomy so that they become more independent learners.

In addition to being a popular form of entertainment, TikTok can also be utilized as a tool to learn English while at home. A study conducted by Novitasari & Addinna (2022) found that TikTok provides opportunities for students to improve their English skills such as listening, speaking, grammar, pronunciation, and obtaining new English vocabulary. The study discovered that students learn English through TikTok by re-watching educational videos, practicing conversational dialogues, following accounts of their interest, saving videos for future reference, and making notes on topics they learn. This finding suggested that English

teachers should promote, encourage, and demonstrate informal digital English learning practices outside the formal classroom to enhance students' English skills.