

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Social network as a teaching and learning tool for languages. According to Gupta and Bashir (2020), there are four main reasons why people utilize social media applications: entertainment, sociability, informative goals, and intellectual pursuits. Social media was not initially intended with education in mind, but it has drawn the interest of scholars, especially those in the field in the English language teaching profession.

Taebenu and Katemba (2021) states Reading, speaking, listening, and writing are the four components of learning English. For English, it needs to be appropriately incorporated. It must be presented in an engaging manner so that people are persuaded to learn. To address these challenges, teachers may experiment with various techniques for supporting pupils in extending their vocabulary knowledge. Nowadays, one method for teaching vocabulary is through technology.

Furthermore, social media eliminates the need for teachers and students to impart methods through traditional face-to-face interactions. Teachers and students utilize social media for a variety of purposes, including information access, group discussions, and enjoyment (Liando, Adam, & Londa, 2018). Furthermore, social media has been shown to promote social learning, serving as excellent tools to augment more traditional modalities of instruction (Buzzetto-More, 2012c).

According to Thalluri and Penman (2015), because involvement with peers is a crucial component of student achievement in higher education, modern teaching methods have been modified to embrace social media. The assertion was correct since contemporary teaching methods have been modified for social media, which promotes collaboration and creativity (Mozes & Liando, 2020), and they have made an attempt to incorporate it into their teaching and learning practices. Communicative foreign language instruction does not focus primarily on acquiring language information (lexis and rules), but rather on using language for meaningful conversation, which is a feature of the participation metaphor (Sfard, 1998, p. 7).

TikTok is used by content producers as a creative and accessible forum to teach English idioms in a way that is captivating, relatable, and simple to comprehend. They frequently create brief movies (15–60 seconds) that introduce one idiom at a time, explain its meaning, provide example sentences, and occasionally act out a scenario to demonstrate how the idiom is used in actual conversation. By using this contextual and visual technique, viewers can gain a deeper understanding of idioms.

One of content creator is @Zelynafah use role-playing, narrative, or humorous skits to increase the enjoyment and memorability of the learning process. Others may employ subtitles, voiceovers, or text overlays to highlight important aspects and improve understanding. For increased clarity, idioms are sometimes compared to their actual meanings or converted into the viewers' original tongues. Creators may engage with their audience, respond to queries, and establish a learning community through interactive elements such as

comments and hashtags (such as #LearnEnglish, #IdiomsInEnglish, or #EnglishTips). TikTok is used by content producers to make language learning more visual, interactive, and tailored, particularly for kids and young learners, and not simply to share idioms.

Even if some Indonesian students have trouble with English grammar, many may be able to speak the language well. Meanwhile, a number of other people are working on their pronunciation. Idioms are used by most of the speakers in videos in their everyday conversations. Naturally, this fact contributes to Indonesian students' already extensive schoolwork. The researcher Ramzan (2023) improved through teamwork, and students became more satisfied with the overall learning experience. Students' academic achievement relies heavily on their ability to write and communicate in English. As a result, enhancing one's command of idiom translation knowledge is critical for developing English language skills.

The fact that students pay attention to the lesson and appear pleased with the teachers when the information is provided suggests that the teachers' use of media is suitable. However, research shows that the media used by professors is inappropriate for students who are not engaged in class and appear bored. Furthermore, social media allows pupils to develop creativity and exchange knowledge. Teachers also help pupils enhance their classroom skills. Teachers provide students with opportunities to participate in adaptable activities. Because English is no longer taught in primary schools, the purpose of this study is to clarify the benefits and drawbacks of junior high school students' use of social media.

TikTok makes it possible for kids to learn idioms in a fun and useful way. Students may learn idioms in context observing how they are used in everyday conversations, jokes, or tales through movies made by native speakers, instructors, or even their classmates. This exposure can help middle schoolers learn more about the figurative meanings, pronunciation, and usage of idiomatic words.

Furthermore, TikTok structure promotes interaction, self-expression, and creativity. Students can take part by following instructional profiles that emphasize language learning, using idioms to produce their own videos, or commenting on the work of others. Language learning may become more fun, retention may improve, and motivation may rise as a result of this engaging and immersive experience.

Since social media is becoming increasingly prevalent in young students' lives, it is crucial to investigate how TikTok and other platforms may be used successfully in language teaching. This research aims to investigate how junior high school pupils learn English idioms via TikTok, paying attention to their experiences, participation, and attitudes. Educators wishing to incorporate digital resources into their instructional strategies to foster language fluency and vocabulary growth may find the results to be quite helpful.

The use of TikTok is simple and enjoyable, depending on our own imagination, as generating TikTok videos allows us to take videos, apply digital filters, conduct commerce, and share them on other social networking platforms.

Users can edit and post movies to TikTok's main website. Shared videos will show up on other people's pages, including followers and non-followers. In addition, each user can connect with other users by leaving comments and

clicking the love button to like each posted video. The videos that appear typically contain topics ranging from amusement to knowledge. The TikTok program can be used as an alternate learning approach, particularly for memorizing English idioms.

Understanding idioms is still a difficult component of gaining English fluency for Junior High School students. On the other hand, TikTok provides a visual and dynamic atmosphere where idioms are often employed in real world situations, like comedy, storytelling, and everyday chats. This exposure helps pupils learn how idioms are used in real conversation and what they mean. Additionally, TikTok's fascinating and inventive approach entices especially Andreas Junior High School grade eight to actively participate in their education by watching, mimicking, or even producing material using colloquialisms, which increases their drive and retention. Considering the increasing importance of digital media in education, it is crucial to examine how tools like TikTok might aid in the teaching of idioms to middle school and how their views demonstrate the efficacy of such a tool in enhancing language fluency.

The writer chooses to observe Andrea Junior High School students learning idioms through TikTok because It can be challenging for Junior High School grade eight students to comprehend idiomatic statements while studying A foreign language is English. Idioms are statements that are difficult for eighth-grade students to understand because a literal translation of the words cannot convey their meaning. Andreas Junior High School Students are sometimes unable to grasp and utilize idioms accurately due to a lack of context or

engagement in conventional classroom approaches. TikTok, on the other hand, is now a popular platform among teenagers, including Andreas Junior High School.

Students learn idioms in a way that is simpler to comprehend via brief, interesting films that frequently incorporate humor, narrative, and actual dialogue. Seeing how idioms are used spontaneously by native speakers or content authors helps grade eight Andreas Junor High School students link the terms to their real-world applications and meanings. TikTok also promotes student participation in the learning process by allowing them to watch, replicate, or even produce material using idiomatic language. This active participation can aid in improved comprehension and retention. Considering the growing impact of digital media in education, it's crucial to investigate how programs like TikTok may help junior high school children grasp idioms more effectively and enhance their general language proficiency.

1.2 The Problem of the Study

The research problem of this study can be stated as:

- 1.What is students' perceptions of using the TikTok platform to learn English idiomatic expressions?
- 2.How is TikTok content that features English idiomatic expression engaged by the students?
- 3.Why are benefit and challenges perceived by the students as the ways they are?

1.3 The Objective of the Study

Based on the problem of the study, the objective of this study are:

1. to analyze students' perceptions of using the TikTok platform to learn English

Idiomatic Expression.

2. to engage by the students using TikTok platform to learn English Idiomatic Expression.
3. to reason benefits and challenges perceived by the students when using TikTok platform to learn Idiomatic Expressions

1.4 The Scope of the Study

Students can study in a number of beneficial methods to increase their vocabulary and idiom. Examples include watching movies on You Tube, Netflix, Instagram, TikTok, and listening to English music. The researcher exclusively focuses on the English videos on Tiktok to enhance students' idiom. This research is limited to the students' of Andreas junior high school grade eight such as 30 students who are exist on TikTok application.

1.5 The Significance of the Study

It is anticipated that the study's conclusions will have theoretical and practical significance:

1. Theoretical Significance

The results of this study should theoretically be useful for the wider application and reinforcement of the theories offered in the study of linguistics, especially in the area of idiom.

2. Practical Significances

Practically, the usefulness of findings was described as the following:

- 1) The study provides insights into alternative and modern instructional strategies

that align with students' media consumption habits. It can guide educators in integrating short-form video content effectively to enhance students' vocabulary and contextual understanding of idioms.

- 2) The study may raise awareness of how social media can be a valuable learning tool, not just for entertainment. Recognizing the educational potential of platforms like TikTok could lead to more autonomous, interest-driven learning outside the classroom.
- 3) This research can be used as a guide for exploring the integration of social media platforms in various aspects of language learning, especially in vocabulary acquisition, pragmatics, and communicative competence.

