

CHAPTER I

INTRODUCTION

1.1 Background of the Study

The rapid development of digital technology has significantly transformed various aspects of education, including English language learning. In the era of globalization, English has become an essential means of international communication, requiring learners not only to master grammar and vocabulary but also to develop effective communication skills. One of the key components of effective communication is pronunciation, as accurate pronunciation enables speakers to convey their ideas clearly and avoid misunderstandings. According to Gilakjani (2016), pronunciation is an essential aspect of speaking because it directly influences intelligibility and communicative competence. However, many English as a Foreign Language (EFL) learners continue to experience difficulties in producing English sounds accurately due to differences between their first language and English phonological systems.

To address these challenges, technology has increasingly been integrated into language learning. One of the most influential approaches is Mobile-Assisted Language Learning (MALL). According to Kukulska-Hulme and Shield (2008), MALL refers to language learning supported through the use of mobile devices, such as smartphones and tablets, allowing learners to access learning materials anytime and anywhere. The portability and accessibility of mobile devices provide learners with opportunities to practice language skills beyond the classroom, making learning more flexible, interactive, and learner-centered. Furthermore, Habib et al. (2022) stated that MALL enhances learners' language proficiency by providing authentic, contextual, and engaging learning experiences through digital applications and online platforms.

One of the most widely used mobile platforms among university students is TikTok. TikTok is a social media platform that enables users to create and share short videos enhanced with various interactive features, including filters, sound effects, text overlays, and background music. Although originally developed for entertainment purposes, TikTok has gradually evolved into an educational platform because it presents learning content in a concise, engaging, and visually appealing format. Its popularity among young people makes it a promising platform for supporting language learning. Within the framework of MALL, TikTok provides opportunities for learners to practice English independently while interacting with authentic digital content.

The widespread use of TikTok also provides a strong basis for considering the platform as a potential medium for educational purposes. According to TikTok (2025), more than 460 million people in Southeast Asia use TikTok every month, with approximately 160 million monthly users in Indonesia alone. TikTok also reported that learning is among the major content categories viewed by users across Southeast Asian markets. This substantial user base demonstrates that TikTok has become an important part of the digital environment in Indonesia and provides considerable potential for delivering educational content to learners through a platform that they already use regularly. Therefore, utilizing TikTok as a learning medium can support the implementation of Mobile-Assisted Language Learning (MALL) by bringing English learning activities closer to students' everyday digital experiences.

The importance of TikTok in Indonesia is further supported by recent digital statistics. DataReportal reported that TikTok's advertising resources indicated approximately 180 million users aged 18 and above in Indonesia at the end of 2025, with TikTok's advertising reach equivalent to 88.9% of Indonesian adults aged 18 and above. These figures indicate the extensive penetration of TikTok among the adult population in Indonesia, which includes a substantial proportion of university students. However, the figure represents TikTok's advertising audience rather than

a direct count of monthly active users, and therefore should not be interpreted as an exact number of active TikTok users.

Several previous studies have demonstrated the educational potential of TikTok in English language learning. Onn et al. (2024) found that TikTok promotes English language learning by creating a supportive, enjoyable, and autonomous learning environment while improving students' language proficiency. Similarly, Sulistiani et al. (2025) reported that students who learned pronunciation through TikTok achieved significantly better pronunciation accuracy than those who used YouTube Shorts because TikTok provides interactive features such as sound effects, replay functions, and voice imitation activities. These findings indicate that integrating mobile technology into English learning can increase students' engagement and improve learning outcomes, particularly in pronunciation practice.

Despite these advantages, pronunciation remains one of the most challenging aspects of English learning. Many university students still experience difficulties in pronouncing English words accurately, particularly unfamiliar vocabulary, stress patterns, and intonation. These difficulties often reduce learners' confidence when speaking English and limit their ability to communicate effectively. In many learning contexts, pronunciation instruction receives less attention than grammar, reading, or vocabulary because classroom time is limited and learning resources specifically designed for pronunciation practice are still insufficient. Consequently, students have limited opportunities to practice pronunciation independently outside the classroom.

Preliminary observations conducted in the English for Business and Professional Communication Study Program at the State Polytechnic of Bengkalis indicated that many students still encountered difficulties in pronouncing English words correctly. Students tended to hesitate when speaking English because they lacked confidence in their pronunciation. In addition, pronunciation practice was generally limited to classroom activities, and there was no interactive learning media specifically designed to facilitate independent pronunciation practice. These

findings indicate the need for an innovative learning medium that is accessible, engaging, and compatible with students' daily use of mobile technology.

Although previous studies have confirmed the effectiveness of TikTok in supporting English language learning, most of them focused on the use of TikTok as a video-sharing platform. Few studies have developed an interactive TikTok filter specifically designed for English pronunciation learning. Furthermore, previous research has rarely integrated pronunciation practice with other English language skills, such as listening, vocabulary, and grammar, within a single interactive learning medium. This gap demonstrates the need to develop a more comprehensive and interactive learning tool that supports pronunciation learning while incorporating other essential language skills for university students.

Based on these problems and the identified research gap, this study aims to develop a TikTok Filter for English Pronunciation Learning using the ADDIE instructional design model. The filter is designed to provide pronunciation imitation activities, interactive pronunciation tasks, and audio comparison features to encourage active, independent, and consistent pronunciation practice. The learning materials incorporated into the filter are adapted from *English File Intermediate (5th Edition)* to ensure that the vocabulary and pronunciation activities are appropriate for intermediate-level university students. It is expected that the developed TikTok filter will provide an innovative and effective learning medium while contributing to the implementation of Mobile-Assisted Language Learning (MALL) in higher education, particularly in English pronunciation instruction.

1.2 Limitation of The Problems

Conducting research on the topic “Developing Tiktok Filter for Pronunciation English Learning” presents several challenges. This research focus on the development of TikTok filters as a tool enhance English language learning through Mobile-Assisted Language Learning. However there are several limitation that restric the scope off this research. First, this research only focuses on the use of TikTok as an informal learning medium to improve Listening, grammar, and

vocabulary. Second, the research subjects are limited to English as a Pronunciation foreign Language (EFL) learners at intermediate to advanced levels, so it may not reflect learners at other proficiency levels. Therefore, the learning syllabus used in the TikTok filter was adapted from *English File Intermediate (5th Edition)* by Latham-Koenig, Oxenden, Chomacki, and Lambert (2024), published by Oxford University Press.

1.3 Formulation of The Problems

The research poses the following important questions in light of the study's limitations:

1. How are effective TikTok filter designed as a medium for pronunciation learning English?
2. How are the process as in Developing TikTok filters as a learning medium?
3. What is the users' feedback on the developed TikTok Filter for English Pronunciation Learning?

1.4 Objectives of the study

This research aims to develop an innovative learning media in the form of TikTok filter that supports english language acquisition. To achieve this goal, the study sets out the following specific objective:

1. To develop the effective design of TikTok filter for Learning and Teaching
2. To describe the process of making a TikTok filter for Learning and Teaching
3. To identify an obtain the user respond at the TikTok filter as learning media.

1.5 Significanses of the study

The result of a this study are expected to provide meaningful contributions to various parties involved in the field of english language learning. The expected benefits are as follows:

1. For teachers

Providing alternative innovative English learning methods through the use of technology and social media, especially TikTok.

2. For learners

Helping learners develop English language skills in a more interesting and interactive way using TikTok filters, thus increasing their motivation and engagement in the learning process.

3. For learning media developers

This research can be a reference for creating technology-based learning media that are more interactive and in line with the trend of technology use by the younger generation.

4. For future researchers

This study is expected to open new paths for further research on the use of social media, especially TikTok , in foreign language learning.