CHAPTER II

LITERATURE REVIEW

2.1 Theoretical Framework

The current study is based on (Krashen, 1998) which postulates that language learners acquire proficiency through being provided with input that is one level higher than the current level they are able to comprehend (i+1). TikTok's short, dynamic, and naturalistic videos inherently align with this principle by providing comprehensible and authentic input. The platform's content often features reallife conversations, diverse accents, and natural speech patterns, which are crucial for developing listening comprehension. This authentic input, presented in an engaging and accessible format, allows learners to encounter language as it is used in real-world contexts, facilitating the acquisition process beyond what traditional, often artificial, classroom materials can offer. The visually and audially appealing quality of the platform can offer content in a manner that will be aligned with the idea of presenting contextualized and meaningful input, which is essentially required for language learning. The theory is the basis of the research on TikTok as a tool to enhance listening comprehension, with emphasis on the necessity of exposure to authentic language in an interesting yet comprehensible way."

2.2 Listening Skills in Language Learning

Listening is a very important skill in learning a language. It helps students improve their speaking, reading,

and overall communication. According to H.D. Brown 2001 (Nihei, 2002) listening is not just hearing. It is an active process where learners listen, try to understand the meaning, and respond. (Nihei, 2002) also says that listening is important because it gives students a lot of real language that helps them learn how people really speak in daily lifeThere are two main ways the brain works when we listen. The first is bottom-up processing. This means students focus on sounds, words, and grammar to understand what someone is saying. The second is topdown processing. This means students use context, their own experience, and clues from the speaker to guess or understand the meaning, even if they do not know every word. According to Vandergrift and Goh (2012), students need both bottom-up and top-down skills to be good at listening. To improve students' listening skills, teachers must understand different types of listening. Each type helps learners in a different way. Knowing these types helps teachers create better listening exercises. These listening skills can also be practiced using digital tools like TikTok, which offers short and fun videos with real language use

2.3 Types of Listening Skills in Language Learning
2.3.1 Discriminative Listening

Discriminative listening is the first level of listening that deals with hearing and understanding the sounds of speech. It helps learners of a language to hear the small, but important, differences in the way words are said. For example, a learner might hear what makes a "ship" one thing and a "sheep" another. Rost (2020) says that discriminative listening is the first step to doing well in the next stage of listening. This next stage is understanding what is said

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2.3.2Comprehensive Listening

Comprehensive listening, also called global listening, is the skill of understanding the start and end of what is said or shown without paying attention to every part. This is the top-down skill from Vandergrift and Goh (2012) that uses clues from the setting and the knowledge other people have to get the big picture of what is said. This is one of the skills we learn in language learning where you need to understand the words being said in real life. With real life, it is often not as easy to listen to every part but you need to hear the main point.

2.3.3 Selective Listening

Selective listening means learners have to get just the right info from what they hear, like a name, a number or other key fact. Field (2008) says that this kind of listening is where the listeners have to work from the bottom up, so it is about decoding the words and phrases just right so that they can find what they are after.

2.3.4 Inferential Listening

Inferential listening is more than just understanding what is said; it is also being able to find the meaning, tone and context behind it, such as knowing whether someone is being sarcastic or how they feel. Buck (2001) states that this type of listening is a step above literal understanding, where learners use their knowledge of language but also knowledge of another language and culture to understand what people really mean when they talk.

2.3.5 Appreciative Listening

Appreciative listening is about how happy what we hear makes us. It could be a song, a poem, or something someone says. Lund (1990) says this kind of listening is important because it connects what we know about language with what we like and know about a place.

2.4 Listening Comprehension in Language English Learning

Listening as an integral part of learning is the process for students to understand spoken language which naturally occurs. Vandergrift (2007) suggests that listening comprehension is composed of two major cognitive processes, bottom-up and top-down processing. Decoding words, sentences, and sounds is "bottom-up" processing that insists that learners train their attention on the language, that is, phonetics, lexis, and grammar. Nonetheless, top-down processing involves the use of context and prior knowledge to construct the understanding in a way that learners would be able to understand spoken words, albeit that they might not understand certain words. They complement each other to enable learners to understand spoken language well.

Although a useful skill, listening comprehension is the most challenging to be mastered by learners. Traditional listening practice, via textbook audio, is normally uninspiring and boring and can demotivate learners and lead to poor performance (Hamouda, 2020). These methods hardly present learners with authentic language input, such as natural pronunciation, intonation, and actual contexts, necessary for the acquisition of listening skills (Gilakjani &

Ahmadi, 2019). Consequently, learners may not be able to understand spoken language outside the classroom setting, where the language is faster, more complex, and less predictable (Hamouda, 2020). In an attempt to overcome these restrictions, interest has been increasing in exploiting the potential of online media to offer more challenging and authentic listening experiences. Web-based media, such as YouTube, podcasts, and audiobooks, provide learners with abundant input, with real functions of language, representing various accents, dialects, and rate of speech. (Al-Qasim & Al-Fadda, 2020). For example, as discussed by Septiyanti et al. (2021) YouTube videos were able to really improve a learners' listening comprehensionThis may be due to the fact that YouTube videos provide authentic and relevant contents that reflect actual communication in their lives.

Beyond that, online platforms make it possible for learners to seek and use material that is relevant to their interest and thus, learning become more enjoyable and effective(see Kurniawan 2023). By incorporating multimedia into language teaching, teachers can help students acquire the prerequisite listening skills for communicative purposes in authentic situations. Rost (2020) also highlights the importance of being exposed to authentic listening resources in the form of podcasts and audiobooks regularly for improved listening comprehension and retention. Moreover, digital media interactivity encourages active engagement so that actively listening in a live interactive setting can be practiced by students (Warschauer, 2020). In this way, digital media not only heightens students' listening skills, but also exposes them to the unpredictable and context-specific nature of language in the real world.

2.5 Digital Media in Language Learning

Language education and teaching have been revolutionized by digital media, where multiple tools and institutions are involved in the learning process. YouTube & Podcasts in particular are really sort of like hidden gems in terms of listening practice, because they have more natural and contextualized input. For instance, Al-Qasim and AlFadda (2020) investigated the impact on Saudi learners of YouTube videos and found out that students' listening comprehension was improved significantly. It was mentioned in the study that the variety of media presented on YouTube interviews, news reports, and vlogs made the students exposed to both natural language use, such as native speakers' pronunciation, intonation, and cultural aspects. This exposure gave the students an increased understanding of spoken English, and enhanced their skills in listening to natural English conversations.

Similarly (Septiyanti et al.2021), examined the use of YouTube videos by Indonesian junior high school learners and found the authentic material of the platform facilitated their listening comprehension. The study emphasized that YouTube's visual and auditory features made learning more pleasurable and productive because the learners could see and hear how language is being used in actual settings. This is consistent with the results of Gilakjani and Sabouri (2016), who explored the use of audiobooks in learning a language. In their study, they concluded that audiobooks exposed learners to a great variety of accents and dialects, and speeds of listening, leading to improved listening competence.

There are, however, some advantages of digital media, but its use on the curriculum is not without

difficulties. A number of obstacles to using digital media effectively within the classroom context have been noted, including lack of access to technology, differing levels of digital literacy, and potential distraction (Zhang, 2021). For instance, students at under-resourced or rural schools may not have the devices or internet capability to access sites like YouTube or to listen to podcasts. Furthermore, some students may have insufficient digital literacy to use these sites in a learning-supported manner. The entertainment of digital media can also shift the attention of learners from the learning content, which may result in low concentration and seriousness. These concerns illustrate the importance of vigilant planning and deployment when using digital media in language instruction.

2.6 TikTok as a Learning Tool

TikTok, a social media application known for its short, fun videos, has recently been praised as a great tool for learning languages. While TikTok is mainly for entertainment, its visual and interactive style makes it very helpful for learning. Pratiwi (2022) had researched Indonesian high school students' vocabulary learning via TikTok and affirmed that the brief, interactive videos within the app facilitated the memorization of new words among the students more effectively than traditional means. The study proved that the interactive modes on TikTok, such as duets and reactions, facilitated the students to actively participate in the learning process and hence learn efficiently and enjoyably.

Similarly, Kurniawan (2023) examined how TikTok can improve the speaking ability of university students. The study explained that the mixed format of

visual and audio information on TikTok allowed students to practice speaking via fun and interesting means. For example, students could record videos in which they repeated words or conversed with others, by means of which they practiced pronunciation and fluency in a casual setting. Such studies confirm that the unique qualities of TikTok, such as brevity of video, interactive opportunities, provide an extremely good learning context for a language.

Nevertheless, as fascination regarding utilizing TikTok as an e-learning instrument expands, no experiments have yet appeared investigating its potential on listening ability. Most studies, such as those by Pratiwi (2022) and Kurniawan (2023), have been vocabulary acquisition and speaking, and research on the use of TikTok for listening skill development is still needed. The need is particularly pertinent in Indonesian junior high schools, where the listening ability of students is usually a problem due to the limited exposure to natural English input (Septiyanti et al., 2021). TikTok's short, eye-catching videos present a fresh option to create engaging and genuine listening exercises with the potential of stimulating students' attention and elevating their listening level of comprehension. However, there is further study that could be done to investigate how TikTok can be included in the course as a vehicle to serve the individual needs of learners.

2.7 Sequence of Implementation of Using TikTok in Listening

Using Tiktok for listening comprehension is a wellplanned series to ensure maximum learning without losing student interest. During the planning stage, teachers thoughtfully handpick suitable TikTok content according to students'language levels (based on the i+1 theory) and

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curriculum aims, ensuring the content provides authentic yet comprehensible input as suggested by Krashen's Input Hypothesis. The pre-Listening stage elicits the background knowledge of students by introducing the topic and providing a preview of the vocabulary, which assists students in constructing mental scaffolding for better understanding, and is in line with Vendergrift's research on top- down processing. In the period of listening itself, videos are played a number of times with different tasks (gist and detail), so that students acquire both global and specific listening skills and can take advantage of unique features of TikTok, such as variable speed of playback and captions. During post-listening, in which the learners have to discuss, reflect on, and be creative about the learning presented to them through the tools helping to find Tools that allow you to create, sort out thoughts for Teachers to direct to collaborative engagement and deeper processing of the input. Three, periodic assessment--quizzing and monitoring of performance--keeps the strategy response up to date, allows for feedback to be fed into the instruction. This holistic approach of the implementation model tackles common problems in teaching listening by integrating both technological benefits and theoretical knowledge in a way that allows a challenging and attractive learning environment and a connection between classroom teaching and authentic language use.

2.8 Previous Studies

This study is grounded in previous research on the use of digital media in language learning, particularly in the Indonesian context. TikTok has been employed for vocabulary acquisition and speaking practice, as documented by Kurniawan (2023). However, its role in

developing listening comprehension skills remains underexplored. Listening is a fundamental component of language acquisition, enabling learners to recognize spoken words, understand pronunciation, and grasp meaning from context. Despite its importance, traditional methods of teaching listening are often monotonous and lack exposure to authentic language use. This research attempts to fill that gap by examining how TikTok, an interactive social media platform popular among young learners, may contribute to the development of listening skills among eighth-grade students at SMP Muhammadiyah 1 Surabaya. By leveraging the key features of TikTok such as short-form video, audiovisual integration, and interactive content this study seeks to explore the platform's potential to engage students more actively in listening activities. Unlike conventional listening exercises, TikTok presents learners with culturally rich, reallife spoken English in an engaging and relatable way.

Several previous studies have demonstrated the positive influence of digital media on listening comprehension. For example, Septiyanti et al. (2021) found that using YouTube videos in listening activities significantly improved students' comprehension by providing exposure to authentic language and diverse accents. Learners benefitted from the ability to pause, replay, and listen to real conversations embedded in meaningful contexts. These affordances helped students become more familiar with natural speech patterns and improved their overall listening competence.

Al-Qasim and Al-Fadda (2020) also showed that listening to audio-visual content on YouTube enhanced learners' ability to comprehend spoken English. Their study emphasized that students who engaged with focused listening materials such as interviews, conversations, and

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lectures demonstrated notable improvement in vocabulary recognition, intonation, and pronunciation patterns. Moreover, their findings support the inclusion of speech from various accents and speaking rates, as this immerses learners in authentic communication scenarios, preparing them to understand English as it is used in real-life situations.

These findings highlight the importance of interactive and context-based digital media in language learning. However, platforms like YouTube and podcasts may not always appeal to younger students due to longer video durations or lack of interactivity. TikTok, on the other hand, combines brevity, creativity, and user participation, which may better align with the interests and learning styles of today's students. Therefore, this study proposes TikTok as a new tool for enhancing listening skills. Its format short videos enriched with music, real conversations, and usergenerated content offers a more engaging and authentic approach to listening practice. TikTok's features such as *Duets*, *Challenges*, and *comment interactions* also allow students to participate, respond, and collaborate in real-time, promoting active listening and speaking practice simultaneously.

In contrast to passive listening tasks, this research explores whether TikTok can promote active learner engagement and improve listening comprehension skills in meaningful ways. The interactive nature of the platform and its appeal among adolescents position it as a promising digital tool in the language learning process.

This study also aims to contribute to the broader literature on digital media in education by examining the underexplored potential of TikTok for developing listening comprehension. While platforms like YouTube and podcasts

have already been shown to be effective, TikTok's unique combination of entertainment, interactivity, and accessibility, particularly among younger users, makes it a promising medium for further investigation. By examining TikTok's role in creating impactful and engaging listening activities, the study seeks to provide valuable insights for educators and learners, contributing to the development of more effective and modern language teaching practices in today's digital era.