

CHAPTER I

INTRODUCTION

A. Background of Study

The status and function of English in Indonesia have been shaped by historical, political, socio-cultural, geographical, as well as linguistic factors. Its use has developed starting from the postcolonial education competency building to a more recent need for human development and empowerment. However, the attitudes of some policy makers and commentators have often been ambivalent who express fears of its power to exert negative cultural influence (Lauder 2008). He added that a complete social account of English in Indonesia from independence to the present suggests its vital role in Indonesian society, such as in business, politics, media, and education. Although English was only first introduced to Indonesian context of education in 1914 (Dardjowidjojo: 2003)

Studying English encompasses mastering the four language competencies: speaking, listening, reading, and writing. Recognizing the significance of effective communication in the contemporary era is paramount. Hence, it is imperative for students to cultivate their speaking skills. They should be proficient in employing language functions within the classroom to express themselves and comprehend basic directives and information. Typically, these functions are utilized for giving directions, posing and responding to inquiries, introducing oneself, extending invitations, expressing agreement or disagreement, as well as offering praise and congratulations. It is expected that students are capable of applying language skills in everyday conversations (Dewi, 2023).

Learning is an ongoing process and constitutes a fundamental component in any educational context, regardless of its type or level. This underscores the notion that the attainment or shortfall of educational objectives heavily relies on students' learning experiences, whether within the school environment or in familial settings. Hence, educators, particularly teachers, require a reprehensive understanding of the concept of learning in all its dimensions, ions, and manifestations. Errors or misconceptions regarding the learning ss and its associated elements may lead to subpar learning outcomes for



students. Therefore, a thorough comprehension of learning is indispensable for educators to facilitate quality learning experiences for their students.

Each student possesses a unique learning background and proficiency level in English, thus necessitating teachers to comprehend individual student experiences prior to instruction. Student experience predominantly pertains to the extent of student involvement in the learning process and instruction, though it may encompass additional factors influenced by higher education institutions. Students are more likely to retain information when they have prior learning experiences (Sinta & Zulfitri, 2022)

Numerous students experience apprehension when communicating in English, with a subset lacking proficiency in spoken English (Young, 1999) in (Farhani et al., 2020). Many students often express speaking in the English language as their most anxiety-inducing experience (Young, 1999 : 539), and speaking in a second language has generally been recognized as the most anxiety- provoking skill (Price, 1991; Palacios, 1998) in (Farhani et al., 2020). According to (Tinjaca and Contreras, 2008), the development of speaking skills is paramount for English language learners as it enables effective communication and necessitates a diverse range of abilities, as highlighted by (Hadfield and Hadfield, 2012). (Harmer, 2007) emphasizes that effective communication entails not only a grasp of language attributes but also the capacity to process information. However, not all students can acquire oral language proficiency due to the dual requirements of linguistic features and social interaction.

When acquiring spoken language proficiency, students commonly encounter various challenges, including the struggle with utilizing a non-native language. An additional factor contributing to this issue is the insufficient motivation to engage in practicing foreign languages, particularly English conversation. Moreover, feelings of shyness and apprehension often hinder students from vocal participation, stemming from multiple underlying causes. Furthermore, the development of speaking skills entails addressing numerous intricate elements, such as fluency (the seamless flow of sounds, syllables, and words during speech), pronunciation (the manner in which students articulate to convey clearer language), vocabulary (the lexicon utilized in



communication), and comprehension (the capacity to grasp the speaker's intent and overall message).

According to the result research (Farhani et al., 2020) that students' speaking challenges stem from various factors, encompassing linguistic and non-linguistic elements. Many students refrain from engaging in English communication within their daily routines, influenced by their environmental background.

Additionally, limited exposure to the target language and minimal interaction with native speakers contribute to these difficulties. Moreover, students' reluctance to speak English often arises from feelings of shyness and nervousness, leading to a lack of confidence in their English proficiency. Consequently, it becomes imperative to assist students in addressing their anxieties, nervousness, and fear through supportive encouragement.

In certain circumstances, verbal communication is employed for issuing instructions or accomplishing tasks, such as describing objects or individuals, expressing dissatisfaction with people's conduct, requesting or providing assistance, among other purposes. Within the realm of education, oral communication often receives less emphasis from instructors. Consequently, if students fail to acquire proficiency in speaking or lack opportunities to engage in spoken interaction within the language learning environment, their enthusiasm for learning may diminish rapidly. Students who do not cultivate robust oral communication skills during this critical period may encounter challenges in keeping pace with their peers in subsequent academic years. Addressing the identified issues entails implementing suitable instructional techniques.

The evolution of technology has significantly impacted the learning and acquisition of communication skills in English language studies. Social networking platforms have become increasingly prevalent both inside and outside English language classrooms (Xiuwen & Razali, 2021). Effective communication, which is fundamental to human existence, relies on our ability to connect and engage with others. Through successful communication, we express our thoughts, opinions, and emotions while also understanding those of others.



According to Kazemi and Narafshan (2014), technology has emerged as a crucial element in both personal and professional spheres. Within the realm of education, its significance in the instructional process has been profound (Ahmadi, 2018). Mamudi and Alamry (2021) argue that it has become inseparable from educational practices today. Particularly in the domain of second/foreign language (L2) instruction, the swift advancement of technology plays a pivotal role in facilitating learning and teaching (Gilakjani, 2017). Moreover, there is a growing perception that technological tools are indispensable for delivering high-quality learning experiences (Ahmadi, 2018). The integration of technology in instructional strategies is believed to enhance motivation among L2 learners.

In today's global landscape, English plays a pivotal role as the primary medium of international communication. Therefore, it is imperative for English educators to nurture their students' speaking proficiency. Speaking not only encompasses the skill of communication but also entails critical thinking and learning (Gunawan & Rahman, 2022). The ability to articulate thoughts and interact effectively is integral to communication. As technological advancements reshape our modes of communication, from smartphones to social media, the scope of speaking extends beyond traditional face-to-face interactions, transcending geographical and temporal boundaries.

Speaking serves various functions, including expressing opinions, describing objects, making complaints, persuading, and making polite requests (Tirtanawati & Salsabila, 2021). A speaking course aims to equip students with the ability to express themselves in the target language, handle basic interactive exchanges like greetings and apologies, and articulate needs or request information. It serves as the primary tool for fostering mutual understanding and communication, utilizing language as a medium (Wibowo & Khairunas, 2019).

Despite the widely acknowledged lack of motivation among students and their ongoing struggles with English speaking skills, it is imperative to incorporate media and other resources in teaching speaking skills. Utilizing animations and various media forms can facilitate quick comprehension and engagement among students. Therefore, there is a pressing need to enhance students' speaking abilities, prompting English educators to strategize and



implement measures for improvement. According to Karpovich et al. (2021), proficiency in speaking a foreign language requires consistent practice and exercise. Employing diverse teaching methodologies is essential for effective instruction, as mastery of speaking skills enables students to articulate and convey diverse perspectives (Gunawan & Rahman, 2022). Educators are encouraged to select appropriate media, prepare comprehensively, and engage students effectively in communication activities.

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Based on data from the international market, TikTok was ranked seventh among the top 10 applications worldwide in terms of all-time downloads from 2010 to the fall of 2019. According to a report by Sensor Tower Blog (2020), TikTok received the second highest rating globally for application downloads across both Google Play and the Apple Store. TikTok, known as a social media platform and a lip- syncing app, enables users to create short videos ranging from fifteen seconds to one minute in duration, incorporating music and text. These videos are often humorous and have the potential to become viral through multiple shares. Particularly popular among young demographics due to its innovative content, TikTok fosters inclusivity by allowing users worldwide to express their creativity freely.

In the context of Indonesia's current educational framework, the Kurikulum Merdeka emphasizes student-centered learning, the development of *Profil Pelajar Pancasila*, and the cultivation of higher-order thinking skills through creative, collaborative, and communicative activities. Within this curriculum, English language instruction particularly speaking skills plays a critical role in preparing students for global interaction and fostering confidence in real-world communication. The curriculum encourages teachers to integrate technology and authentic learning resources to create engaging, relevant, and meaningful learning experiences.

TikTok aligns with these principles by offering an accessible, interactive, and creative space for language practice. Its short-form video format and built-



in editing tools allow students to produce authentic spoken content, collaborate on projects, and receive immediate peer or audience feedback. Such activities promote creativity, communication, and collaboration. Three core competencies emphasized in the curriculum while also encouraging learner autonomy and active participation. Moreover, TikTok's potential for task-based language learning supports the Kurikulum Merdeka's shift from rote memorization to experiential, project-based approaches. By leveraging a platform that students already find familiar and motivating, educators can bridge the gap between formal curriculum goals and students' digital literacy practices. This not only enhances speaking skill but also cultivates confidence, critical thinking, and adaptability in communication outcomes central to both language learning and the broader aims of the Kurikulum Merdeka.

Moreover, TikTok presents itself as a potentially valuable tool in facilitating the learning process. Recognizing the deficiency in students' speaking abilities and the potential benefits of utilizing social media platforms like TikTok to enhance remote speaking skills, the researchers aim to undertake a study entitled "Applying Tiktok Application to Improve Productive Skills (Speaking Skill) in Secondary School at SMP Negeri 3 Barru."

B. Research Question

1. To what extent does TikTok application contribute to the improvement of 2nd grade students' speaking skill at SMP Negeri 3 Barru?
2. What are the perceptions of 2nd grade students at SMP Negeri 3 Barru toward the implementation of TikTok application in speaking skill?

C. Objective of The Research

1. To examine whether TikTok application contribute to the improvement of 2nd grade students' speaking proficiency at SMP Negeri 3 Barru.
2. To explore the perceptions of 2nd grade at SMP Negeri 3 Barru about the implementation of TikTok application in speaking.

D. Significance of The Research

- 1 Practical Significance

This study offers several practical benefits for EFL teachers and students:

- a. Innovative Teaching Methods: It provides EFL teachers with a creative and innovative approach to incorporate technological media



like TikTok application into speaking classes. This can transform traditional teaching methods, making them more engaging and effective.

- b. **Extended Practice Opportunities:** By using TikTok, students can practice their speaking skills extensively outside the classroom environment. This continuous practice can lead to significant improvements in their speaking skill.
- c. **Enhanced Motivation:** The interactive and fun nature of TikTok can motivate students to improve their speaking skills. Seeing their own performance in videos can provide instant feedback and a sense of achievement, encouraging them to practice more and enhance their abilities.
- d. **Real-World Application:** Using a platform that students are familiar with and enjoy can bridge the gap between classroom learning and real- world language use, making the learning experience more relevant and practical.

2. Theoretical Significance

This research was contributed to the theoretical understanding of using digital tools in language learning in the following ways:

- a. **Expanding Literature:** It adds to the existing body of literature by exploring the potential of TikTok as a pedagogical tool for enhancing speaking skills. This study can serve as a foundation for future research on integrating social media platforms in language education.
- b. **Student Perceptions:** By investigating students' perceptions of using TikTok in their English language learning process, this study provides valuable insights into how digital tools can affect learners' attitudes, motivation, and engagement. Understanding these perceptions can help educators tailor their teaching strategies to better meet the needs and preferences of students.
- c. **Pedagogical Insights:** The findings of this study can offer practical pedagogical insights into the design and implementation of technology- enhanced language learning activities. It can guide educators on best practices for using TikTok and similar platforms



to achieve specific learning outcomes in speaking skills.

- d. Sociocultural Context: Aligning with Vygotsky's Sociocultural Theory, this research emphasizes the importance of social interaction and cultural tools in language learning. It underscores the role of technology as a mediator in the learning process, providing a theoretical framework for understanding how digital media can support language development.

By addressing both practical and theoretical aspects, this study aimed to make a significant contribution to the field of EFL education, demonstrating the potential of innovative digital tools to enhance language learning outcomes.

E. Scope of Research

This research specifically focused on the use of TikTok to improve speaking skills of second grade students. The study involved a sample of second grade students from the secondary school. However, it was important to acknowledge that the findings may not be generalizable to other contexts or populations. The research was limited by time constraints and the availability of resources.

Despite these limitations, the study contributes to the growing body of literature on digital learning by highlighting the potential of the TikTok application as a practical and engaging tool to enhance students' speaking skills. The findings demonstrate that TikTok can create a supportive learning environment, increase student motivation, and provide authentic opportunities for oral practice beyond the classroom setting. This contribution suggests that integrating popular social media platforms into language learning can open new pathways for fostering learner confidence and communicative competence.



CHAPTER II

LITERATURE REVIEW

A. Related Studies

Studies about students' speaking in English language teaching and learning, particularly in speaking skills, have been developed rapidly as technology flourished. For the last ten years where so many works of literature have talked about the approach, method and strategy implemented in teaching and learning English. Some studies have talked about implementing technology in English class as a medium to improve students speaking proficiency.

The first previous study conducted by Alghameeti. (2022) entitle is "Tiktok an Effective Technology Tool in English Vocabulary Expansion" that delved into the utilization of TikTok as a pedagogical tool among Saudi secondary school learners, particularly focusing on its efficacy in enhancing English vocabulary acquisition. The findings of the research underscored the positive attitudes exhibited by students towards incorporating TikTok applications into their vocabulary learning endeavors. This study's emphasis on the pivotal role of technology, specifically TikTok, aligns with the overarching theme of leveraging digital platforms to bolster language acquisition skills among secondary school students. Furthermore, the research elucidated the multifaceted benefits inherent in TikTok's features, elucidating how its dynamic interface facilitates diverse learning opportunities conducive to vocabulary expansion.

Furthermore, related to the use of Tiktok application, Asio et al., (2023) also conducted research entitled EDUTOKING: "Improving the English-Speaking Skills of Grade 9 Learners using Tiktok-Based" that provided valuable insights into the application of TikTok as an educational tool to enhance speaking skills. The research employed a descriptive comparative design, utilizing a self-assessment tool and a teacher observation checklist validated by experts to assess students perceived English-speaking proficiency. A total of 113 students participated, and the analysis as conducted using both descriptive and inferential statistics through the amovi software.



The findings indicated no significant difference in the pretest and posttest scores of the students before and after the integration of TikTok-based activities, as determined by a paired sample t-test. This suggests that from the students' perspective, the use of TikTok did not notably enhance their speaking skills. However, teacher observations contrasted with the students' self-assessments, indicating that teachers perceived the TikTok intervention as beneficial for improving English-speaking skills.

This disparity highlighted a critical point of discussion in the effectiveness of TikTok as a language learning tool. While students might not recognize or acknowledge the improvements in their speaking abilities, teachers observed tangible benefits. This suggests that the subjective perceptions of students and objective evaluations by educators might differ, raising questions about how to measure and recognize language learning progress effectively.

The study concluded that despite TikTok's popularity, it might not inherently serve as a language learning tool from the students' perspective. Nonetheless, the positive feedback from teachers indicates that when used appropriately, TikTok can facilitate language learning. The researchers recommend that educators develop contextualized TikTok-based activities to enhance the relevance and meaning of speaking tasks, potentially bridging the gap between student perceptions and observed improvements.

One notable study relevant to this study researched by Gao et al., (2023) "TikTok for Developing Learning Motivation and Oral Proficiency in MICE Learners". That investigation aimed to evaluate the effectiveness of TikTok as an educational tool to enhance learning motivation and oral proficiency among learners in the Meetings, Incentive Travel, Conferences, and Exhibitions (MICE) sector. The findings revealed that learners in the experimental group exhibited a significant improvement in both learning motivation and oral proficiency compared to the control group. This enhancement was attributed to the interactive and engaging nature of TikTok, which facilitated a more immersive learning experience. The study concluded that incorporating TikTok as a video aid in MICE education can significantly bolster learning motivation and oral proficiency.



Moreover, the positive outcomes reported in the MICE study underscore the potential of TikTok as a pedagogical tool to foster student engagement and improve speaking skills. In summary, the related study on MICE learners provides valuable insights into the utility of TikTok in education, highlighting its capacity to enhance learning motivation and oral proficiency.

In addition to the aforementioned study, another pertinent study that relevant to this investigation conducted by Falgoust et al., (2022) entitled “Applying the Uses and Gratifications Theory to Identify Motivational Factors Behind Young Adults’ Participation in Viral Social Media Challenges on TikTok”. That study explored the motivational drivers that prompt young adults to engage in social media challenges on TikTok, employing the Uses and Gratifications Theory (UGT) as its theoretical framework. The research involved qualitative interviews with thirty-two college students, aged 18-23, to understand their motivations for participating in viral challenges on TikTok. Through rigorous qualitative analysis, six motivational categories emerged, consistent with UGT: 1) entertainment, 2) convenience and utility for widespread communication, 3) increasing social interaction, 4) finding social support, 5) seeking and sharing information, and 6) escaping from everyday life. The study highlighted that social media challenges, while capable of fostering positive behaviors, could also propagate negative behaviors, impacting users' mental and physical health. That research was particularly relevant to the current study, as it underscored the multifaceted motivations driving TikTok usage. Understanding these motivations is crucial for designing effective educational interventions using TikTok. The categories identified in the UGT study provide a comprehensive framework that could inform the development of TikTok-based pedagogical strategies aimed at enhancing students' speaking skills. By understanding the underlying motivations for TikTok usage, as identified in the UGT study, educators could be better tailor their instructional strategies to align with students' intrinsic motivations, thereby enhancing the effectiveness of kTok as a tool for improving speaking skills. This approach could aximize engagement and facilitate more meaningful language learning periences.



The integration of social media in educational settings, particularly for language learning, has garnered substantial interest. One pivotal study that aligns with this research focused by Tan et al., (2022) entitled “The Potential of TikTok’s Key Features as a Pedagogical Strategy for ESL Classrooms” that underscores the prevalence of the English language on social media and its potential utility in ESL (English as a Second Language) learning. Among the myriad social media platforms, TikTok stands out due to its extensive user base and influential presence globally. The study conducted a scoping review to delineate the educational potential of TikTok’s features for enhancing language learning strategies. It reviewed 60 publications from databases such as EBSCOhost, Google Scholar, and ERIC, covering the period from 2018 to 2021. The review identified video-related features and the duet challenge feature as significant contributors to engaging and meaningful learning in a virtual environment. These features facilitate major pedagogical strategies, including digital assignments, active learning, collaborative and team-based learning, experiential learning, and incidental and constructive learning.

Another pertinent study that aligns closely Revesencio et al., (2022) entitled, “TikTok and Grammar Skills in English: Perspectives of English Major Students”. This descriptive quantitative study investigates the advantages and disadvantages of using TikTok for the development of English grammar skills among college students specializing in English at a state university in Western Visayas. Conducted during the second term of the academic year 2021-2022, the study employed a researcher-structured questionnaire validated by field experts, which was distributed online via Google Forms due to pandemic-related restrictions. The findings indicated that the majority of respondents were 20-year-old females with an average final grade between 1.75 and 1.99 in their English subjects from the previous semester. These students typically spent 30 minutes to an hour daily watching TikTok applications related to English grammar, with most engaging with this content three days per week. The study revealed that nearly all participants found that watching TikTok applications helped them discover and comprehend new English vocabulary. However, some respondents noted instances where the videos caused confusion regarding their grammar use. Overall, the study suggests that while there are minor



drawbacks, the positive impact of TikTok on the grammar skills of English major students is significant. This study contributes to the understanding of how TikTok can be utilized as an educational tool, specifically in enhancing grammar skills.

Another previous study was conducted by Hongsa et al., (2023) entitled, “The Effects of TikTok Application on the Improvement of EFL Students' English-Speaking Skill” that provided significant insights into the role of TikTok in language learning, particularly in enhancing speaking skills. That research, conducted in response to the technological advancements and the educational disruptions caused by the COVID-19 pandemic, explored how TikTok, a social media platform known for its short video content, can be leveraged as an instructional medium to help students improve their communication skills, specifically in listening and speaking. Employing mixed-methods research designed, the study assessed the effects of TikTok on EFL (English as a Foreign Language) students' speaking skills and their perceptions of the application's utility in improving these skills. Data collection involved administering speaking tests and questionnaires to 60 students enrolled in a public speaking class. Additionally, semi- structured interviews were conducted with 13 volunteer students to gain deeper insights. The results demonstrated that TikTok significantly enhanced the English- speaking skills of EFL students. Furthermore, the students' perceptions towards using TikTok for language learning were overwhelmingly positive. They found the platform enjoyable and creative, and it provided them with new opportunities to learn English. The majority of students agreed that TikTok should be integrated into language learning contexts to make the classroom environment more engaging and to promote language proficiency.

Another pertinent study that conducted by Dewi, (2023) entitled, “The Use of TikTok Application to Enhance Students' Speaking Skill”. That study investigated the integration of e-learning, particularly video- based learning through TikTok, into educational practices. E-learning, defined as the application of information technology in education via virtual classes, has become increasingly relevant, especially with platforms like TikTok that facilitate the creation and sharing of short vertical videos. The TikTok



application, widely used by students to upload daily activities, presents an opportunity for innovative and effective learning media that can enhance student motivation. This study specifically aimed to determine the improvement of students' speaking skills through storytelling about a person, object, or place using TikTok. The subjects of the study were 36 second- semester students at STMIK Dian Cipta Cendikia. Employing a qualitative descriptive approach, the research revealed events occurring during English learning sessions where students engaged in storytelling using TikTok. The findings indicated that the use of TikTok as a storytelling tool significantly improved students' speaking skills. The interactive and engaging nature of TikTok motivated students and provided a dynamic platform for practicing and enhancing their oral communication abilities.

The last previous research was conducted by Tiyana et al., (2023) entitled, "The Use of TikTok Application: The Impact on EFL Learners' Speaking" this study aimed to evaluate the effectiveness of TikTok in enhancing speaking skills among EFL (English as a Foreign Language) learners. Utilizing a pre-experimental design, the research involved 25 students who participated in pre-test and post-test assessments to measure the impact of TikTok on their speaking abilities. Data analysis was conducted using descriptive statistics and Paired Sample T-Test. The mean scores demonstrated a significant improvement, with pre-test scores averaging 46.6 and post-test scores averaging 71.4. The statistical analysis indicated that the use of TikTok had a positive impact on students' speaking skills, as evidenced by the higher mean score in the post-test. Hypothesis testing revealed a significance value of 0.00, which is lower than the 0.05 threshold, leading to the acceptance of the hypothesis that TikTok improves speaking skills. Specific improvements included correcting pronunciation from "I em" to "I am" and "lipe" to "live," among other vocabulary enhancements. The study's findings underscore the efficacy of TikTok in improving speaking skills, particularly through self-introduction exercises. That research offered valuable insights that reinforce the potential of TikTok as a pedagogical tool.



The related studies shows that these studies have the similarity in procedure to find the significances and effectiveness of TikTok as media to

improve speaking skill. Unlike previous studies, which primarily focused on either quantitative or qualitative measures and often targeted different aspects of language learning or student populations, this study uniquely combines a pre-experimental one- group pretest-posttest design with detailed post-treatment questionnaires. This dual approach not only evaluates the measurable improvement in speaking skills but also captures the nuanced perceptions and experiences of the students, providing a holistic understanding of TikTok's educational impact. This comprehensive analysis fills a gap in existing research by offering both statistical evidence and personal insights, thereby contributing significantly to the field of educational technology and language learning.

B. Theoretical Review

To support this research, the researcher uses some theories that relate to this research namely Speaking Skill, Obstacles faced by Indonesian EFL students in Speaking Class, sociocultural Theory and the Implementation in EFL Class and Tiktok application.

1. Speaking Skill

According to Brown (2004), speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. It is not merely the oral production of language but also requires the integration of grammatical accuracy, vocabulary, pronunciation, and sociolinguistic appropriateness.

Speaking skill is being capable of speech, expressing or exchanging thoughts through using language. It enables the students to express themselves imaginatively and creatively to interact with others in order to achieve certain goals or to express their opinions, intensions, hopes, and viewpoints. Moreover, the goal of teaching speaking is to guide the students capable in speech of oral communication by transferring message through voice. The importance of speaking in the language classroom is not just as a communication skill, but also as a means of facilitating the acquisition of the target language and the learning academic content. In speaking, there are some aspects that must be fulfilled



by the students. it can be used as a measurement whether their speeches are good or not.

In assessing speaking skills, educators generally consider five key aspects fluency, comprehension, grammar, vocabulary, and pronunciation (Luoma, 2004). These components serve as benchmarks to determine the effectiveness and quality of oral communication. Each aspect is elaborated as follows:

a. Fluency

Fluency in language learning refers to the ability to express oneself effortlessly, accurately, and smoothly. It involves not only the speed of speech but also the naturalness and coherence of communication (Lennon, 1990). Fluent speakers can maintain a conversation without frequent pauses or hesitations, and they can convey their ideas clearly and effectively. Fluency is crucial for successful communication in both spoken and written forms, as it allows individuals to interact with others in a meaningful way without struggling to find the right words or phrases.

b. Comprehension

Comprehension refers to the ability to understand and interpret spoken or written language accurately. It involves not only grasping the literal meaning of words and sentences but also understanding the underlying context, implications, and nuances (Gernsbacher & Faust, 1991). Effective comprehension requires not only linguistic knowledge but also cognitive skills such as inference, prediction, and critical thinking. Proficient comprehension enables learners to extract information from various sources, including conversations, texts, and multimedia, thereby facilitating their overall language acquisition process.

c. Grammar

Grammar encompasses the rules and principles that govern the structure, formation, and usage of language. It includes syntax (word order), morphology (word formation), and



semantics (meaning), among other aspects (Huddleston & Pullum, 2002). A solid grasp of grammar is essential for producing and understanding sentences correctly, as it provides the framework for organizing words and constructing meaningful expressions. Mastery of grammar enables learners to convey their thoughts accurately and efficiently, avoiding confusion or ambiguity in communication.

d. Vocabulary

Vocabulary refers to the set of words and phrases that a person knows and uses in a particular language. It encompasses both receptive vocabulary (words understood when encountered) and productive vocabulary (words used in speaking or writing) (Nation, 2001). Building a rich and diverse vocabulary is essential for effective communication, as it allows learners to express a wide range of ideas and concepts. Moreover, vocabulary knowledge facilitates comprehension by enabling learners to recognize and interpret words in various contexts.

e. Pronunciation

Pronunciation pertains to the production of speech sounds and the ability to articulate words accurately and intelligibly. It involves mastering the sounds, stress patterns, intonation, and rhythm of a language (Celce- Murcia et al., 2010). Clear and accurate pronunciation enhances communication by ensuring that speakers are understood by others and minimizing misunderstandings. It also contributes to fluency and confidence in speaking, as well as overall language proficiency.

2. Basic Types of Speaking

Numerous attempts have been made to classify the function of speaking in human interaction. Richard's use as expanded three-part version of Brown and Yule's framework: Each of these activities—talk as interaction, talk as transaction, and talk as



performance—is distinct both in form and function, necessitating varied teaching approaches.

Talk as interaction, commonly understood as "conversation," revolves around social interaction. When individuals come together, they exchange greetings, engage in small talk, share recent experiences, aiming to foster friendliness and establish a comfortable interaction zone. The emphasis lies more on the message conveyed. Such exchanges can range from casual to formal, depending on the context and nature of the interaction.

Talk as transaction involves situations where the focus is on the content exchanged or actions taken. Here, the central focus is on conveying messages clearly and accurately, rather than on the participants and their social interaction.

Talk as performance, the third type, refers to public speaking situations where information is conveyed to an audience, such as classroom presentations, public announcements, and speeches.

From the explanation above, speaking is the thing to fulfill necessity in daily activities. From speaking, we recognize each other and share some information and speaking makes people able to communicate and maintain the relationship in society.

3. Teaching Speaking

According to Harmer (2007), there are two primary reasons for encouraging students to speak in the classroom:

- a. Speaking activities offer opportunities for rehearsal, allowing students to practice real-life speaking scenarios within the safety of the classroom environment.
- b. Speaking tasks encourage students to utilize all languages they know, providing feedback for both teacher and student. The more students engage their various linguistic abilities, the more seamlessly they incorporate these elements into their speech. Consequently, students develop autonomy in language usage, enabling them to



fluently employ words and phrases with minimal conscious effort. Thus, in teaching speaking, fostering learners' classroom speaking skills and engaging them in instructional activities become the key objectives, which teachers must be mindful of. According to Jariyah, teaching speaking should prioritize student-centered approaches, cooperative learning, and active participation in group discussions and exercises.

The stages of teaching speaking are as follows:

- a. Pre-production stage or silent period: Students have limited interaction, primarily responding to the teacher's prompts.
- b. Early production stage: Students struggle with using expressions and short language correctly.
- c. Speech emergence stage: Students possess good vocabulary and can use it to form simple phrases and sentences during communication with peers.
- d. Intermediate fluency: Students can articulate their feelings using more complex sentences, ask questions to clarify their understanding, and work with some teacher support.
- e. Advanced fluency: Students demonstrate increasing proficiency in discussions, utilizing their vocabulary without prior preparation.

In conclusion, teaching speaking begins with instructing students on how to speak English as a foreign language. Through pronunciation practice, guided by the teacher, students learn to assess the accuracy of their spoken language production.

4. Obstacle faced by Indonesian EFL students in Speaking Class

The ability to speak becomes a very basic difficulty for English language learners. This constraint can be understood because speaking naturally requires learners to be able to realize the characteristics of



speaking fluently. The accuracy and fluency are the two fundamental factors which verify the success of English language users from non-proficient ones (Safdari & Fathi, 2020). However, based on the observation conducted by researchers found that there are still many students who have difficulty in speaking using sentences of English conversation both transactional and interpersonal such as anxiety (Sholikhi, 2021) and the difficulty in expressing ideas (Lestari, 2019; Lumbangaol & Mazali, 2020). These conditions certainly cause the learning process to speak English cannot run properly and the expected goals in the learning design are not achieved. To avoid this problem, it is very important for educators or teachers to introduce and familiarize students with practicing their communication in real communication. If this is ignored, it is very possible that students accustomed and not ready to communicate spontaneously and cannot overcome all demands simultaneously.

Lestari (2019) revealed that the Indonesian learners mostly are afraid of making mistakes as they only have limited vocabularies. These reasons are also reported by the previous researches (Al Hosni, 2014; Lumbangaol & Mazali, 2020; Sholikhi, 2021). This statement indicates that the learners' problem in speaking mastery is influenced not only by one aspect but also involves other supporting aspects. The data of this research confirm that the mastery of speaking skills is a complex skill because it involves other supporting aspects, both linguistic and non-linguistic aspects. On the basis of the observation and interview data regarding with the problems the Indonesian EFL learners encountered in acquiring speaking skill, the researchers conduct analysis and identify solutions to those problems, especially related to linguistic aspect, because this aspect has a very significant impact in mastering students' speaking skills. This is confirmed by Al Hosni (Al Hosni, 2014) who suggest that the students are challenged to make sentences in expressing their ideas. One of them said, "We do not know how to say it". The solution of the problem is classified according to the aspect of the problem faced in the linguistic aspect.



Socio-cultural Theory (SCT) and its implementation in EFL Class

Socio-cultural theory, primarily developed by Lev Vygotsky, posits at social interaction plays a fundamental role in the development of

cognition. According to Vygotsky, learning is inherently a socially mediated process, and cognitive development is shaped by the cultural context in which it occurs. The theory emphasizes the importance of social interaction, language, and culture in the learning process, suggesting that learners construct knowledge through collaborative interactions with more knowledgeable others, such as teachers or peers.

In his theory, Vygotski proposed one of stimulus that used to develop students' cognitive knowledge acquisition that is called Zone of Proximal Development (ZPD) is a core concept in Vygotsky's theory, referring to the range of tasks that a learner can perform with the guidance and assistance of a more knowledgeable other but cannot yet perform independently. Effective teaching targets this zone to facilitate optimal learning and development.

In other words, the ZPD is the gap between the current or actual level of development of a learner and the next level that can be reached through collaboration and assistance (Behroozizad, Nambiar & Amir, 2014; Shaban, Khatib, & Ebadi, 2010; Muhayimana, 2017). The ZPD can also be understood as the learner's potential ability, cognitively prepared, in the process of maturing, that needs help and social interaction to fully develop (Turuk, 2008). The idea is that individuals learn best when working together, and more knowledgeable ones helping novices to understand concepts and notions or perform tasks that they could not achieve on their own without assisted efforts, support, and collaboration (Mahn, 2012; Shaban, Khatib, & Ebadi, 2010).

In second language acquisitions, sociocultural theory has an important part in developing students' language. One common belief within the framework of SCT is the notion that learning occurs effectively when students interact with one another in foreign language classroom. This interaction should appropriate with the context of language being learned. In learning, EFL students encounter many obstacles due to their limited knowledge of the target language. To solve these problems, students need assistance from their environment, in this case is tutors and colleagues who more capable with the target language and assistance from new digital technologies. This



assistance is called scaffolding. Through scaffolding, a child can carry out a task, solve a problem, or attain a goal that they could not achieve if left unassisted. “The adult let the child play with a task which was above the child’s current ability but within his/her capacity for a while and only intervened when he/she got into difficulty and needed assistance (Khaliliaqdam, 2014, p. 892). Simply put, scaffolding, in the academic context, is about learning through assistance provided by an adult or collaboration with more capable peers. Ellis (2003) defined scaffolding as “the dialogic process by which one speaker assists another in performing a function that he or she cannot perform alone” (p. 180). In other words, using tools such as language or other visual or audiovisual materials, the teacher or any other elder can provide encouragement, comments, guidelines, and instructions that may help the child go through a task that he may not perform without a help (Belland, 2017; Mahn, 2012).

6. TikTok Application

TikTok, a widely popular application with millions of viewers, serves as a platform for sharing short videos within a social media context (De Leyn et al., 2021). Users engage with this platform by creating and sharing personalized videos via their profiles. In the United States, from January 2018 to August 2020, the user base increased by 800%, reaching a total of 100 million users (Olvera et al., 2021). Globally, TikTok boasts 500 million effective users, with 6 million downloads in the US alone as of November. Its rise in popularity can be attributed to its resemblance to other social media apps like Snapchat, Vine, or Dubsmash, offering a broader range of creative options for content creators. Notably, TikTok maintains a high rating of 4.6 on the Google Play Store, highlighting its quality integration of Artificial Intelligence and image capture (Jaffar et al., 2019). This platform fosters dynamics that not only facilitate identity performances and social interactions but also blur the boundaries between public and private spheres (De Leyn et al., 2021).



TikTok appeals particularly to Generation Z, born after 1996, and provides them with a platform to create educational content on various subjects such as math, physics, and chemistry, which might otherwise be perceived as dull (Khlaif & Salha, 2021). Accessible in over 150 markets

and available in 75 languages, TikTok has a global reach. Despite its popularity, the Indonesian government blocked TikTok in 2018 due to concerns over its dissemination of negative content (Pratiwi et al., 2021).

Primarily a teen-centric platform, TikTok allows users to produce and share short videos ranging from 15 to 60 seconds, incorporating music, effects, or soundbites (Jaffar et al., 2019). Beyond entertainment and business, TikTok serves educational purposes as well. Content creators leverage their expertise to teach various subjects, imparting values, principles, and skills (Khlaif & Salha, 2021). In the realm of English language learning, TikTok offers a valuable resource as creators often produce English language content. Through these videos, viewers can enhance their vocabulary, spelling, and comprehension of English language usage (Masruddin, 2018).

Despite their brevity, short-form videos on TikTok effectively engage learners, encouraging them to participate in relevant tasks and minimizing distractions (Hakim, 2016; Kenza-Tacarraocht et al., 2022). Such videos have been widely employed for knowledge dissemination, from social media platforms to Massive Online Open Class (MOOC) platforms, enhancing users' learning experiences and engagement (Jung & C, 2019; Lating, 2022).

Employing videos in the teaching and learning process offers several advantages. Firstly, videos create an enjoyable learning environment, motivating learners and diversifying the teaching methods employed (Hakim, 2016). Secondly, videos facilitate the study of body language, as learners observe actions depicted in the videos (Masruddin, 2018). Thirdly, repetition through video viewing builds confidence and aids in absorption and retention of content (Afidah et al., 2021). Moreover, uploading videos on TikTok encourages students to produce high-quality speaking content, as public feedback is immediate and can serve as a motivator (Celeste, 2021).

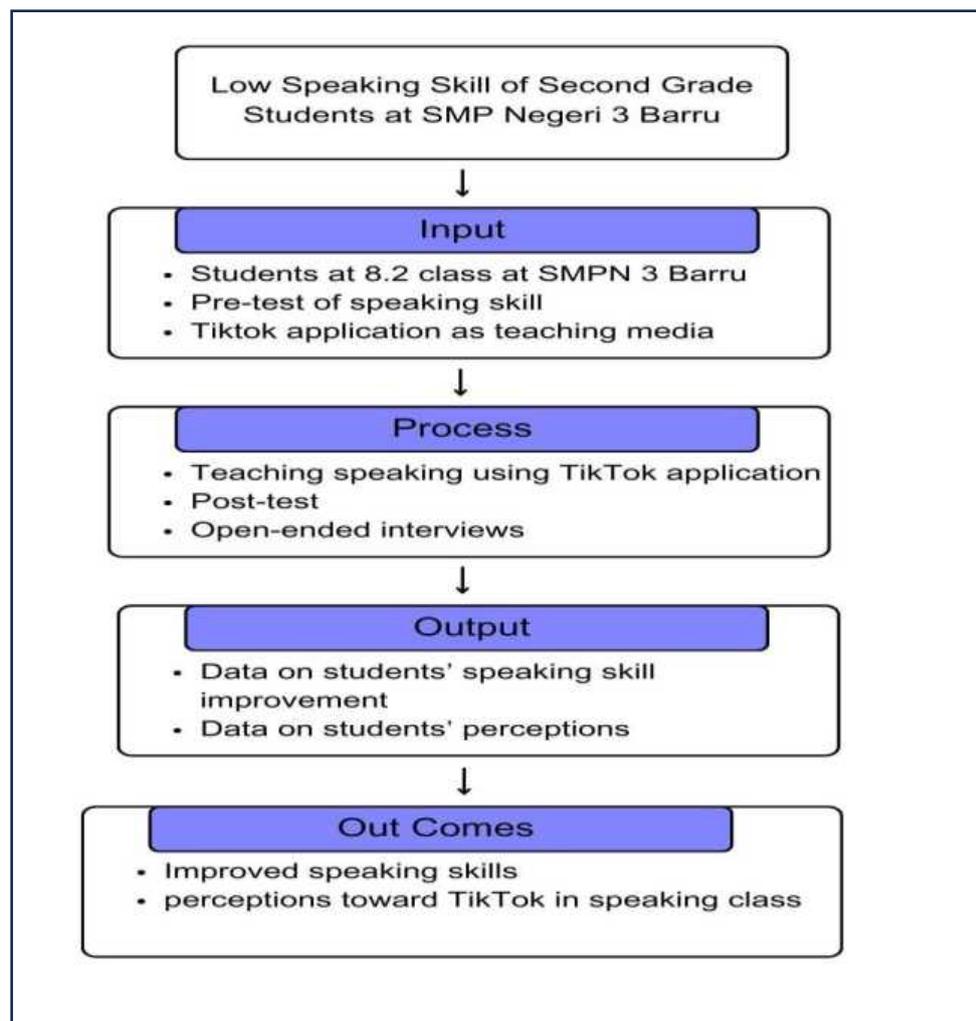


Research indicates that TikTok can effectively enhance speaking skills, as demonstrated in a study conducted at SMP Negeri 164 Jakarta, where students' confidence in speaking English increased significantly through TikTok usage (Zaitun et al., 2021). Building upon this premise, this

research aims to explore TikTok's potential in improving the speaking skills of midwifery students.



C. Conceptual Framework



D. Research Hypothesis

This research was testing the hypothesis:

1. Null Hypothesis (H₀)

The implementation of the Tiktok application doesn't contribute to the improvement of 2nd grade students' speaking skill at SMP Negeri 3 Barru

2. The alternative hypothesis (H_a)

The implementation of the TikTok application contributes to the improvement of 2nd grade students' speaking skill at SMP Negeri 3 Barru.

