CHAPTER II
REVIEW OF LITERATURE

Based on the problems discussed in the previous chapter, this chapter focuses on literature related to the research area. It covers theories such as speaking for senior high school students, component of speaking for senior high school students, teaching speaking for senior high school students, tik tok application as learning media for senior high school students, Project-Based Learning for senior high school students, the steps of using Project-Based Learning model, and Tik-Tok for senior high school students. Aspect the problem in using Project-Based Learning and tik tok media in teaching speaking to senior high school students, aspects of the solutions are given in using Project-Based Learning and Tik Tok media in teaching speaking for senior high school students and assessing speaking for senior high school students.

A. Speaking for Senior High School Students

Speaking is a skill that requires the right balance between intonation and pronunciation. According to Marzuki et al., (2018) Speaking is one of language skills that is considered as the most difficult skills among other skills, because it needs skills to develop correct sentences as well as skills to pronounce it correctly. When a person speaks, they are engaging in communication and expressing themselves through language. Additionally, they communicate with others to exchange information.

In some situations, speaking is used to give instructions or take care of things. Jyothi & Sripada (2020) mention that teaching speaking is a productive skill that is generally considered to be difficult to learn, as it needs rigors practice and strong determination to achieve high proficiency. A person uses language to communicate their ideas, feelings, emotions, and communication when they talk. Speaking is expressing the meaning of a notion while sharing information.

Based on the statement above, it can be concluded that speaking is a tool that we employ to communicate with others. Knowing what others are saying is essential for effective communication since this is how we convey everything that occurs to us. Because language is the means by which sentiments are expressed and messages to all that is known are sent, it must be taught from an early age. Because the teacher is so active and influential, and because spoken language is a crucial component of language acquisition and language abilities, the teacher must also provide a good example for the children. Speech is a means of verbal exchange for exchanging ideas and emotions.

B. Component of Speaking for Senior High School Students

In the context of speaking, "components" refer to the elements or parts that make up or help shape the overall speaking experience. Each component has a specific role in directing the message, influencing the audience, and achieving communicative goals. Components of speaking typically refer to the

different parts or factors that contribute to efficient oral expression, particularly in the context of language or communication. Depending on the framework or model you're using, the elements of speaking might change. According to Gudu (2015) speaking is a complex skill that requires the balanced use of several different abilities because it contains five components: pronunciation, grammar, vocabulary, fluency, and comprehension.

Listeners cannot understand what someone is talking about if the speaker does not use all five elements. Therefore, it is very important for students to learn and understand the components of speaking. That is the meaning of each speaking component mentioned above:

1. Pronounciation

   Pronounciation is the way words are pronounced, including the correct sounds, stress patterns, and intonation, is essential for effective communication. Clear and accurate pronunciation helps ensure that the listener can understand the speaker.

2. Grammar

   Grammar refers to the structure and rules governing the arrangement of words and phrases in a language. Using proper grammar ensures that the speaker's sentences are coherent and understandable.

3. Vocabulary

   Vocabulary is a broad and varied vocabulary allows speakers to choose the right words to express their thoughts and ideas precisely. A

rich vocabulary also enables speakers to convey meaning effectively and adapt their language to different contexts and audiences.

4. Fluency

   Fluency is the ability to speak smoothly and without hesitation. It involves maintaining a consistent flow of speech, using appropriate fillers and connectors, and avoiding unnecessary pauses or repetitions. Fluency allows the speaker to convey their message more confidently and engage the listener effectively.

5. Comprehension

   Comprehension refers to the ability to understand and make meaning from written or spoken language. It involves the process of reading or listening to information and then mentally processing and interpreting that information to gain knowledge, extract meaning, and make connections with prior knowledge or experiences.

   Based on the statement above, it can be concluded that in speaking, certain components play a crucial role in ensuring that the message is conveyed effectively. Good speaking skills involve integrating these elements to achieve desired communication goals, reflecting the importance of speaking components in effective communication. Speaking is a multifaceted skill that goes beyond just verbal expression. It encompasses both verbal and non-verbal elements, and mastering these components enhances the overall effectiveness of communication. Whether in formal presentations, everyday conversations, or public

speaking engagements, understanding and employing these components significantly contribute to the impact of the spoken message.

C. Teaching Speaking for Senior High School Students

Teaching speaking is an educational process that aids in the development of oral communication skills in a language, focusing on topics like pronunciation, fluency, vocabulary use, and grammatical structures, enabling students to effectively communicate, comprehend spoken language, and engage in meaningful interactions. Teaching is the act of imparting knowledge from a teacher to students, involving the integrated application of various abilities. It requires theory-based instruction and specific knowledge or insights. Teachers need to be able to control both the students and any media or learning aids used in the classroom. For the technique to effectively assist learning in the classroom, the teacher must be able to use it. According to Nevenglosky et al., (2018) teachers must be able to manage classes and develop integrated thematic learning. To teach effectively, teachers must accomplish the goals;

a. Preparing the Material

In the context of teaching languages, "preparing the material" refers to the process of choosing, producing, and setting up teaching materials and content to meet language learning goals. This includes choosing relevant workbooks, audiovisual materials, textbooks, and other resources, as well as creating exercises and activities that fit the

needs of the students and the curriculum. In the classroom, developing interesting and successful language learning experiences requires careful content preparation.

b. Planning

The lesson plan that the instructor creates before beginning the teaching process is one of the elements that can lead to learning achievement. According to Terry (2021) planning is deciding what has to be done by the group in order to accomplish the desired outcome. Since decision-making involves weighing several options, planning is really about making decisions. Lesson plans are used to plan the learning process. Prior to starting to learn, the teacher's learning strategy is at its most functional. In summary, the lesson plan outlines the steps and methods for achieving one or more of the curriculum's basic competencies.

c. Implementation

The next step in teaching is putting the learning into action. In the implementation step, it is divided into three stages: pre - activity, main activity, and post-activity.

(1)   Pre-activity

In this phase, the teacher directs the students attention and assesses their understanding of the content that still needs to be studied. There are several methods that may be used in pre-activity, such as: (a) opening the class by praying together;

(b) checking the students' attendance list; (c) giving some illustrations about the   material that will be discussed; (d) assessing the basic skill or knowledge; (e) creating the initial conditions of learning through efforts to create enthusiasm and readiness for learning through the teacher's guidance to the students.

(2)   Main activity

The main activities consist of four things: providing learning objectives, providing resources, teaching comprehension to students, and conducting an assessment. There are several methods that may be used.

(3)   Post Activity

After completing the post-activity, the teacher provides an evaluation of the student's mastery of the subject presented in the primary activity, as well as any confirmations or conclusions regarding it.

d. Assesing

Within the context of teaching languages, assessment pertains to the procedure of analysing students' language competency, learning objectives, and degree of progress. There are many different ways to assess someone, such as through projects, presentations, examinations, quizzes, formal assessments, and casual observations. Assessment's main objectives are to direct future instruction, identify areas for

development, and give instructors and students feedback on how well the teaching and learning process is working. Fair, valid, dependable, and in line with the course's learning objectives and results are the hallmarks of effective assessment in language acquisition.

Based on the statement above, it can be concluded that to teach effectively, teachers must prepare materials, plan lessons, implement strategies, and assess students' progress. Preparation involves selecting and organising content to meet language learning goals. Planning involves deciding what needs to be done to achieve desired outcomes. Implementation involves putting learning into action through pre-activity, main activity, and post-activity stages. Assessment involves analysing students' language competency, learning objectives, and progress through various methods. Effective assessment is fair, valid, reliable, and aligned with learning objectives and outcomes.

D. Tik Tok Application as Learning Media for Senior High School Students

The Tik Tok application is a social media platform that allows users to create, share, and watch short videos. The app is very popular, especially among young people, and has become a global phenomenon. According to Xiuwen & Razali (2021) the application of Tik Tok in language learning has beneficial potential for students' oral communication. Tik Tok is a place where users can freely express themselves through creativity and

innovation. TikTok, a popular social media platform, offers various tools like duet, sharing, and challenges, making it an effective learning platform for students. It allows them to repeatedly learn content and skills in any language, aiding both students and teachers in the classroom. Studies have shown that some students pronunciation improves when learning English through the TikTok app.

Teachers must organize and use learning media systematically to ensure engaging teaching and learning activities. At least one medium is needed in class, and effective use is crucial. Choose media that suits your students learning needs and interests. Mobile learning-based learning media, such as Tik Tok, can be ran on Android and iOS-based devices, operating anytime and anywhere. This approach aligns with mobile learning, which involves learning activities where students use mobile technology devices, ensuring a diverse and engaging learning environment.

In this Tik Tok application, many users share content about learning English, starting with pronunciation, grammar, and other explanations. According to Warini et al., (2020) there are already several Tik Tok users who create video content about English. You can follow their account and like each video; usually, they will actively post videos. Then follow their account and like every video; usually, theirs actively publishes videos. Use the comments to ask. Tik Tok users always respond to questions in the comment column or later in the next video post. You can make videos that

are unique and easy to understand, plus anyone interested in learning will also enjoy watching Tik Tok videos.

It can be concluded that Tik Tok is a social media application that is popular with all levels of society, especially young people. Therefore, TikTok can be used as a learning medium for students. In Tik Tok, there are features that support an interesting learning process for students. Tik Tok users can create short videos to provide tutorials or demonstrations on various topics, such as how to pronounce English, how to make a science experiment, or how to draw something. Students and teachers can work together to create learning projects using Tik Tok. This can include collaboration on video creation, editing, or content development.

E. Project-Based Learning for Senior High School Students

A project or lengthy job must be completed as the focus of the teaching and learning strategy known as "project-based learning." PjBL emphasises active participation, critical thinking, and practical application of knowledge more than traditional classroom techniques, which encourage students to learn largely through passive assimilation. According to Anggraini and Wulandari (2021) learning using the PjBL method is a technique that provides innovation in art teaching. Learners actively participate in learning and achieve their goals through social interaction and the sharing of knowledge and understanding. Learning using the PjBL method is a technique that provides innovation in art

teaching. The teacher's role in this method is as a facilitator who provides facilities to students when asking questions about theory and motivates students to be active in teaching.

In the PjBL learning method, students are very involved in completing projects given by the teacher. Students are required to think critically and be highly innovative. The PjBL method focuses on learner-centred, more collaborative, and active involvement in completing projects independently and working together in teams, integrating real problems and practical solutions. Project-Based Learning involves students learning to construct their learning patterns and produce valuable outputs. It involves role-playing, motivation, problem-solving, critical thinking, communication, technological capabilities, feedback, revision, and publishing. Students are encouraged to argue and vote on project completion, fostering critical thinking, communication, and technological capabilities. This approach helps students develop their skills and contribute to a broader educational experience.

Based on the statement above, it can be concluded that the Project-Based Learning teaching model is often also called a teaching method that uses problems in the system. The aim is to make it easier for students to understand and absorb the theory given. This model uses a contextual approach and fosters students' critical thinking skills. Not only that, but this learning method also makes students more active. So that they are able to consider the best decisions taken as a solution to the problems they receive.

F. The Steps of Using Project Based Learning Model and Tik-Tok for Senior High School Students

Project-Based Learning approach known as (PjBL) has students working on it for a long time, usually solving a real-world issue or obstacle. The strategy aims to foster problem-solving abilities, critical thinking, active learning, and teamwork. PjBL, or Project-Based Learning, is a method of teaching that focuses on getting students involved in difficult, challenging real-world issues. The goal is to promote creative thinking, teamwork, communication, and critical thinking. Combining TikTok with Project-Based Learning can create a dynamic and engaging learning experience.

In order for learning using Project-Based Learning and Tik Tok to run smoothly, teachers can follow the correct steps. According to Anggraini & Wulandari (2021) The steps of using the Project Based Learning Model are six stages, namely:

1. Determine the type of project.

Means the process of deciding what kind of project or content you want to create on the Tik Tok platform. This involves choosing the format, style, and focus of your TikTok videos based on your goals and objectives. responsible for deciding or selecting the kind of project that will be done. This decision could be based on various factors, such as the learning goals of the project, the interests and abilities of the students, the available resources, or the curriculum requirements.

Essentially, it implies that the teacher has the authority to choose the nature, scope, and objectives of the project.

2. Planning for Project Completion Steps.

Refers to the process of organising and scheduling the tasks needed to complete a project on TikTok. This includes setting deadlines, assigning responsibilities, and ensuring that all necessary resources are available. In the context of TikTok, planning for project completion steps might involve determining the timeline for creating and publishing TikTok videos, outlining the content and format of each video, assigning roles to team members (if applicable), and allocating resources such as equipment or software. By planning for project completion steps in TikTok, you can ensure that your project stays on track and is completed in a timely and efficient manner.

3. Preparation of a Project Implementation Schedule.

Refers to the process of creating a timeline or schedule for implementing a project on TikTok. This schedule outlines the specific tasks, milestones, and deadlines associated with the project, helping to ensure that it is completed on time. Determine the steps and schedules between the teacher and students for completing the project. After carrying out the deadline, students can carry out the preparation of steps and schedules in their realization.

4. Completion of a Project with Facilities and Teacher Monitoring.

Refers to the process of finalising a project on TikTok with the support of necessary resources and guidance from a teacher or supervisor. This involves ensuring that all aspects of the project are completed according to the plan and that the final outcome meets the desired objectives. Monitoring carried out by the teacher regarding student activity when completing projects and realisations carried out in solving problem-solving. Students carry out the realisation in accordance with a predetermined project schedule.

5. Compilation of Reports

Refers to the process of gathering, organising, and summarising information related to a TikTok project or campaign. Presentation/Publication of Project Results: The teacher holds discussions while monitoring the realisations carried out on students. The discussion carried out is used as a report as material for exposure to other people.

6. Project Evaluation and Project Results Project.

The teacher conducts briefings on the project presentation process, then reflects on and concludes in outline what has been obtained through observation sheets from the teacher. The evaluation of project assignments will be seen from the rubric score on the assessment and will be seen through student assignments that have been uploaded on TikTok.

Based on the statement above, it can be concluded that Project-Based Learning (PjBL), which focuses on real-world problem solving and critical thinking, fits well with TikTok's format for creative and interactive content. To ensure the success of the approach, teachers can follow the steps mentioned above. By following these steps, teachers can effectively integrate TikTok into Project-Based Learning, encouraging creative thinking, teamwork, communication, and critical thinking among students.

G. Aspect The Problem in Using Project-Based Learning and Tik Tok Media in Teaching Speaking in Senior High School Students

While combining Project-Based Learning (PjBL) and TikTok can offer engaging learning experiences, there are potential challenges and considerations associated with this approach. In a learning method or technique, there are definitely problems in the process. This is very normal in the learning process. According to Hung (2011) there are problems with using project-based learning and Tik Tok media in teaching speaking:

1. Cognitive and affective interferences.

    Using PjBL and TikTok is a new medium for teaching and learning. Cognitive impairment is a problem that affects cognitive abilities, including learning, memory, perception, and problem solving. Affective disorders became a big obstacle for the student.

2. Tehnical problem.

The technical issues are a design issue that makes it difficult to import video files into a supported system format.

3. Weak linkage to real-time communication.

The disadvantage was the weak relationship with real-time communication. At this point, making tiktok content increases the ability to speak the target language, but it seems that they cannot practice in real time and face direct communication skills.

4. Time requirement.

Time requirements are a crucial issue because creating content on TikTok over time takes time to create a video frame or video concept. So the time requirement is one of the most important parts of research to ensure the media can create TikTok content.

From the statement above, the researcher can conclude that addressing these aspects requires careful planning, clear communication, and ongoing evaluation to ensure that the use of TikTok in Project-Based Learning remains effective, safe, and aligned with educational goals. Regular reflection and adjustments can help mitigate potential challenges and enhance the overall learning experience.

H. Aspects of the solutions are Given in Using Project-Based Learning and Tik Tok Media in Teaching Speaking for Senior High School Students

Four themes emerged from solutions given the implementation of using Project-Based Learning and Tik Tok Media in Teaching Speaking to Senior High School Students conducted by Hung (2011) there are:

a. Giving Motivation

Can stem from internal and external sources, driving individuals towards learning. Instructors play a crucial role in motivating students to assess their own progress.

b. Technical Capability

Teachers currently require instruction on using TikTok effectively, including understanding the resources necessary for creating content. This enables students to develop technical skills through training in media production using technology.

c. Professional Development

Involves enhancing capabilities through education and training opportunities. In teaching, this includes not only integrating TikTok content creation into projects but also incorporating speaking practice into daily classroom activities.

d. Time management

Enables students to plan and schedule their activities effectively. By exercising control over their schedules, they can allocate the right amount of time to each task, promoting efficient use of time.

I. Assessing Speaking for Senior High School Students

Speaking is more than just using words to communicate thoughts or ideas. In order to become proficient speakers, the students also learn a variety of speaking techniques. When teaching speaking, a learning assessment is necessary to measure the students' proficiency in speaking. The outcomes of the assessment are what define the success of a speaking instruction. A number of factors are used to assess speaking in order to determine how well students perform. Speaking evaluations can be used as learning process feedback. Speaking ability is evaluated using a number of factors. As a result, by understanding the criteria used to evaluate speaking skills, students should be able to receive the maximum possible score. In this way, the instructor can raise the speaking proficiency of the students.

Speaking ability may be evaluated using a variety of categories. Speaking ability assessment categories are crucial because they serve as standards for determining how well students are able to acquire and use a second language. According to Brown (2004) the criteria of evaluation used the scale (1–5), in which speaking ability was valued based on five variables are, grammar, vocabulary, comprehension, fluency, and pronunciation. In each element, there is a score of (5-1); if you get the score

5, it categorises 'excellent and good'; if you get the score 4, it categorises 'good to adequate'; if you get the score 3, it categorises 'adequate to fair'; if you get the score 2, it categorises 'unaceptable'; if you get the score 1, it categorises 'not college-level work'.

From the statement above, it can be concluded that the researcher using criteria of evaluation by Brown (2004) as a scoring rubric for assessing speaking skills, especially in Using Project-Based Learning and Tik Tok Media to Teach Speaking for Eleventh Grade Students of SMAN 1 JIWAN.