

CHAPTER I

INTRODUCTION

A. Background of the Study

Speaking is one of the important skills in language learning that enables individuals to express thoughts, feelings, and ideas orally in real communication situations. This skill not only includes the ability to produce sounds, but also involves linguistic and non-linguistic aspects such as mastery of vocabulary, grammar, pronunciation, and the ability to understand and respond appropriately in a social context. According to Taufan (2020), speaking is a skill that deserves the same attention as other language skills because of its very important role in daily communication. The development of speaking skills in the context of foreign language learning needs to be given a balanced portion with reading, writing, and listening skills. Teaching speaking is one of the most important aspects of teaching English as a foreign language (EFL). Speaking is seen as the most challenging skill for both teachers and students as it relies on the ability to use language spontaneously, fluently, and meaningfully in real contexts. According to Leong and Ahmadi (2017), teaching speaking requires a communicative approach by paying attention to aspects of fluency, accuracy, pronunciation, vocabulary, and grammar.

There are some EFL learners who experience speaking failure due to low self-confidence, limited vocabulary, and lack of opportunities to speak in the field. According to Rahadian & Budiningsih (2017), teachers should use

varied and interactive teaching strategies, such as role-playing, group discussions, and the application of digital media to structure learning scenarios that are more contextually appropriate and interactive. The utilization of media and communicative approaches in speaking can help learners to gain confidence and competence in speaking actively and usefully in English.

The use of media in English language learning becomes an effective strategy in developing EFL students' speaking skills. Not only does it help create an engaging learning atmosphere, but it also provides opportunities for students to practice speaking more naturally and contextually. According to Ferstephanie and Pratiwi (2021), digital-based learning media such as videos, vlogs, and social media, especially TikTok, can provide a more real learning experience and motivate students to actively speak. According to Fatimah and Rahmah (2023), visual-interactive media can improve vocabulary retention and students' courage in expressing opinions. Along with the increasing trend of using social media in education, TikTok is one of the platforms that has great potential in learning English. TikTok offers a short video format that allows students to practice speaking skills in a creative, fun and accessible way. One of the media that can be used in teaching speaking is TikTok.

TikTok is a social media-based short video platform that allows users to create, modify, and post content in a fun and engaging way. According to Kurniawan (2023), the main purpose of TikTok is entertainment which now develops into a medium of education and self-expression. TikTok offers several interesting features, such as adding background music, video filters,

transition effects, automatic text, duets, stitches, and live features. Its main advantages are ease of use, simple user interface design, and the For You Page (FYP) algorithm which has a function to display content that is handled automatically based on user preferences. According to Rahmadani & Suryadi (2023), some of the disadvantages include the potential for the emergence of non-educative content, user addiction, and the absence of screen duration time control which can have an impact on student learning concentration.

TikTok has great potential in the world of education, especially in the English language learning process. With a short video format that allows students to practice speaking in a creative, fun, and easily accessible way, TikTok can be used as an alternative learning medium that is relevant to the learning styles of today's generation. According to Tiyana et al. (2023), students who are taught using TikTok experience significant improvements in speaking skills because they are more motivated and have the opportunity to learn through content they like. This shows that a social media-based learning approach such as TikTok is able to bridge the gap between learning materials and the digital world that is part of students' daily lives. TikTok is not only pedagogically relevant but also contextual to the needs and characteristics of today's students.

There is some research related to the researcher's topic. First, Hongsa et al. (2023) conduct research "The Effects of TikTok Application on the Improvement of EFL Students' English Speaking Skills." The subjects of this study are 60 students in a public speaking class. This study explores the impact

of using TikTok, a short-video social media platform, on improving EFL (English as a Foreign Language) students' speaking skills during the shift in teaching methods brought about by technological advancements and the COVID-19 pandemic. Using a mixed-methods approach, the research involves speaking tests, questionnaires, and interviews with 60 public speaking students, including 13 who participate in semi-structured interviews. Findings reveal that TikTok effectively enhances students' English-speaking abilities and is positively received. Students find the platform enjoyable, creative, and beneficial for language learning, suggesting that integrating TikTok into language instruction can create a more engaging classroom and support language proficiency development.

Second research is conducted with fifty students at tenth grade STM Taruna Bangsa Bekasi Utara. Sadana and Rusmiati (2024) aim to examine the effect of using TikTok as a social media platform to enhance students' English speaking skills. Employing a descriptive qualitative method by Creswell (2012), data are collected through interviews and questionnaires. The findings indicate that students who use TikTok are more confident in speaking than those who do not, as the platform provides a fun and engaging space for self-expression. Overall, the study demonstrates that TikTok can be an effective tool to support the improvement of students' speaking abilities in EFL contexts.

Third research is about the Effect of Using TikTok in Improving Students' Speaking Skills. Research by Yanti & Priatmojo (2025) explores the effectiveness of the TikTok application in enhancing 8th grade students'

speaking abilities through a quasi-experimental, quantitative design. Two groups are involved, one uses TikTok-based instruction and the other receives traditional teaching. Pre-test and post-test speaking tasks, in the form of monologues, are used to assess student progress. The results, analyzed using a Paired Sample T-test, show a significant improvement in the TikTok group ($p = 0.001 < 0.05$), indicating that the platform positively influences speaking performance. TikTok not only fosters student creativity and motivation but also provides greater opportunities for language practice and self-expression. Therefore, it can serve as an effective and innovative medium in EFL classrooms, supporting better learning outcomes and creating a more engaging learning environment.

The gap between the research and the previous studies is the subject under study. The article that is the basis of this research is research by Hongsa et al. (2023). What distinguishes this researcher from Hongsa et al. (2023) is the subject of the research. According to Hongsa et al. (2023), they use students as subjects while this research takes junior high school subjects.

From the various studies mentioned above the researcher is interested in conducting a similar research titled “The Effects of Using TikTok Application on Students Speaking of the eight grade SMPN 8 MADIUN”. This research aims the objective of this study is to examine the effect of the TikTok application as a media for 8th-grade junior high school students speaking skill.

B. Delimitation of the study

The delimitation of this research is two classes in eight grade Junior High School 8 Madiun using Application Tiktok to find a significance effect on student speaking skills.

C. Research Question

Do students taught with tiktok application have better speaking skills than students taught with conventional teaching?

D. Purpose of the Study

The purpose of this study is to investigate whether there is a significance difference between students taught with tiktok application and students taught with conventional teaching, specifically teacher center.

E. Significance of Study

There are three Significance explained as follow :

1. Teacher

Teacher now have a large range of media to teach speaking in this modern era, especially to the use of tiktok as a media to teach speaking ability, and there is a good chance of improving students speaking skills.

2. Students

Because of the research's subject, it may be a new experience in speaking class an attempt to improve their speaking skills.

3. Other researchers

If other reseachers are able to investigate the same situation, this research can be used as a reference.

F. Definition of Operational Terms

1. TikTok Application

TikTok is a popular social media platform that allows users to create, share, and view short-form videos, often with music, special effects, and other interactive features. In this study, TikTok refers specifically to the usage of the app by students for both entertainment and educational purposes, including content consumption and video creation related to English language learning.

2. Speaking Ability

Speaking ability refers to the students' capacity to express themselves verbally in English. This includes various aspects such as pronunciation, fluency, vocabulary usage, confidence, and the ability to engage in coherent communication. For the purpose of this study, speaking ability is assessed based on students' performance in English speaking tasks and their comfort level with conversational English.

3. English Speaking Skills

English Speaking Skills in this study refers to the ability of students to communicate in English with fluency, accuracy, and clarity. These skills are evaluated based on students' self-assessment of their level of comfort with vocabulary, pronunciation, grammar, and the ability to form coherent sentences under stress. The term is operationally related to students' anxiety levels, with lower anxiety expected to correlate with improved speaking performance.

4. The effect of Digital Platforms in Education

This refers to the role that social media applications, like TikTok, can play in the learning process, particularly in enhancing or influencing language learning outside the traditional classroom setting. It includes both passive consumption (watching videos) and active participation (creating and sharing content).