

CHAPTER II

LITERATURE REVIEW

This chapter presents literary review, theoretical, and hypothesis. The researcher discusses some theories and the research studies which are relevant to the topic in review of literature and researcher relates the theories to study in the theoretical framework.

A. Review of Literature

1. Teaching Speaking for Junior High School

Teaching speaking at the junior high school level is a complex process that requires careful planning, appropriate methodology, and a supportive classroom environment. Study by Putri & Dangin (2023) aims to investigate the enhancement of students' speaking skills through the implementation of the Think-Pair-Share (TPS) technique. The research adopts a Classroom Action Research (CAR) approach and is conducted with 32 eighth-grade students from class VIII A at SMP Al-Ma'arif Bantul during the 2022/2023 academic year, involving the English teacher as a collaborator. Both qualitative and quantitative data are collected. The qualitative data are gathered through classroom observations and interviews with both the teacher and students. Meanwhile, the quantitative data are obtained from a series of assessments, including a pre-test, a progress test in Cycle 1, and a post-test in Cycle 2. The research follows the four CAR steps: planning, acting, observing, and reflecting. The findings reveal a notable improvement

in students' speaking abilities following the use of the TPS strategy. This is supported by the increase in the average speaking scores, which rise from 69.5 in Cycle 1 to 78 in Cycle 2. The students show significant progress in various speaking components, including pronunciation, intonation and stress, comprehension, grammar, and vocabulary. In addition to academic gains, the TPS technique also boosts students' confidence and enthusiasm to speak in front of the class.

Through the application of various approaches, students are not only guided to speak correctly but also trained to use language functionally in everyday contexts. Research by Dewi et al. (2017) aims to determine whether communicative games affect students' speaking skills and to explore how these games influence junior high school students in Jakarta, Indonesia. Using Classroom Action Research (CAR) based on Kurt Lewin's model, the research is carried out over two cycles, each consisting of three sessions and involving collaboration with English teachers. Data collection tools include interviews, observations, questionnaires, and speaking tests (administered only to students). The findings reveal significant improvement in students' speaking scores from an average of 60.42 in the pre-test to 78.77 in the post-test. The percentage of students achieving success increases from 13.9% in the pre-test to 83.33% in the second post-test. The results indicate that communicative games have a positive impact on the teaching and learning process by increasing student participation, confidence, fluency, and motivation. The use of communicative games effectively enhances students'

speaking abilities by creating an enjoyable and supportive learning environment that reduces stress and encourages active engagement.

The importance of the right strategy in teaching speaking skills also needs to be taken seriously. Study by Kurniawati (2023) analyzes the strategies used by a teacher in teaching speaking skills at SMP Negeri 2 Melaya, along with the challenges encountered and the solutions applied during the learning process. The subject of the study is one English teacher, and data are collected through interviews. Data analysis follows Yin's interactive model, which includes compiling, disassembling, reassembling, interpreting, and concluding. The findings reveal that the teacher primarily uses the question-and-answer strategy, which is suitable due to the large class size and limited instructional time. The main challenges include difficulties in managing students' speaking abilities because of overcrowded classrooms and learners' limited English vocabulary, as English is a foreign language in Indonesia. To address these issues, the teacher provides more speaking practice opportunities and encourages group discussions to enhance students' engagement and fluency. Despite facing constraints such as large class sizes and limited vocabulary, the use of a question-and-answer strategy supported by increased speaking practice and group discussions proves to be an effective approach for improving students' speaking skills in an EFL context.

In conclusion, developing speaking skills at the junior high school level is a complex endeavor that demands thoughtful strategies and a conducive classroom atmosphere. It shows that communicative activities such as role plays, group discussions, and interviews significantly enhance students' confidence and fluency. Challenges such as limited instructional time, low student motivation, and a lack of authentic materials often hinder progress, yet interactive methods like storytelling, games, and pair work prove effective in fostering engaging speaking environments. These findings, along with insights from other researchers, highlight the need for innovative and student-centered approaches to support learners in acquiring practical communication skills.

2. Speaking Skill for Junior High School

Speaking skills are a fundamental component in learning English, especially at the junior high school level where students begin to develop their oral skills in a more structured and interactive way. Research by Anggraini (2018) aims to enhance students' speaking skills through the Communicative Language Teaching (CLT) technique. The study focuses on how CLT can effectively address students' difficulties in speaking, particularly in an English training course where many learners at the basic level still struggle with oral communication. Despite private language schools often being better equipped than some government institutions, students still face low motivation and boredom due to traditional, less engaging teaching methods. To overcome these challenges, the researcher implements picture reconstruction activities within group discussions, where

each group consists of four to five students. The research is conducted over three cycles, with student speaking performance evaluated after each cycle using a speaking assessment rubric. The findings reveal a steady improvement in students' speaking abilities. The average score increases from 60 in the first cycle to 70 in the second, and reaches 80 in the final cycle. The results clearly indicate that the Communicative Language Teaching technique successfully improves both students' speaking performance and classroom engagement.

Students are encouraged to engage in meaningful communication through various task-based activities, such as gap-fill exercises, short conversations, role-plays, interviews, and simulations that emphasize fluency and accuracy in speaking. Task-based learning is implemented in three cycles of action research to address students' difficulties in grammar, vocabulary, pronunciation, fluency, and comprehension. Research by Safitri et al. (2020) involves 15 students from the English Department at Pamulang University using a mixed-method approach combining pre-test/post-test assessments with observations and interviews. The findings show a significant improvement in students' speaking skills, with the learning completeness rate increasing from 20% in the pre-test to 86.6% in the final cycle. The task-based approach not only improves language proficiency but also fosters motivation, self-confidence, and students' ability to evaluate their own performance through group and pair work. These results indicate that the implementation of communicative tasks in task-based learning is

effective in creating a collaborative and supportive speaking environment for learners of English as a foreign language.

The approach that proves effective in improving students' speaking skills at the junior high school level is the communicative approach which emphasizes the use of language in real and meaningful contexts. The study conducted by Ulfah (2015) aims to describe how the Communicative Language Teaching (CLT) approach is implemented in teaching speaking to eleventh-grade students in both the Science and Social Study programs at SMA Taruna Bumi Khatulistiwa. Using a case study method, the research collects data through both primary and secondary sources. The main subject of the study is an English teacher responsible for facilitating speaking lessons for the students. The findings indicate that the teacher actively incorporates various communicative activities—including games, simulations, commands, problem-solving tasks, discussions, and role plays—to help students practice using the target language meaningfully. In addition to using textbooks and student worksheets (LKS), the teacher also utilizes diverse learning resources that reflect real-world language use. Assessment practices emphasize evaluating students' ability to perform communicative tasks, highlighting the development of practical speaking competencies rather than rote memorization.

In conclusion, speaking skills play a crucial role in English language learning at the junior high school level, as students begin to develop their oral abilities in a more structured and interactive manner. Previous studies

emphasize that effective speaking involves not only grammatical accuracy but also meaningful communication through appropriate pronunciation, fluency, vocabulary, and intonation. These demands require both teachers and students to actively engage in diverse speaking tasks that mirror real-life communication. Furthermore, it highlights the effectiveness of the communicative approach in fostering speaking proficiency, suggesting that meaningful, context-based activities significantly enhance students' confidence and fluency. Collectively, these findings underscore the importance of applying interactive and communicative strategies in the classroom to support the development of students' speaking skills.

3. Teaching Speaking by Using TikTok Application

The procedure for teaching speaking using the TikTok application consists of several stages. In a study by Yanti and Priatmojo (2025), TikTok is integrated into classroom activities to enhance students' speaking skills. The teaching procedure steps are as follows;

- a. The teacher asks students to summarize the monologue text provided by the teacher.
- b. Students summarize the monologue text in the worksheet that is distributed.
- c. Students are asked to create a monologue video using the TikTok app based on the summary of the monologue text they have just completed.
- d. After finishing, the videos are uploaded to the Google Drive provided by the teacher.

This procedure facilitates the integration of TikTok as a learning tool within the educational process and implicates that students show greater enthusiasm when assigned tasks involving the use of TikTok application to create videos, indicating that the application also enhances students' motivation in language learning.

Another teaching procedure using TikTok application to teach speaking to students involves several steps and methods. Research by Hartini et al. (2023) applies the TikTok application as a speaking learning media with teaching procedure carried out as follows;

- a. Students are asked to write a descriptive text.
- b. Students write descriptive texts with themes determined by the teacher.
- c. After the texts are completed, students are asked to come to the front of the class one by one.
- d. Then, students are asked to read their descriptive texts aloud in front of the class.
- e. Lastly, after all students present, their descriptive texts are collected by the teacher.

This procedure helps build students' confidence in presenting and speaking in front of the class while also improving their speaking skills. This TikTok-based teaching procedure effectively combines writing and speaking activities to enhance students' confidence and speaking skills through structured classroom presentations.

This study adopts the teaching procedures proposed by Yanti and

Priatmojo (2025) and Hartini et al. (2023) due to their systematic and complementary approaches in utilizing TikTok to enhance students' speaking abilities. Both procedures incorporate video-based activities that promote students' digital creativity, boost their confidence, and improve their speaking fluency. The researcher combines elements from both teaching procedures: the majority of the instructional steps are adapted from Yanti and Priatmojo (2025), while the narrative text genre used in this study is adapted from Hartini et al. (2023), who employ descriptive texts in their research. The following are the steps of the combined teaching procedure implemented in this study:

a. Pre-Activities

This activity begins before the main learning takes place. The steps carried out are as follows:

- 1) The teacher greets the students, then asks them to pray before starting the lesson, followed by taking attendance.
- 2) The teacher gives some leading questions to the students related to the topic of narrative text.
- 3) The teacher briefly explains what a narrative text is and prepares questions for the students to work on.

b. Main-Activities

This activity is the main activity in the classroom learning process. The steps according to Yanti and Priatmojo (2025) include:

- 1) The teacher gives instructions to the students regarding the task to be

done today.

- 2) Students are asked to choose one of the two provided narrative texts, namely Snow White and Cinderella.
- 3) After choosing a text, the teacher instructs the students to read the text and summarize the main ideas of the story they selected.
- 4) After summarizing the main ideas, the teacher instructs the students to create a 1–2 minute monologue video containing the summary of the narrative text they have summarized.
- 5) The teacher instructs the students to submit their video results to the Google Drive folder that has been provided.

c. Post-Activities

This activity is the final and closing activity in the classroom learning process. The steps include:

- 1) The teacher conducts a reflection session with the students regarding today's lesson.
- 2) The teacher asks the students whether they experienced any difficulties while recording their video monologues related to the narrative text.
- 3) The teacher provides suggestions and feedback on the tasks the students have completed.
- 4) The teacher summarizes the activities carried out during the lesson.
- 5) The teacher asks the students to pray together to close the lesson and then gives a closing greeting to end the class.

In conclusion, the integration of TikTok into English language learning, particularly in teaching speaking skills, proves to be an effective and engaging approach. The use of this platform allows students to participate actively in the learning process by creating short videos that encourage them to practice speaking in a more creative and enjoyable way. Through structured stages: pre-test, treatment, and post-test, students are given the opportunity to improve various aspects of speaking, including pronunciation, grammar, vocabulary, fluency, and comprehension. The process of selecting a story, identifying its main idea, and retelling it using their own words not only enhances their language production but also helps develop critical thinking and storytelling skills.

During the treatment phase, TikTok serves as a digital stage where students can rehearse, perform, and receive feedback, making the learning environment more interactive and student-centered. The platform's features, such as filters, effects, and music, reduce students' anxiety and increase their motivation, allowing them to express themselves more confidently. The results from the post-test, when compared to the pre-test, show significant improvement in students' speaking abilities, indicating the effectiveness of TikTok as a learning medium.

4. Assessing Speaking

Assessing speaking skills is an important aspect of evaluating language learning as speaking involves complex cognitive processes. According to Brown (2015), effective speaking assessment should focus on

several key aspects, including pronunciation, fluency, confidence, and vocabulary. Discussing the aspects in detail along with micro speaking skills provides a thorough understanding of how speaking proficiency can be measured in an EFL context.

The first aspect is Pronunciation. It is the ability to produce speech sounds that are clear and understandable to the listener. Brown (2015) asserts that components such as intonation, stress, and rhythm should be incorporated into the evaluation of successful pronunciation. Students' ability to imitate native speakers or produce intelligible speech can be assessed in the context of TikTok videos. Clear and understandable speech sounds with appropriate intonation and rhythm are rated as outstanding, receiving a score of 5. A good rating of 4 is given to their speech if it is mostly clear but has some minor issues. If their speech sometimes sounds ambiguous or has clear intonation problems, they score 3. If their speech is often ambiguous and difficult to understand, they score 2.

The second aspect is Fluency. It refers to a smooth and natural flow of speech without excessive pauses or hesitations. Fluency evaluation emphasizes the speaker's ability to answer naturally and with a steady tempo. The time limit of TikTok videos encourages students to express themselves concisely and clearly. If there are no pauses in the discourse, fluency is considered good, receiving Score 5. A generally fluent speech with few hesitations scores high with a Score of 4. Poor marks represent a disjointed speech with some pauses, earning a Score of 3. Fair marks apply if there are

frequent pauses that break the flow, earning a Score of 2.

The third aspect is Confidence. Confidence in speaking encompasses the ability to express ideas clearly and the assurance in using language. Thornbury (2018) asserts that consideration of syntactic and morphological correctness is necessary for accuracy assessment. Students learn to create grammatically correct sentences by creating and sharing scripted TikTok videos. Students who speak confidently and assertively about their opinions receive an outstanding confidence rating of 5. Strong judgments imply good confidence with little hesitation, receiving a Score of 4. A fair rating applies to children who have little confidence and unclear concepts, receiving a Score of 3. Those who have little confidence receive a low rating as their thoughts are difficult to articulate, receiving a Score of 2.

The fourth aspect is Vocabulary assessment, which evaluates the range and appropriateness of the words used in the speech. According to Brown (2015), students should demonstrate a variety of lexical words that are relevant to the context. Teachers can encourage students to use a variety of words in their TikTok videos. If students use a lot of acceptable vocabulary to enhance the message, they get an outstanding Score of 5. If using some variety of vocabulary, they get a Good Score of 4. If the vocabulary used is few and contains some inappropriate word choices, then it scores a fair score of 3. If the vocabulary used is many and contains many irrelevant word choices, then it scores a poor score of 2.

As can be seen, there are four aspects to consider when assessing

speaking ability according to Brown (2004). Maximum Score for Pronunciation is 25, maximum Fluency Score is 25, maximum Confidence Score is 25, maximum Vocabulary Score is 25. The combined maximum score for all these aspects is 100. In speaking skills, there are important aspects that support effective communication, fluency, and accuracy. Micro speaking skills, according to Brown (2015), are the smaller, detailed elements of speaking that are essential for effective oral communication. These skills complement broader aspects of speaking, such as fluency and accuracy, by focusing on smaller points in speaking.

B. Theoretical Framework

The use of TikTok significantly supports students' speaking skill development by providing an informal, engaging, and authentic environment for language practice. Through features like short-form videos, editing tools, and peer interaction, students can repeatedly produce, revise, and share spoken content, which enhances fluency, vocabulary, pronunciation, and confidence. As a low-pressure platform, TikTok also helps reduce speaking anxiety while promoting creativity and self-expression. Overall, it serves as a powerful socio-cultural tool that facilitates real-world communication and continuous language exposure in EFL learning contexts.

The use of TikTok in a standard junior high school (SMP) classroom provides students with an engaging and interactive platform to develop their English speaking skills. For young learners, speaking in a foreign language can be intimidating; however, TikTok offers a low-pressure environment where

students can practice freely and creatively. Through tasks like short storytelling, daily vlogs, simple tutorials, or role-plays, students are encouraged to express their thoughts in English using everyday vocabulary and structures. The ability to record multiple takes fosters self-monitoring and helps students gradually improve aspects such as fluency, pronunciation, and confidence. For junior high school learners, this iterative process supports gradual improvement in. Moreover, TikTok's social and motivational features offer unique advantages that conventional teaching settings often lack, especially for junior high school students who are highly responsive to digital interaction and peer recognition. The platform allows students to share their speaking projects with a broader audience including classmates, teachers, and even the wider online community which increases their sense of ownership and purpose in language use. Feedback in the form of likes, comments, or peer responses serves as a source of encouragement and validation, enhancing students' self-efficacy and willingness to participate actively. These interactive elements not only promote intrinsic motivation but also encourage sustained engagement with speaking tasks.

Furthermore, TikTok facilitates concise oral expression, the acquisition of new vocabulary, and a reduction in speaking anxiety. It supports various types of speaking practice such as imitative, responsive, and extensive by providing opportunities to rehearse pronunciation, fluency, and accuracy in a multimodal context. Students are able to demonstrate measurable improvement after repeating similar speaking tasks, indicating that regular interaction with

the platform has a significant positive impact on their speaking performance. Overall, the integration of visual, auditory, and creative elements in TikTok provides an engaging and effective language learning experience that enhances pronunciation and vocabulary, improves fluency and accuracy, fosters motivation and confidence, and ultimately leads to significant improvements in students' speaking skills.

C. Hypothesis

This study aims to answer the question: "Do students taught with tiktok application media have better speaking skills than students taught using conventional teaching?"

Based on the related theories, there are two hypotheses in this research :

H0 : there is no significance different student taught with TikTok application and convesional teaching.

Ha : there is significance different student taught with TikTok application and convesional teaching.