

CHAPTER I

INTRODUCTION

A. Background of the Study

English proficiency has become a crucial skill in the fields of education, technology, and the global workforce. Today, English is no longer viewed merely as a school subject, but rather as a key instrument for accessing information, building international networks, and competing in a globalized world. In Indonesia, formal education curricula have been developed to improve students' English skills. Speaking, as one of the four major language skills, plays a critical role in communication and academic success. The ability to speak English fluently enables learners to engage in international communication, access global scholarly resources, and build professional networks that transcend borders. However, in practice, English language teaching still faces several challenges in EFL contexts. Previous studies have reported that low student motivation, limited variation in teaching methods, and insufficient engaging and contextual learning materials remain persistent issues in English classrooms (Songbatumis, 2017). These issues highlight the need for more innovative and relevant approaches that align with the learning preferences of today's generation—especially through the integration of digital technologies in the learning process.

Many Indonesian students still struggle to develop their speaking abilities due to a lack of real-life practice, low motivation, and limited interactive methods in the classroom. Unlike reading or writing, speaking requires learners to think spontaneously, express ideas clearly, and maintain

fluency while interacting with others. This complexity often causes students to feel anxious or afraid of making mistakes, especially when they are not provided with a supportive environment for practice. Traditional classroom activities, such as grammar drills or rote memorization, often fail to provide sufficient opportunities for meaningful communicative practice, which is reflected in teachers' perceptions of English teaching challenges. As a result, many students lack the confidence to speak English even after years of formal instruction.

This issue calls for a shift in teaching approaches, moving toward more engaging, contextualized, and learner-centred methods. One of the teaching strategies that has been widely recommended to develop speaking competence is storytelling. Storytelling is not merely about retelling tales; it is a powerful instructional method that encourages students to organize their thoughts, use descriptive language, and convey emotions while speaking (Yakhiyarov & Doganay, 2023). Storytelling promotes fluency, coherence, and creativity in speaking, especially when students are allowed to personalize the content. Moreover, it gives learners a purpose for speaking, as they share meaningful narratives rather than just answering textbook questions. In addition to improving linguistic skills, storytelling also boosts confidence by allowing students to rehearse and perform in a safe, low-stakes setting (Handayani et al., 2024).

This is where technology comes in, especially social media platforms that are already integrated into students' daily lives. Among various platforms, TikTok has emerged as one of the most popular social media applications

among Generation Z, including Indonesian high school students. Previous research indicates that TikTok is widely used by Gen Z as a platform for creativity, self-expression, and daily digital engagement, which makes it highly relevant to students' interests and communication practices (Kinanti et al., 2023). Its short-form video format, creative tools, and user-friendly interface make it an ideal space for students to practice speaking in a fun, relaxed, and interactive way. TikTok allows learners to record themselves, edit their performance, and share content with a broader audience, fostering a sense of ownership and pride in their language use. More importantly, it provides opportunities for repetition and reflection, which are essential for language acquisition (Fitri et al., 2025)

Several studies support the idea that integrating digital storytelling with platforms like TikTok can significantly enhance speaking outcomes. TikTok's blend of audio-visual engagement and performative expression stimulates student creativity and reduces speaking anxiety (Soeharto & Muniarti, 2024). Similarly, demonstrate that students who participated in TikTok storytelling projects exhibited improved pronunciation, vocabulary usage, and overall speaking fluency (Prabaningrat & Akhriyah, 2024). These findings suggest that combining storytelling with TikTok not only aligns with students' learning styles but also promotes authentic communication and multimodal expression. Moreover, such integration bridges formal education with students' digital culture, making learning more relevant and meaningful.

Based on the preliminary observation at SMAN 1 Sukomoro, several problems were found in the teaching of speaking skill. Many students experienced low confidence and were reluctant to speak English during classroom activities. Speaking practice was limited, and learning activities tended to be monotonous, causing students to feel less motivated and passive in expressing their ideas orally. In addition, students were not sufficiently facilitated to use familiar digital media that could support their speaking practice. These conditions indicate the need for more engaging and student-centered teaching strategies. Therefore, integrating storytelling technique and TikTok videos is considered relevant to help students develop ideas, practice speaking in a more meaningful context, and improve their confidence and engagement in speaking English.

Considering the above, this research aims to investigate how storytelling technique can be effectively integrated with TikTok videos to teach speaking skills for the tenth-grade students of SMAN 1 Sukomoro. The study also seeks to explore the challenges students face when engaging with this approach. By understanding the impact and practicality of combining traditional narrative techniques with contemporary digital media, this research contributes to the ongoing effort to modernize English language teaching. Ultimately, the goal is to offer an innovative and student-centred teaching model that reflects the needs and habits of today's learners while promoting their speaking competence in a fun, creative, and effective way.

B. Research Questions

Based on the background of the study described above, this research is guided by the following questions:

1. How is the teaching of speaking skill for the tenth-grade students of SMAN 1 Sukomoro by integrating storytelling technique and TikTok videos?
2. What challenges do the students face during the teaching of speaking skill by integrating storytelling technique and TikTok videos ?

C. Purpose of the Study

This study aims to explore the integration of storytelling technique and TikTok videos in the teaching of English-speaking skill for the tenth-grade students of SMAN 1 Sukomoro. Specifically, the objectives of this study are:

1. To describe how the speaking skill is taught to the tenth-grade students of SMAN 1 Sukomoro by integrating storytelling technique and TikTok videos.
2. To identify the challenges faced by the students during the teaching of speaking skill through the integration of storytelling technique and TikTok videos.

D. Significance of the Study

1. Theoretical Significance

This study contributes to the development of teaching methods in EFL by combining a traditional narrative technique (storytelling) with a modern digital platform (TikTok). Storytelling has been proven to help learners organize their ideas and speak more fluently because it trains them

to deliver thoughts in sequence. On the other hand, TikTok allows students to express themselves in a space that feels fun and familiar, helping to reduce anxiety and boost motivation .

2. Practical Significance

- a. For English teachers: as inspiration to create more engaging, relevant, and student-centered speaking activities using tools students already enjoy.
- b. For students: to help improve their speaking skills, build confidence, and reduce anxiety through activities that feel natural and fun for them.
- c. For future researchers: as a reference to explore the use of digital platforms like TikTok in combination with other learning strategies, especially in teaching productive skills such as speaking.

E. Definition of Key Terms

1. Storytelling Technique: In this study, storytelling refers to the activity of telling stories orally using English, where students are expected to deliver a narrative with clear structure (beginning, middle, and end) to help improve their speaking fluency and coherence.
2. TikTok Videos: TikTok here refers to short-form videos created and/or used by students as part of the learning process. These videos may include students recording themselves telling stories, practicing dialogues, or presenting content related to the speaking task.

3. Speaking Skill: Speaking skill in this research means the students' ability to express ideas orally in English with a focus on fluency, pronunciation, vocabulary use, and confidence.
 4. Integration: Integration refers to the combination of storytelling technique and TikTok videos used together as a teaching method in speaking lessons.
- Tenth Grade Students of SMAN 1 Sukomoro: The participants of this study are students in the tenth grade of SMAN 1 Sukomoro, who are learning English as a foreign language in the 2024/2025 academic year.