

CHAPTER II

REVIEW OF LITERATURE

A. Teaching Speaking in EFL Context

Speaking is one of the core skills in English language learning, alongside listening, reading, and writing. For EFL learners, especially those in Indonesia, speaking often becomes the most challenging skill to master due to limited exposure to authentic English conversations and a lack of speaking practice in daily life. Research has shown that students in EFL contexts often learn English primarily in classroom settings, which restricts their opportunities for meaningful communicative use of the language. These limitations make speaking instruction a crucial part of language teaching, as it not only focuses on language accuracy but also on fluency, confidence, and real-time interaction (Arifin & Purwanti, 2016)

In recent years, the emphasis on communicative competence has shaped the way speaking is taught. Rather than focusing only on grammar and pronunciation drills, teachers are encouraged to use more interactive approaches such as group discussions, role-plays, and the integration of digital media like TikTok. Recent studies indicate that communicative speaking activities using digital tools encourage active student participation, reduce speaking anxiety, and create a supportive learning environment in EFL classrooms (Yulita & Hertiki, 2023). Through these activities, students are given opportunities to use language naturally and develop essential interactional skills such as turn-taking,

expressing opinions, and negotiating meaning, which are crucial for effective communication in both academic and real-life contexts.

Despite this, teaching speaking in Indonesian high schools still faces numerous challenges. Many English teachers continue to rely on traditional instructional practices, such as reading dialogues from textbooks or memorizing short monologues, which do not adequately address learners' needs for authentic oral communication. Recent studies found that students had positive perceptions of interactive teaching strategies, indicating that the use of appropriate instructional methods could enhance students' participation and interest in speaking activities (Firharmawan & Heriyanto, 2023). In addition, large class sizes, limited instructional time, and low student confidence further hinder the effectiveness of speaking instruction in EFL classrooms.

To overcome these challenges, English teachers at the senior high school level need to adopt more contextualized and technology-integrated approaches that align with students' learning styles and real-life experiences. Within the framework of the Merdeka Curriculum in Indonesia, speaking is emphasized not only as a linguistic skill but also as a medium for character building, creativity, and meaningful communication. The curriculum encourages teachers to design student-centered and project-based learning activities that connect language learning to authentic contexts. Recent research on the implementation of the Merdeka Curriculum highlights that the integration of digital media and project-based learning contributes positively to students' motivation,

confidence, and speaking proficiency in EFL classrooms, including at the senior high school level (Ningsih et al., 2024).

A.1. Components of Speaking Skill

Speaking skill consists of several essential components that support effective oral communication in EFL contexts. According to previous study speaking performance is commonly evaluated through components such as fluency, pronunciation, grammar, vocabulary, and communication ability. Fluency refers to learners' ability to speak smoothly with minimal hesitation, while pronunciation relates to accurate articulation, stress, and intonation in spoken language. Grammar and vocabulary play an important role in ensuring accuracy and clarity of meaning, enabling learners to express ideas appropriately in various communicative situations. (Nugraha et al., 2025)

In addition, communication ability reflects learners' capacity to convey messages effectively and respond to others during interaction. These components are also emphasized in digital speaking practices. A study by Prabaningrat and Akhiriyah (2024) found that students' speaking improvement through TikTok-based activities was reflected in better fluency, pronunciation accuracy, vocabulary use, and overall communicative performance. Understanding these components is therefore important for designing speaking activities and assessing students' oral performance systematically in EFL

A.2 Speaking Assessment and Scoring Rubric

Speaking assessment in EFL classrooms is commonly conducted using an analytic scoring rubric to ensure objective and consistent evaluation. An

analytic speaking rubric allows teachers and researchers to assess each component of speaking skill separately, such as fluency, pronunciation, grammar, vocabulary, and communication ability, rather than relying on a single overall score (Hartatik et al., 2024). This type of assessment provides more detailed information about students' speaking strengths and weaknesses, which is particularly useful for classroom-based evaluation.

In speaking activities such as storytelling and video-based speaking tasks, the use of a scoring rubric helps maintain fairness and transparency in the assessment process. Clear performance criteria guide students in understanding what aspects of speaking are being evaluated and help teachers assess oral performance consistently (Hartatik et al., 2024). This approach is in line with the study conducted by Prabaningrat and Akhriyah (2024), who applied an analytic speaking rubric to evaluate students' speaking performances in TikTok-based tasks. Their findings indicate that the use of clear assessment criteria supported systematic evaluation and provided meaningful feedback on students' speaking development. Therefore, in this study, an analytic scoring rubric was applied to assess students' storytelling performances and TikTok-based speaking tasks in order to support systematic and transparent evaluation of students' speaking development.

In conclusion, teaching speaking in an EFL context requires more than just textbook instruction; it demands creativity, contextual relevance, and an understanding of students' needs. Teachers are encouraged to move beyond conventional methods and incorporate activities that foster communicative

competence in meaningful ways. With proper support and innovative tools, students can be more motivated to speak, practice regularly, and improve their confidence in using English. This creates a strong foundation for integrating further techniques such as storytelling and digital media in speaking instruction.

B. Storytelling Technique in English Language Teaching

Storytelling is a timeless teaching strategy that continues to hold great relevance in modern language classrooms, especially for enhancing speaking skills. At its core, storytelling allows students to structure language naturally while conveying meaning, emotions, and creativity. In the context of English Language Teaching (ELT), storytelling has been recognized as an effective instructional tool to foster speaking fluency, enrich vocabulary, and increase student engagement. Teaching speaking requires meaningful and interactive activities that encourage students to actively use the target language. Communicative activities, such as communication games, help students improve their speaking ability by creating a relaxed learning atmosphere and increasing student participation. Through such activities, learners are more confident to express ideas orally and interact with their peers. This finding supports the use of storytelling activities, which also emphasize communication, interaction, and meaningful language use in the speaking classroom (Arifin & Purwanti, 2016).

In speaking activities, storytelling encourages learners to use their language productively and imaginatively. When students are asked to share personal or fictional stories, they learn to organize thoughts chronologically, choose

appropriate vocabulary, and apply grammar in real-time. This process mirrors natural speech and allows learners to focus on communication rather than accuracy alone. Storytelling helps learners develop a sense of ownership over the content they share, which can reduce speaking anxiety and make speaking activities more authentic and meaningful. By constructing and presenting their own stories, students are encouraged to express personal experiences, cultural identities, beliefs, and everyday realities, allowing speaking practice to become more personal and contextualized (Tappi et al., 2025).

The role of storytelling becomes even more powerful when combined with visual support, group collaboration, and performance elements. Storytelling that integrates gestures, images, or props can make language learning more accessible and memorable, particularly for learners who benefit from visual and kinaesthetic modes of input. Research has shown that digital storytelling approaches incorporating multimodal elements such as images, audio, and narrative sequences can enhance learners' speaking performance by providing richer contextual cues that support meaning-making and expressive language use (Yuniarti et al., 2022). Moreover, storytelling promotes student-centered learning where the teacher acts more as a facilitator than a knowledge-giver. This shift not only builds students' autonomy but also creates a more dynamic and enjoyable classroom atmosphere.

In Indonesian high schools, the use of storytelling is gaining traction as a creative alternative to traditional speaking practices. The national curriculum under the *Merdeka Belajar* framework encourages student creativity and the

use of real-world, expressive tasks. Teachers are expected to provide meaningful activities that allow students to relate language learning with daily life and critical thinking. Some researchers argue that storytelling aligns effectively with learner-centered curricular visions such as Indonesia's *Merdeka Belajar* because it integrates language use with emotion, imagination, and meaning, allowing learners to engage deeply with content and social interaction. Storytelling activities have been shown to enhance learners' confidence and discourse development, particularly by encouraging students to express ideas clearly and adapt messages according to different communicative contexts (Rahmawati et al., 2025). Moreover, digital and traditional storytelling approaches have been associated with gains in speaking fluency and reflective language use, as learners rehearse and negotiate meaning through narrative production (Agra, 2025). Additional research indicates that storytelling as a pedagogical strategy promotes meaningful communicative practice by encouraging learners to organize ideas, use language creatively, and express messages through spoken narratives (Anggarini et al., 2023).

In terms of classroom implementation, storytelling can take many forms, such as personal recounts, picture-based narratives, role-plays, or even digital stories. Teachers can introduce story prompts, visual cues, and collaborative tasks to guide students, especially beginners, in constructing narratives. For more advanced learners, open-ended storytelling allows greater freedom in content creation and linguistic expression, which can enhance creative use of language and discourse skills. Research in EFL contexts has shown that students

engaged in regular storytelling activities demonstrate improvements in speaking fluency, use of cohesive devices, and expressive clarity, as learners are encouraged to organize and present ideas meaningfully (Purwasari & Nugraha, 2023). Importantly, many learners report that storytelling feels more like natural communication than formal testing, which increases their confidence and motivation to participate actively in speaking tasks. This emotional engagement plays a key role in sustaining interest and supporting long-term language retention.

In conclusion, storytelling is more than just a fun activity, it is a pedagogical technique rooted in communication, creativity, and learner engagement. It helps students move from passive language use to active language production. When implemented thoughtfully, storytelling allows learners to explore language within meaningful and familiar contexts, making their speaking more fluent, expressive, and confident. In a world where language learning is increasingly tied to communication and creativity, storytelling remains one of the most flexible and effective strategies in the EFL classroom.

C. Integrating TikTok Videos in Speaking Activities

In the digital era, the integration of technology into education has become a necessity, particularly for students who belong to the digital native generation. Social media platforms are now closely connected to students' daily communication practices, and among them, TikTok has emerged as one of the most popular applications due to its entertaining, visual, and interactive

features. Recent studies indicate that TikTok has strong potential to be utilized as a learning medium in English classrooms, especially for speaking activities. TikTok in speaking instruction can positively influence students' speaking performance, as the platform encourages learners to practice English more actively and confidently through short video content (Zurianti & Efendi, 2025).

One of the key advantages of TikTok in speaking instruction lies in its ability to provide students with flexible and repetitive speaking practice. Through TikTok, students are able to record themselves speaking in English, whether in the form of storytelling, short dialogues, opinion sharing, or presentations. This process allows learners to rehearse, revise, and improve their speaking performance before submitting or sharing their videos. The use of TikTok as a learning medium can support students' speaking development by providing opportunities for practice and increasing their engagement in English learning activities (Annapis, 2024). The opportunity to repeat recordings reduces pressure and helps students feel more comfortable practicing spoken English.

In addition, TikTok supports creativity and self-expression through its various features, such as background music, visual effects, text overlays, and filters. These features enable students to combine verbal and visual elements in delivering their spoken messages. According to (Budiarta & Akmar, 2024), students perceive TikTok as an engaging learning medium that enhances vocabulary fluency and encourages more active participation in speaking tasks.

By presenting their ideas creatively, students are more motivated to use English meaningfully while paying attention to clarity, pronunciation, and fluency.

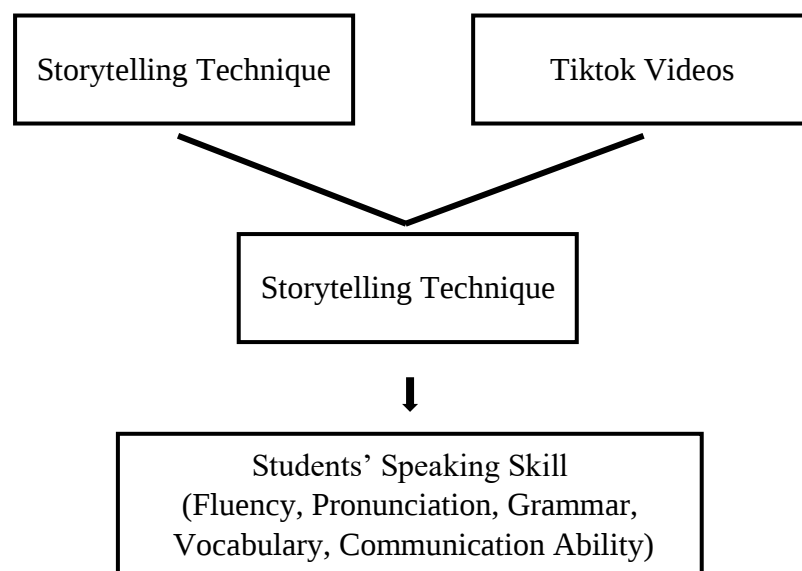
Another important benefit of using TikTok for speaking activities is the presence of an authentic and interactive audience. Students do not practice speaking solely for their teacher but also for peers who may view and respond to their videos. This interaction increases students' awareness of audience comprehension and motivates them to improve their speaking quality. Interaction with English TikTok content can enhance students' learning motivation, as learners become more engaged and reflective about their language use (Nisak, 2024). By watching their own videos and others' content, students are encouraged to evaluate their performance and make continuous improvements.

Furthermore, TikTok can support collaborative and project-based speaking activities in which students work together to create short video projects such as storytelling performances, role-plays, or thematic speaking tasks. These activities promote not only speaking skills but also teamwork and digital literacy. When integrated with clear instructional goals and appropriate assessment criteria, TikTok becomes an effective medium for developing communicative competence. In line with the principles of the Merdeka Belajar curriculum, the use of TikTok encourages student-centered learning, creativity, and meaningful language use while still aligning with curriculum standards (Nisak, 2024).

D. Conceptual Framework

This section presents the conceptual framework of the study, which illustrates the relationship between storytelling technique, TikTok videos, and students' speaking skills.

Figure 1. 2.1 Conceptual Framework of the Study



As illustrated in **Figure 2.1**, this study integrates storytelling technique and TikTok videos as instructional strategies in the teaching–learning process. These strategies are implemented through classroom storytelling activities and TikTok-based speaking tasks to create engaging and student-centered learning experiences. The teaching–learning process is expected to influence students' speaking skills, which are assessed in terms of fluency, pronunciation, grammar, vocabulary, and communication ability. This framework guides the researcher in designing the teaching activities, collecting data, and analyzing students' speaking development.

E. Theoretical Framework

The conceptual framework presented in the previous section illustrates the integration of storytelling technique and TikTok videos in teaching speaking skills. To provide a theoretical foundation for this framework, the present section discusses relevant language teaching approaches and learning theories that explain why these instructional strategies are expected to support students' speaking development.

This study is grounded in several theoretical perspectives that support the integration of storytelling technique and TikTok videos in teaching speaking skills. The use of storytelling in this research is primarily supported by the Communicative Language Teaching (CLT) approach, which emphasizes meaningful communication as the main goal of language learning rather than the mere mastery of grammatical forms. Through CLT-based activities, learners are encouraged to express ideas, share experiences, and interact using the target language in realistic contexts. Storytelling aligns well with this approach because it allows students to organize their thoughts, convey messages, and speak with a clear communicative purpose, thereby promoting active language use and communicative competence (Nurhaliza et al., 2025). In addition, storytelling activities often involve peer interaction and collaborative learning, such as planning stories, exchanging ideas, and giving feedback, which helps learners develop speaking fluency and confidence through social engagement. Such collaborative storytelling practices support learners in improving their oral

performance as they construct meaning together and learn from one another (Agra, 2025).

The integration of TikTok videos in speaking activities is theoretically supported by multimodal learning principles, which suggest that learning becomes more effective when information is presented through multiple modes, such as visual, auditory, and verbal elements. TikTok provides a multimodal learning environment that enables students to combine spoken language with images, music, and text, making speaking practice more engaging and meaningful. Through video recording, students are given opportunities to rehearse, review, and refine their speaking performance, which supports the development of speaking fluency and pronunciation (Annapis, 2024). Furthermore, TikTok encourages creativity, autonomy, and active participation by allowing students to present ideas in personalized ways while remaining focused on communicative goals. When implemented with clear instructional objectives, TikTok functions as a technology-enhanced learning medium that supports student-centered speaking activities and aligns with classroom learning outcomes (Siregar et al., 2025)