

CHAPTER I

INTRODUCTION

A. Background of Study

The ability to speak English is one of the key skills that high school students must learn. Students need to be able to communicate well in English. However, in reality, many students still face various obstacles in developing their speaking skills. According to Alfaron et al. (2025), many students struggle with speaking English due to a lack of vocabulary, grammar, pronunciation, and low self-confidence when speaking in front of the class. This issue calls for innovative teaching methods that can enhance students' motivation and speaking skills.

Students are unfamiliar with various speaking techniques and often rely solely on reading texts when expressing their ideas, resulting in their speaking skills appearing rigid and lacking in communication (Siswanto, 2024). This reliance on texts indicates that they have not yet developed effective speaking strategies, such as the use of intonation, expressions, or improvisation skills. This condition shows the need for an update in speaking learning materials, so that students do not only learn to memorize or read, but are also trained to develop more natural, interactive, and context-appropriate speaking skills. This update is crucial in helping students become more confident and convey ideas effectively in various communication situations.

Task-Based Learning (TBL) is a language learning approach that focuses on the communicative use of language through the completion of meaningful tasks. In TBL, students are encouraged to actively participate in various activities such as role-playing, discussions, storytelling, and simulations, enabling them to practice speaking directly in relevant contexts. According to Hibatullah et al. (2024), the implementation of TBL significantly improves students' speaking skills, including fluency, accuracy, and confidence.

In addition to the TBL approach, the use of digital media such as TikTok videos is also a relevant innovation in speaking learning. TikTok, as a short video platform, offers a creative space for students to express themselves, practice pronunciation, and enrich their vocabulary through interesting and easily accessible content (Rahmawati & Gusniawati, 2023). According to Zaitun et al. (2021), the use of TikTok videos in speaking instruction effectively improves English speaking skills, and students can freely express their ideas through TikTok videos.

The integration of Task-Based Learning and TikTok videos in speaking instruction provides a more authentic and contextual learning experience. Through video-based tasks, students are not only required to complete tasks orally, but also practice creating, editing, and sharing English-language videos, thereby developing their speaking skills comprehensively (Alvarez et al., 2024). Additionally, the use of TikTok can address students' boredom with conventional teaching methods and motivate them to actively participate.

Research on the effectiveness of TBL and TikTok in speaking instruction has shown significant results. For example, in a study at SMP Negeri 1 Palu,

students' average speaking ability scores improved significantly after participating in instruction using TikTok videos, both in terms of fluency and accuracy Alfaron et al. (2025). Similar results were also found in another study showing that TBL can improve speaking learning outcomes, with over 80% of students achieving learning mastery Panduwangi (2021). The use of Task-Based Learning (TBL) combined with TikTok has been proven to effectively improve students' speaking skills. The use of TikTok has also been shown to have a positive correlation with higher grammar and vocabulary proficiency compared to conventional methods. Varied and interesting video content makes it easier for students to remember and understand new vocabulary Tirtayasa et al. (2024). This shows that TikTok can be an effective tool to support English language learning in the digital age.

In its application at SMAN 1 Barat, teachers can design various TikTok video-based tasks integrated with the TBL approach, such as creating self-introduction videos, conversations, storytelling, or short presentations. Through these tasks, students not only practice speaking but also learn to collaborate, think critically, and use technology positively (Safitri et al., 2019). In addition, teachers can provide direct feedback on the videos uploaded by students, both in terms of content, language structure, and other technical aspects. According to Tirtayasa et al (2024), this process of reflection and evaluation is very important to help students identify their strengths and weaknesses in speaking, as well as motivate them to continue improving themselves.

Thus, the integration of Task-Based Learning and TikTok videos in speaking lessons in class X at SMAN 1 Barat is expected to be an innovative solution to overcome the problem of low speaking skills among students. This approach not only improves students' cognitive aspects but also their affective aspects, making them more confident in English language learning (Ulfa et al., 2026). Integrating Task-Based Learning with TikTok videos can effectively improve students' speaking proficiency by enhancing cognitive and affective development while increasing their confidence and engagement in learning English.

Finally, this study is expected to provide a tangible contribution to the development of effective English-speaking learning strategies that are relevant to the needs of the digital generation and capable of creating a fun and meaningful learning environment for high school students.

B. Research Focus

This study has a delimitation of the study. This study focuses on the implementation of Task-Based Learning (TBL) integrated with TikTok videos as a strategy to enhance speaking skills among tenth-grade students at SMAN 1 Barat. This study explores how these two approaches can be integrated to create an engaging and effective speaking classroom environment. Special attention is given to the learning process, student responses, and the overall impact on students' oral communication skills. In addition, this study aims to identify the challenges faced by teachers and students during the implementation of TBL and the use of TikTok videos in speaking teaching, as

well as the strategies or solutions applied to overcome these challenges. By focusing on these aspects, this study seeks to provide insights into innovative teaching practices in the digital age, particularly in the context of English language teaching in high schools.

C. Research Questions

Based on the theoretical discussion above, this research aims to conduct research on teaching speaking through using task-based learning and TikTok videos for the tenth-grade students of SMAN 1 Barat. Two research questions are as follows:

1. How is Task-Based Learning integrated with TikTok videos used to teach speaking to tenth-grade students at SMAN 1 Barat?
2. What challenges and solutions can be revealed during the implementation of Task-Based Learning integrated with TikTok videos to teach speaking for tenth-grade students of SMAN 1 Barat?

D. Purposes of Study

1. To describe how Task-Based Learning integrated with TikTok videos can be used to teach speaking for tenth-grade students of SMAN 1 Barat.
2. To explain the challenges and solutions that can be revealed during the use of Task-Based Learning and TikTok videos to teach speaking for the tenth-grade students of SMAN 1 Barat.

E. Significances of The Study

The results of this study are expected to be useful for:

1. Teachers

This study provides practical insights to teachers on innovative and contextual speaking learning strategies by using task-based learning and popular media such as TikTok. Teachers can understand how to integrate technology that is familiar to students to improve speaking skills in a more interesting and relevant way. In addition, teachers can also recognize challenges that may arise in the learning process and find solutions that have been proven effective based on the findings of this study.

2. Students

This study provides opportunities for learning to speak English through methods that are more enjoyable, creative, and relevant to their everyday lives. With the use of TikTok and a task-based approach, students are encouraged to actively participate, collaborate, and increase their confidence in speaking English. This also helps them develop communication skills in a more contextual and applicable.

3. Future researchers

This study can serve as a reference for future researchers who wish to further explore the integration of social media and task-based learning approaches in the context of language learning. Researchers can utilize the findings, methods, and challenges identified to develop further research.

F. Definition of Key Terms

This study clarifies three key terms. Three terms need to be defined, namely:

1. Speaking skills refer to the productive competencies in language learning, referring to an individual's ability to express thoughts, ideas, and feelings verbally in meaningful and effective communication situations
2. Teaching speaking refers to the process of helping students develop their oral communication skills in English. This involves guiding students to express ideas, opinions, and information clearly and effectively through spoken language in various contexts.
3. Task-based learning is an instructional approach that focuses on completing meaningful tasks as the main unit in planning and teaching. In this study, this refers to classroom activities that require students to use the language being learned to achieve certain results, such as making videos or presenting ideas.
4. TikTok videos refer to short-form videos created and shared through the TikTok platform. In this context, TikTok videos are used as both teaching materials and student-created content to enhance speaking practice, creativity, and engagement in English language learning.