

CHAPTER II

REVIEW OF LITERATURE

In this chapter, the researcher presents the definition of speaking skills for EFL students, teaching speaking for EFL students, task-based learning, and TikTok Videos.

A. Speaking Skills for EFL Students

Speaking is one of the most important skills that needs to be developed and improved as a means of effective communication. Speaking skills are generally defined as a person's ability to express ideas, thoughts, and feelings verbally, thereby communicating effectively in various social situations. In the context of learning English, speaking skills are one of the main aspects that students must know to be able to use English as a means of communication, not just understanding structure or vocabulary Mei & Masoumeh (2017). The main components of speaking skills include fluency (speaking smoothly without many pauses or hesitations), accuracy (accurate use of language), pronunciation (correct pronunciation), vocabulary (vocabulary mastery), grammar (correct use of grammar), and interaction (the ability to interact or respond effectively to the speaker) Ninsiana et al., (2024). Speaking skills include various important components, namely fluency, accuracy, pronunciation, vocabulary mastery, grammar, and the ability to interact effectively.

Students need to speak well because speaking skills are one of the main

aspects of effective communication, both in academic and social contexts. Speaking is the ability to produce spoken utterances that can be understood by the interlocutor in a particular context. This skill includes not only the ability to convey information, but also adjust language style, intonation and the use of language style, intonation, and the use of appropriate vocabulary and grammar Brown (2004). Therefore, equipping students with good speaking skills is very important to support their participation in various communication situations inside and outside the classroom.

Speaking is an important indicator in assessing the success of student communication because it shows the extent to which they can use language actively and functionally, not just passively understand it (Sari&Arifin, 2020). When students can speak well, it indicates that they not only understand the language theoretically but can also use it in real communication contexts, whether to express opinions, answer questions, or participate in discussions. Thus, speaking is not only part of productive skills but also an important benchmark for the overall achievement of students' communicative competence. Therefore, the development of speaking skills should be the main focus in language learning that emphasizes communication functions, not just mastery of structure.

In conclusion, speaking skill is one of the most important skills that needs to be developed and improved as a means of effective communication. Speaking skill is not only the ability to communicate but also how they convey ideas and opinions according to the context. Students need to speak well so that their ideas, opinions, and thoughts can be conveyed.

B. Teaching Speaking for EFL Students

Teaching speaking for EFL Students is an important one to do well. The English teacher must find an interesting strategy for teaching and learning in the class (Sari & Arifin, 2020). Teaching speaking in the context of learning English as a foreign language (EFL) is a very important aspect in shaping students' communication skills. This skill not only serves as a means of self-expression but also as a tool for interacting in everyday life and in academic environments (Rahmawati & Gusnawati, 2020). In the context of EFL, students tend to have limited access to a natural English-speaking environment, so the speaking teaching process needs to be designed systematically and communicatively in order to create appropriate practice opportunities.

There are various internal and external obstacles in speaking teaching for EFL learners. Internal factors include the influence of the mother tongue, age, motivation, and language ego, which make students reluctant to speak in English. Meanwhile, external factors such as large class sizes and a lack of student autonomy are also significant obstacles. The success of speaking teaching in the EFL context is greatly influenced by a combination of internal and external factors, so a holistic and adaptive approach is needed to overcome these obstacles in order to create an effective and communicative learning process.

Furthermore, research by Rusli et al. (2024) highlights that affective factors such as fear of making mistakes, embarrassment, and lack of motivation are the main obstacles to EFL students' speaking ability. In addition, linguistic

obstacles such as lack of fluency were also found, but affective factors were considered to be the most dominant. This study emphasizes that students' psychological aspects must be considered in speaking teaching strategies to help students become more confident and actively participate in class.

In addition, a study by Amiruddin (2022) in a literature review concluded that the biggest obstacles in speaking learning for foreign language learners are the differences in grammar and phonology between the mother tongue and the target language, as well as speaking anxiety, which prevents students from performing well. Lack of exposure to English and a lack of motivation are also significant obstacles. This study recommends that teachers better understand these obstacles and apply teaching methods that can increase exposure and reduce student anxiety.

Based on previous studies, it can be concluded that teaching speaking to EFL students is a crucial aspect in effectively building students' communication skills. Speaking functions not only as a medium for expressing ideas but also as a tool for interaction in daily and academic contexts. However, EFL speaking instruction faces internal challenges such as mother tongue interference, low motivation and anxiety, as well as external challenges including limited English exposure and classroom conditions. Affective factors like fear of making mistakes and lack of confidence are identified as the most dominant barriers to students' speaking ability. Therefore, teachers should create communicative and adaptive strategies when teaching speaking.

C. Task-Based Learning

Task-Based Learning (TBL) is a language learning approach that focuses on the use of real tasks as the core of the learning process. According to Ellis (2003), TBL aims to encourage students to use the target language through activities that reflect the use of language in everyday life, such as interviews, presentations, or problem solving. The main characteristics of TBL are meaning-focused orientation, active student involvement, and natural language use. This approach positions students as language users, not just passive learners, thereby helping to develop more contextual and communicative language skills.

TBL consists of three main interrelated stages: Pre-Task, Task Cycle, and Language Focus. In the Pre-Task stage, the teacher introduces the topic and task and provides relevant examples or strategies for completing the task. This stage helps to build background knowledge and prepare students. Next, in the Task Cycle stage, students work individually or in groups to complete the task using the target language without pressure to speak perfectly. This stage includes task execution, outcome planning, and reporting. Finally, in Language Focus, teachers and students reflect on the language use that emerged during the task, identify errors, and explore relevant language structures to reinforce linguistic accuracy and understanding.

The application of TBL in speaking instruction offers a number of advantages. This approach creates an authentic and communicative learning environment, as a result of which students' motivation, active participation, and

confidence in using English increase. In addition, TBL allows students to practice speaking in meaningful contexts, which ultimately improves their fluency and accuracy in language use. However, TBL also has challenges, such as difficulties in managing large classes, the need for thorough preparation of materials, and time constraints in implementing the stages. Teachers are also required to have a strong methodological understanding to facilitate effective discussion and reflection on language.

Previous studies have shown that the Task-Based Learning (TBL) approach has great potential in improving the speaking skills of EFL students. According to Al-Tamimi et al. (2020), TBL not only has an impact on improving technical speaking skills but is also effective in overcoming psychological barriers such as fear of making mistakes and low self-confidence. Thus, although implementing TBL requires careful planning and appropriate pedagogical strategies, this approach has been proven effective in supporting the overall development of students' speaking skills, both linguistically and affectively.

Based on the above description, it can be concluded that Task-Based Learning (TBL) is an effective language learning approach in developing EFL students' speaking skills comprehensively. By emphasizing the use of real tasks that reflect everyday communication contexts, TBL encourages students to use the target language actively, meaningfully, and naturally. This approach not only improves fluency and accuracy but also strengthens students' confidence and participation through a communicative and contextual learning environment. The stages of TBL Pre-task, Task Cycle, and Language Focus, support a structured and reflective learning process, even though its

implementation faces several challenges such as large class management, time constraints, and the need for teacher methodological readiness.

Findings from previous studies consistently show that TBL can overcome students' linguistic and psychological barriers, creating a more engaging and interactive learning atmosphere. Therefore, TBL can be considered a relevant and applicable approach to improving speaking competence in learning English as a foreign language.

D. TikTok as Media Instructions to Teach Speaking

TikTok is a social media platform that stands out with its short video format lasting 15 to 60 seconds, allowing users to easily create, edit, and share content using various features such as filters, effects, music, and text. In the context of English language learning, TikTok is becoming an increasingly popular medium because it presents educational content in a concise, interesting, and interactive way. Many teachers and students use this platform to share pronunciation tips, speaking exercises, and grammar explanations that can be accessed at any time. The short video format makes learning feel lighter and more fun, while encouraging independent learning outside the classroom. In addition, features such as comments and video duets provide opportunities for interaction that enrich the learning experience. The main benefit lies in TikTok's ability to provide a space for direct, creative, and flexible expression and speaking practice, allowing students to hone their English-speaking skills in a way that suits their learning style. Thus, TikTok has great potential as a modern learning medium that supports effective language skill development, as

long as its use is managed wisely and purposefully.

Many studies have been conducted to examine the effectiveness of using TikTok as a learning medium, particularly in improving English speaking skills. According to Mujayanah et al. (2023), through a Classroom Action Research approach at SMK Wijaya Putra Surabaya, it was found that integrating TikTok into learning has a positive impact on students' speaking abilities, as evidenced by significant improvements in fluency, pronunciation, non-verbal communication, and content mastery, as well as increased self-confidence and motivation among students. Research by Ulfa et al. (2024) also concluded that TikTok is an interactive and engaging learning medium that not only fosters students' creativity but also reinforces understanding of the material through visualizations relevant to the characteristics of the digital generation.

Furthermore, Alvarez et al. (2020) identified five categories of popular learning content on TikTok— pronunciation, vocabulary, grammar, common errors, and English facts— with pronunciation being the most popular category, indicating TikTok's effectiveness in improving pronunciation. These findings indicate that TikTok functions not only as an entertainment platform but also as a valuable educational resource for language learning. The popularity of pronunciation-related content demonstrates that learners actively seek opportunities to improve their spoken English through authentic audiovisual materials. Such exposure enables students to develop more accurate pronunciation while increasing their motivation to practice speaking.

Based on the above explanation, it can be concluded that TikTok has great

potential as an effective modern learning medium in supporting the development of English-speaking skills. With its attractive short video format and interactive features such as comments and duets, TikTok not only provides a space for creative and flexible speaking practice, but also encourages independent learning that suits the learning styles of today's students. Various studies show that the integrated use of TikTok in the learning process can improve linguistic aspects such as fluency, pronunciation, and language structure, while strengthening affective aspects such as confidence and motivation to learn. Therefore, when used wisely and purposefully, TikTok can be an innovative tool that supports English learning that is more contextual, interesting, and relevant to the needs of the digital generation.

E. Teaching Speaking Using Task-Based Learning Assisting with TikTok

The use of Task-Based Learning (TBL) and TikTok videos in speaking teaching is an innovative approach that combines task-based pedagogical methods with digital media that are familiar to students' daily lives. Task-Based Learning emphasizes the implementation of meaningful communicative tasks, where students not only learn language structures but also actively use them in real contexts Afifah et al., (2024). Through this approach, speaking teaching is directed at improving students' fluency, accuracy, and confidence in using spoken English. This study focuses on the implementation of Task-Based Learning (TBL) combined with TikTok videos as a strategy to improve speaking skills among 10th-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.

Meanwhile, according to Fokatea & Widagsa (2024), TikTok, as a short video-based social media, offers great potential in supporting language learning, especially speaking skills. TikTok videos, which are visual, creative, and easily accessible, allow students to explore various forms of oral expression, such as storytelling, role-play, and short presentations in English (Suryatiningsih et al, 2025). The use of TikTok can also increase student motivation to learn because it suits the learning style of the digital generation (digital natives) who are familiar with technology and social media.

When TBL and TikTok are combined, teachers can design speaking tasks that require students to create, watch, or respond to videos as part of the learning process. For example, students can be assigned to create short video presentations based on specific topics or simulate conversations in video format. This approach not only trains speaking skills but also critical thinking, collaboration, and creativity skills.

Thus, the integration of TBL and TikTok in speaking teaching provides new opportunities to create more engaging, relevant, and effective learning for

high school students.

F. The syntax of Teaching Speaking Using Task-Based Learning

1. Pre-Task (Introduction)

In the pre-task stage, the teacher introduces the topic to be studied and the learning objectives to be achieved. The teacher builds on the students' previous knowledge through stimulating questions, brief discussions, or providing stimulation in the form of pictures, videos, or simple conversation. At this stage, the teacher also introduces important vocabulary and expressions that will be used in speaking activities. Additionally, the teacher clearly explains the task instructions so that students understand what they must do in the next stage. This stage aims to prepare students mentally and linguistically before performing the main task.

2. Task Cycle (Main Task)

In the task cycle stage, students begin to carry out the main task, which focuses on the communicative use of language. Students work individually to complete a speaking task based on a given topic. During the activity, students are encouraged to actively use English without focusing too much on grammatical accuracy. The teacher acts as a facilitator who monitors the activity, provides assistance when needed, and notes common mistakes that arise. After that, students proceed to the planning stage, where they prepare the results of their discussions or conversations for presentation. In the reporting stage, students present the

results of their tasks in front of the class, while other students listen and give simple responses.

3. Language Focus

During the language focus stage, teachers guide students' attention to linguistic aspects that come up during the task. Teachers discuss sentence structure, vocabulary, pronunciation, or expressions that students often use, both those that are correct and those that need improvement. Using examples taken from students' work, teachers provide explanations and short exercises to reinforce language comprehension. This stage aims to improve students' language accuracy after they have practiced communicating freely.

4. Reflection and Feedback

During the reflection and feedback step, the main purpose is to give students the opportunity to reflect on their learning process. Students are asked to write down or discuss what they have learned from the activity, including the challenges they faced and the skills they have developed. The teacher then provides final feedback on the students' performance and motivates them to continue improving their speaking skills.

5. Assessing Speaking

Assessing speaking skills is an evaluation process that aims to measure a person's ability to use language orally, both in academic contexts and in everyday communication. Assessing speaking skills is very

important because speaking is one of the productive aspects of language proficiency that shows the extent to which learners are able to convey ideas, interact, and respond effectively in real situations. In the context of learning English as a foreign language (EFL), speaking assessment not only assesses how much students speak, but also the quality of their speech.

In this study, the researcher used the Brown Speaking Rubric. According to Brown (2004), a comprehensive speaking skills assessment rubric was developed to help teachers evaluate students' abilities objectively and systematically. This study focuses on four components: grammar, vocabulary, fluency, and pronunciation.

Table 2.1 Scoring Rubrics (Brown, 2004)

No	Criteria	Rating Score	Description
1.	Grammar	1	Grammatical errors are frequent, but the speaker is understandable to native speakers who are capable of dealing with foreigners who try to speak their language.
		2	Can usually handle basic construction rather accurately, but doesn't have a deep understanding or confidence in grammar.
		3	Good grammatical ability. Able to speak the language with appropriate structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.
		4	Able to use language accurately at all levels, generally relevant to professional needs in grammar. Grammatical errors are very rare.
		5	Equivalent to the ability of an educated native speaker.

No	Criteria	Rating Score	Description
2.	Vocabulary	1	The vocabulary used in conversation is limited to expressing anything beyond the most basic needs.
		2	Has sufficient verbal vocabulary to express himself/herself in simple terms, although sometimes uses convoluted sentences.
		3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is extensive enough that he/she rarely has to search for words.
		4	Can understand and participate in any conversation within his/her field of experience with a high degree of accuracy in grammar and vocabulary.
		5	The spoken language at all levels is fully accepted by educated native
3.	Fluency	1	No specific proficiency level description. Refer to the other four language areas for the intended proficiency level.
		2	Can handle most social situations with confidence but not fluently, including introductions and casual conversations about current events, work, family, and autobiographical information.
		3	Can discuss specialized topics with ease. Rarely needs to search for words.
		4	Can use the language fluently. Can participate in any conversation within this range of experience with a high degree of fluency.
		5	Has complete fluency in the language so that the conversation is fully accepted by educated native speakers.
4.	Pronunciation	1	Pronunciation errors are frequent, but understandable to native speakers who are accustomed to interacting with foreigners attempting to speak their language.
		2	Accent is understandable, though often quite poor.

No	Criteria	Rating Score	Description
		3	Errors do not interfere with comprehension and are rare among native speakers. Conversation is practical. An accent may be recognizable as foreign.
		4	Errors in pronunciation are quite rare.
		5	Equivalent and fully accepted by educated native speakers.

G. Theoretical Framework

The theoretical framework in this study is based on the integration of pedagogical approaches and digital media to improve students' speaking skills. Speaking skills are a crucial aspect of English language learning, as they involve several important components, including grammar, vocabulary, fluency, and pronunciation. Therefore, an appropriate learning approach is needed to provide students with opportunities to practice speaking in meaningful and contextual situations.

Task-Based Learning (TBL) is applied as a learning strategy that emphasizes the use of language through meaningful tasks and real-life contexts. In addition, TikTok is utilized as an interactive supporting medium that is relevant to the characteristics of digital-native students. The integration of TBL and TikTok is expected to create an engaging learning environment, encourage students' active participation, and provide opportunities for them to develop their speaking skills through authentic and interactive activities.

Picture 2.1 Theoretical Framework