

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of Study**

Learning media serve as tools that facilitate the delivery of instructional materials and help students understand the learning content more effectively (Pagarra, 2022, p. 11). In addition to functioning as a means of delivering information, learning media can also serve as learning resources that help students understand abstract concepts more concretely. Therefore, the appropriate use of learning media can support the teaching and learning process by making the presentation of learning materials clearer and more accessible to students.

The development of information and communication technology has contributed to changes in the forms of learning media used in education. Traditional learning media have increasingly been complemented by digital media that provide more varied forms of instructional content. The integration of digital media into the classroom can create opportunities for more engaging and interactive learning activities. Consequently, digital media can serve as an alternative for supporting the teaching and learning process in accordance with the development of educational technology.

The advancement of digital media in education has also encouraged the use of various social media platforms as learning media, one of which is TikTok. TikTok is a social media platform that allows users to create and share short videos equipped with a wide range of supporting features

(Ferstephanie & Pratiwi, 2021). These features make TikTok a potential learning medium because it is capable of creating an engaging and interactive learning experience that suits the characteristics of students in the digital era (Putri, 2024).

Speaking is one of the essential language skills that students are expected to master in English language learning. Brown (2004) explains that speaking is a productive skill that involves the ability to produce language orally for communication. Therefore, speaking is not only concerned with producing spoken language but also with the ability to communicate ideas and messages effectively according to the learners' level of proficiency.

Speaking proficiency can be assessed through several interconnected components that contribute to effective oral communication. According to Brown (2004), speaking assessment includes grammar, vocabulary, comprehension, fluency, pronunciation, and task accomplishment. These components provide a basis for evaluating students' oral communication skills. Therefore, students need to develop these aspects to express their ideas clearly and communicate messages effectively.

Speaking skills, however, cannot develop optimally without sufficient opportunities for practice. In many English classrooms, instruction continues to emphasize linguistic components such as grammar and vocabulary rather than providing students with opportunities to use English in authentic communication. As a result, students become more familiar with learning language rules than applying them in real communicative situations. This

condition often prevents students from expressing their ideas, opinions, and information confidently in spoken English.

The development of speaking skills also requires students to listen to accurate language models and practice them repeatedly. In reality, English language teaching often places greater emphasis on grammar, vocabulary, reading, and listening, while pronunciation instruction receives comparatively less attention. Harmer explains that although some learners are able to acquire good pronunciation without explicit instruction, pronunciation teaching remains beneficial because it improves intelligibility in spoken communication (Harmer, 2007). Therefore, students need learning media that provide appropriate language models so that they can listen to, observe, and practice English directly.

The use of TikTok as a learning medium is also supported by Bandura's Social Learning Theory. Bandura explains that individuals learn by observing the behavior of others, imitating it, and practicing it in appropriate situations through a process known as observational learning (Bandura, 1977). In English language learning, this process allows students to observe models of language use before practicing their own speaking skills. Consequently, TikTok has the potential to serve as an effective learning medium because it provides numerous examples of authentic language use that students can observe and imitate during speaking activities.

A preliminary observation conducted at SMP Negeri 2 Pulau Punjung revealed that English instruction is still predominantly characterized by

teacher-centered learning. During classroom activities, teachers generally explain the material by writing it on the whiteboard, after which students are instructed to copy the information into their notebooks. Students are given limited opportunities to practice speaking English, while the integration of digital learning media has not yet been implemented optimally. In particular, TikTok has not yet been utilized as a learning medium in English speaking instruction in the observed classes. As a result, many students tend to be passive, less motivated, and lack confidence when asked to speak English in front of the class.

Numerous studies have investigated the use of TikTok as a learning medium and have reported positive effects on students' speaking skills. One study conducted by Ferstephanie and Pratiwi (2022) found that the use of TikTok improved students' speaking ability through the implementation of Classroom Action Research. The improvement was observed in several aspects of speaking, including fluency, pronunciation, content, and non-verbal communication. In addition, the use of TikTok encouraged students to become more confident, active, and creative in expressing their ideas, making speaking activities more engaging.

Another study conducted by Hongsa et al. (2023) also demonstrated that the use of TikTok as a learning medium had a positive effect on the speaking skills of EFL students. The findings indicated that students' speaking performance improved after learning through TikTok, as reflected in the differences between their pre-test and post-test scores. Besides improving

speaking ability, TikTok also enhanced students' learning motivation, self-confidence, and creativity in using English. Nevertheless, the researchers pointed out that studies investigating the effectiveness of TikTok in improving speaking skills remain relatively limited, indicating the need for further research across different educational levels and contexts.

Previous studies have demonstrated the potential of TikTok to improve students' speaking skills. Nevertheless, those studies were conducted in different contexts, educational levels, and research designs. Research examining the effect of TikTok on the speaking skills of seventh-grade junior high school students through a quasi-experimental design, particularly on the About Me material, remains limited. Therefore, this study aims to investigate the effect of using TikTok as a learning medium on the speaking skills of the seventh-grade students at SMP Negeri 2 Pulau Punjung by comparing the learning outcomes of an experimental class taught using TikTok with those of a control class taught through conventional instruction.

Based on the background presented above, the researcher is interested in conducting a study entitled **"The Effect of Using TikTok Media on the Speaking Skills of the Seventh Grade Students at SMPN 2 Pulau Punjung."**

## **B. Identification of the Problem**

Based on the background of the problem described previously, several problems can be identified as follows:

1. The learning media used by teachers in teaching speaking are still

dominated by conventional teaching methods, resulting in the limited use of digital learning media.

2. Students' speaking skills are still relatively low, making it difficult for them to express their ideas, opinions, and information orally in English.
3. Students have limited opportunities to practice their speaking skills, causing them to become passive and less confident when using English in classroom communication.

### **C. Limitation of the Problem**

To avoid broadening the scope of the study and to maintain the focus of the research, the researcher limits the study as follows:

1. This research only uses TikTok as the learning media in teaching speaking skills. The use of TikTok is limited to the About Me material, which is aligned with the English learning outcomes for the seventh-grade students of junior high school. TikTok is utilized as an audio-visual learning medium that provides examples of English language use through short videos, enabling students to observe and practice their speaking skills.
2. This research only investigates the effect of using TikTok as a learning media on the speaking skills of the seventh-grade students at SMP Negeri 2 Pulau Punjung. The effect is examined by comparing the students' speaking performance between the experimental class, which is taught using TikTok, and the control class, which is taught using the conventional teaching method.

#### **D. Formulation of the Problem**

This research focuses on investigating the effect of using TikTok as a learning medium on students' speaking skills. Therefore, the research question of this study is: “Is there a significant difference in the speaking skills between seventh-grade students at SMP Negeri 2 Pulau Punjung who are taught using TikTok as a learning medium and those who are taught using conventional learning media?”.

#### **E. Purpose of the Study**

Based on the research question stated above, the objective of this research is to investigate the effect of using TikTok as a learning medium on the speaking skills of the seventh-grade students at SMPN 2 Pulau Punjung

#### **F. Significance of the Study**

The researcher expects that this research will provide valuable contributions to the development of English language teaching, particularly through the use of TikTok as a learning medium to improve students' speaking skills. This research is also expected to serve as a reference for the integration of digital media into English language teaching at the junior high school level.

For Teachers. The findings of this research are expected to serve as a consideration for teachers in selecting and utilizing learning media that are appropriate to students' characteristics. In addition, this research is expected to assist teachers in creating more engaging, interactive, and student-centered speaking activities that encourage students to actively use English in the learning process.

For Students. This research is expected to help students improve their speaking skills and increase their confidence in using English through the use of TikTok as a learning medium.

For the English Education Study Program. This research is expected to enrich the academic literature on the use of digital media in English language teaching. It is also expected to serve as a valuable reference for university students and future researchers who intend to conduct studies in the same field.

## **G. Defenition of Key Terms**

### **1. Learning Media**

Learning media refer to the tools used to deliver messages or information during the teaching and learning process to facilitate the achievement of learning objectives effectively. They also function as a bridge between teachers and students in delivering learning materials, enabling students to understand the content more easily. In this research, learning media refer to the instructional tools used by teachers to support the English language teaching and learning process.

### **2. TikTok**

TikTok is a social media platform that allows users to create and share short-form videos equipped with various interactive features. In this research, TikTok is used as an audio-visual learning medium to support the teaching of speaking skills through the About Me material for the seventh-grade students at SMPN 2 Pulau Punjung.

### 3. Speaking Skills

Speaking skills refer to students' ability to use English orally to express ideas, opinions, and information effectively. In this research, speaking skills are assessed based on six aspects: grammar, vocabulary, comprehension, fluency, pronunciation, and task, as proposed by Brown (2004).

