

CHAPTER II

LITERATURE REVIEW

A. The Nature of Speaking

1. Definition of Speaking

English is one of the most widely learned and utilized worldwide languages for communication across nations. This reflects English's function as a worldwide language.¹⁵ According to Smit, speaking in general may be defined as the transmission of a person's purpose (ideas, thoughts, heart contents) to another through the use of spoken language so that the meaning can be comprehended by others. Experts proposed a specific meaning for it.¹⁶ Speaking is the capacity to pronounce sounds or words in order to express, state, and transmit thoughts, ideas, and emotions. Speaking competence in English refers to an individual's ability to express their wants and opinions verbally to others. The objective is to develop speaking abilities, expand vocabulary usage and pronunciation, improve language order, perfect spoken vocabularies and phrases in English, and train your hearing so that you can easily detect interlocutors.

Speaking competence is an important part of language competency since it helps people learn a language via verbal conversation. Samad, Bustari, and Ahmad define speaking as the use of sounds to communicate meanings and create interactive contact between speakers and interlocutors for certain objectives.¹⁷ Similarly, Zuhriyah notes that speaking allows people to verbally convey and share their views to others.¹⁸

Speaking may be divided into two categories: fluency and accuracy. Fluency is an individual's ability to speak effortlessly and fluently during a discussion. According to Derakhshan, Khalili, and Beheshti, accuracy

¹⁵ Crystal, D. (2003). *English as a global language*. Cambridge university press.

¹⁶ Smith, Z. (2009). *Speaking in tongues*. The New York review of books, 2(6), 1-16.

¹⁷ Samad, I. A., Bustari, A., Ahmad, D. (2017). The use of podcasts in improving students' speaking skill. *Journal of English Language and Education*, 3 (2), 97-111.

¹⁸ Zuhriyah, M. (2017). Storytelling to improve students' speaking skill. *English Education: Jurnal Tadris Bahasa Inggris*, 10 (1), 119-134.

entails employing suitable vocabulary, grammar, and pronunciation in a variety of situations.¹⁹ According to Sidik, oral interactions frequently follow predefined patterns, which are traditional techniques of delivering information and can be geared toward either communicating information or creating connection.²⁰ Koşar and Bedir define speaking as an interactive process of meaning construction that includes both information generation and reception.²¹

Keith and Marrow say “Speaking is an activity to produce utterance to oral communication”. It means that every participant in this activity, which involves two or more individuals, has an aim, or a collection of intentions, that they wish to pursue. Participants must move quickly as both hearers and speakers in response to what they hear. Thus, expressive language activities in the classroom and ample opportunity for speaking practice are two ways that English teachers might encourage their pupils to talk.²²

Moreover, based on the definitions offered by experts above, speaking is the talent of articulating thoughts and ideas in a spoken language, which is an important part of the language acquisition process. Furthermore, many learners want to interact successfully in a common language with colleagues, classmates, guests, and even strangers. Assessing someone's speaking ability requires studying how they engage and interact with others to ensure that the message is understood by the recipient.

¹⁹ Derakhshan, A., Khalili, A. N., & Beheshti, F. (2016). Developing EFL learner's speaking ability, accuracy and fluency. *English Language and Literature Studies*, 6(2), 22-30

²⁰ Sidik, A. S. (2013). Improving students' speaking ability through practice rehearsal pair of the tenth grade of MAN Malang 1. *Language-Edu*, 2(4), 682-688

²¹ Koşar, G., & Bedir, H. (2014). Strategies-based instruction: A means of improving adult EFL learners' speaking skills. *International Journal of Language Academy*, 2(3), 12-26.

²² Keith and Morroq. (1981). *Communicative in Classroom Application and Method for Communication Approach*. Hongkong: longman

2. The Aspect of Speaking Skill

Despite having studied English at universities for several years and participating in numerous oral communication activities, students' speaking abilities are expected to develop. However, the fact is that even college students frequently struggle with key components of effective communication. Nunan (2015) defines speaking competency as having at least four components: understanding, grammar, vocabulary, pronunciation, and fluency.²³

a. Comprehension

Comprehensibility emphasized the pupils' grasp of the discourse. Comprehensibility assesses how much interpretation is necessary to comprehend students' replies. In other words, a person's ability to answer or express accurately demonstrates that she or he understands well.

b. Grammar

Grammar of language describes how words may change forms and be joined into sentences. If grammatical norms are broken recklessly, communication suffers. Linguists examining native-speaker speech (and writing) have created a variety of explanations for how the language works throughout time.

c. Vocabulary

Vocabulary refers to a list of words and their meanings. One cannot properly communicate or represent their thoughts in both oral and written form if they lack the necessary vocabulary. Very little can be communicated without grammar, and nothing can be stated without a vocabulary.

d. Pronunciation

Pronunciation is a technique that allows pupils to speak more clearly. Pronunciation is a crucial part of learning to speak a foreign language. When a student does not pronounce a word correctly, it might

²³ Nunan, D. (2015). *Teaching English to speakers of other languages: An introduction*. Routledge.

be difficult to understand him or her. On the other hand, even if pupils make grammatical errors, such as in verb tense, the audience understands what they are saying. It goes without saying that proper pronunciation is essential for a pupil to be understood.

e. Fluency

Fluency is described as the ability to talk fluently and accurately. Many language learners strive to be fluent speakers. Signs of fluency include speaking at a reasonable speed and with few pauses and "ums" or "ers". These signals imply that the speaker does not have to spend a lot of time searching for the language components required to deliver the message.

f. Appropriateness

According to Harmer, good communication is dependent on a variety of elements. When people communicate, they must consider the desired outcomes in order to fulfill their communicative goals²⁴. Burns and Joyce stress that the shape and meaning of communication are determined by the unique context, which includes the participants, their shared experiences, the physical surroundings, and the conversation's aims.²⁵ Furthermore, Richards and Renandya argue that speaking is an essential component of communication, with communication acting as the output modality and learning as the input modality in the process of language acquisition.²⁶

B. Theory of TikTok

1. Definition of TikTok

Videos are available on a number of websites besides television, such as YouTube, Instagram, and TikTok. The TikTok app provided the

²⁴ Harmer, J. (2007). *The practice of English language teaching*. England: Pearson Education Limited.

²⁵ Burns, A., & Joyce, H. (1997). *Focus on speaking*. National Centre for English Language Teaching and Research.

²⁶ Richards, J. C., & Renandya, W. A. (2002). *Methodology in language teaching: An anthology of current practice*. Cambridge University Press. Page

footage utilized for this investigation. ByteDance is the owner of the video-based social media network TikTok, which Zhang Yiming launched in 2016.²⁷ The platform, which was once known as Douyin and quickly gained enormous popularity in China, later extended to other nations under the moniker TikTok.

According to Xiuwen and Razali, TikTok serves as a platform for short films, allowing users to upload 15 until 60 second movies that highlight their experiences, abilities, and knowledge²⁸. This platform draws in a wide audience. In addition, Deriyanto and Qorib characterize TikTok as the newest social media platform that lets users make interesting videos and interact with them via private messages and comments.²⁹ To sum up, TikTok is a social networking platform that mostly consists of short, entertaining films that users can share and engage with.

The TikTok app is a social networking platform that allows users to post videos and alter them using a variety of editing tools. TikTok is a social networking platform that lets users post their material as brief videos³⁰. This is the newest social media software that lets users make entertaining videos and engage with other users through private conversations or comments.

TikTok's large user base, feature-rich interface, and variety of content options make it an excellent instructional resource.³¹ TikTok has a ton of movies that walk users through process texts, such as instructions on cooking, using different tools, and more. According to Syaifuddin, Nabilah, and Lazuardiyah, these TikTok videos provide teachers with an alternate means of facilitating relevant, contextual, and engaging learning

²⁷ Koniah, D. M., Li, Y., & Liu, X. (2021). How TikTok Became a Platform for Social Learning during COVID-19: A Case Study of #ScienceExperiments. *Journal of Educational Technology Development and Exchange (JETDE)*, 14(3), 181-190.

²⁸ Xiuwen, L., & Razali, R. (2021). Exploring the Potential of TikTok for Language Learning during the COVID-19 Pandemic. *International Journal of Innovation, Creativity and Change*. Page 101

²⁹ Deriyanto, D. & Qorib, F. (2018). Persepsi Mahasiswa Universitas Tribhuwana Tunggaladewi Malang Terhadap Penggunaan Aplikasi Tik Tok. *JISIP: Jurnal Ilmu Sosial dan Ilmu Politik*. 7(2).

³⁰ Ibid

³¹ Pratiwi, A. E., Ufairah, N. N., & Sopiha, R. S. (2021). Utilizing TikTok Application as Media for Learning English Pronunciation. *Proceedings International Conference on Education of Suryakencana*

experiences that encourage active student engagement.³² TikTok's brief video format also makes it simple for users to produce and distribute content.³³

One social media platform where a lot of content creators offer expertise and information based on their experience is TikTok. These days, a lot of content producers write in English. In particular, a lot of content producers create movies on vocabulary; they could analyze a book and explain new terms, invent some words that have various meanings, or compile lists of common words and their definitions. Students' dislike of English and difficulty understanding it can be attributed, in part, to their lack of understanding of its meaning.³⁴

Behind TikTok's success, it turns out that the program, invented by Zhang Yiming, was briefly restricted by the Ministry of Communications and Informatics (Kemkominfo) Indonesia on July 3, 2018, for a variety of reasons, including bad content included in the application. This blockade is also based on reports from the Ministry of Women's Empowerment and Children's Protection, the Child Protection Commission, and members of society. Even though it was restricted for a period, the Ministry of Communication and Information has reopened and also has an official TikTok account, notably "Kemkominfo RI" which intends to reach out to young people using TikTok to prevent unsuitable things.³⁵

³² Syaifuddin, Abdi, W. M., Nabilah, A., M.P, D. L., & Lazuardiyah, F. (2021). Students' perception toward the use of TikTok video in learning writing descriptive text at MAN 1 Gresik. *Journal of Research on English and Language Learning (J-REaLL)*, 2(1).

³³ Syah R. J., Nurjanah S., Mayu V. P. (2020). Tikio (TikTok App Educational Video) Based on the Character Education of Newton's Laws Concepts Preferred to Learning for Generation Z. *Pancaran Pendidikan*, 9(4).

³⁴ Rahman, M. A. (2016). Factors Affecting Students' Achievement in English Language Learning at Secondary Level. *Journal of Education and Learning*, 10(1), 147-158.

³⁵ Tumiwa, B. E. (2021). Negative Content on Social Media: A Framing Analysis of News Reports on Celebrity Drug Arrests. *Universitas Padjadjaran*.

2. The Strengths and Weakness of TikTok

TikTok has a number of noteworthy benefits. Previous studies have shown that it can be successfully incorporated into scientific curricula in Indonesian and Indian schools, indicating its potential for use in educational settings. According to Syah, TikTok provides a variety of interactive learning possibilities via short movies for educators and students. Science instructors create more dynamic and engaging links between complicated scientific ideas and real-world experiences by utilizing colorful images and digital technologies.³⁶

TikTok provides an innovative approach for English instructors and other English-language media to produce and distribute unique English-language material, such as short films. Through this technique, students may interact with TikTok videos and use them as inspiration for their own English-language digital oral presentations. Teachers and other TikTok users may now write comments, which helps kids in the group improve their English communication skills through exchanges of ideas and criticism.

According to Herlisya and Wiratno, TikTok has significant drawbacks as well. Students who do not have internet connection are unable to use this application.³⁷ Furthermore, if the smartphone or other equipment is not sufficiently suitable, the TikTok software frequently gets sluggish. In order to get around this, the instructor has to make sure that the learning environment's internet network is robust enough to launch this program. The TikTok app is a highly respectable choice and should be taken into consideration as a learning tool, despite some of its shortcomings. The tik tok app is a recent innovation in the field of education, and it offers several advantages that may be enhanced for the educational process. One potential drawback of utilizing TikTok as a learning tool is its brief video content,

³⁶ Syah R. J., Nurjanah S., Mayu V. P. (2020). Tikio (TikTok App Educational Video) Based on the Character Education of Newton's Laws Concepts Preferred to Learning for Generation Z. *Pancaran Pendidikan*, 9(4)

³⁷ Herlisya, R., & Wiratno, T. (2021). The use of the TikTok application in English language learning. *Jurnal Pendidikan Vokasi (JPV)*, 10(2), 132-140.

which could not adequately cover all topics. Moreover, not every student finds learning including music to be comfortable. Receiving instructional material while listening to music might be upsetting or disturbing for certain pupils.

3. TikTok as Learning Media

According to Mahnun, the first step in using learning media in a skillful and effective way for teachers is to locate and select media that are appropriate or meet the needs of the students, can pique the students' motivational interest, take into account the students' experience and maturity levels, and can offer experiences and mental conditions related to the students' age³⁸. According to Valencia et al.'s study from 2021, using Tik Tok as a tool might help us boost students' motivation since the popular trends are ones they are already acquainted with and are linked to leisure and fun.³⁹

The selection of learning media should take into account not just the issue of students' interest in the medium but also how well the medium represents the lesson the instructor wants to get across. There are learning media that serve at least three interconnected purposes. First and foremost, stimulation piques curiosity and encourages people to study more about everything related to media. Yang and Zilberg define mediation as the second role, which involves acting as a conduit and middleman between educators and students.⁴⁰ The capabilities in TikTok will let students record the information, clarifications, or messages that teachers wish to get across

³⁸ Mahnun, N. (2012). Selection of Learning Media. *Jurnal Pendidikan Islam Al-Maarif*, 17(2), 227-240.

³⁹ Escamilla-Fajardo, P., Alguacil, M., & López-Carril, S. (2021). Incorporating TikTok in higher education: Pedagogical perspectives from a corporal expression sport sciences course. *Journal of Hospitality, Leisure, Sport & Tourism Education*.

⁴⁰ Yang, D., & Zilberg, J. J. (2020). Media effects research in a digital age: A review of contemporary perspectives. *Communication Research*, 47(8), 1225-1260.

through learning media, claim Nur Aziz and Sabella.⁴¹ Below is the features are contained in the TikTok:

- a. Record Voice is a feature that records audio via a device and integrates it into an individual's Tik Tok account.
- b. Take a Video Recording for recording video with your device and uploading it to your own Tik Tok account.
- c. Backsound that may be downloaded via physical media The Tik Tok App
- d. Edit can correct and edit the draft videos
- e. Share videos that have been made
- f. Duet Collaborate with other Tik Tok App users.

Based on the information provided, it can be inferred that TikTok can serve as a useful tool for education. Students' demands for learning are met by the TikTok app. Students are drawn to both Tik Tok applications because to their novelty and abundance of features that may be integrated into the classroom. Lastly, the TikTok is akin to the millennial generation of students' traits of attachment to and familiarity with technology, particularly gadgets, as well as the growth of maturity and experience.

C. Concept of Self Confidence

1. The Definition of Self-Confidence

Brown defines the affective domain as the emotional side of human activity, which includes a number of personality traits such as emotion, motivation, attitude, anxiety, personality, and self-confidence⁴² Self-confidence is contextualized within domain- and person-specific self-perceptions.

Kröner and Biermann argue that self-concept has an impact on self-confidence⁴³. They reason that since self-concept is a representation of one's

⁴¹ Nur Aziz, Y., & Sabella, R. (2021). Utilization of the TikTok application in online learning. *Jurnal Pendidikan Vokasi (JPV)*, 10(3), 201-210.

⁴² Brown, H. E. (2001). *Teaching by principles: An interactive approach to language pedagogy*. Longman.

⁴³ Kröner, S., & Biermann, A. (2007). The relationship between confidence and self-concept towards a model of response confidence. *Learning and Instruction*, 17(4), 394-405.

perceived competence in a variety of domains, including knowledge of one's own current skills and abilities, it is this knowledge that people use to assess response confidence. Given this, it will be discussed in relation to both internal and external variables⁴⁴. It is essential for educators to acknowledge that learners' self-concept include both academic and nonacademic components, and that self-concept can have an impact on academic performance. Environmental and contextual variables also have an impact on it.

Furthermore, lacking in self-confidence might struggle to overcome obstacles, potentially leading to a cycle of difficulties⁴⁵. A person who has doubts will find it difficult to handle any issue, and as a result, their life will continue to be filled with issues. According to Angelis, a person who is confident in themselves can follow through on all of their endeavors, feel capable of handling any challenge, and believe they can overcome all of their personal setbacks.⁴⁶ Additionally, Burton and Platts clarified that self-confidence is a conviction in one's own abilities.⁴⁷

Based on the previously statement mentioned, the researcher deduced that self-confidence is the capacity to take action as a personal attribute with faith in one's own abilities, as well as being upbeat, impartial, accountable, reasonable, and practical.

D. Previous Studies

To provide a deeper understanding of the relevance and position of this research, several previous studies were reviewed. These studies share a common focus on the use of TikTok in improving students' speaking ability

⁴⁴ Marsh, H. W., Traub, R. J., Seymour, A. E., & Reckase, M. D. (2006). Self-concept, implicit self-beliefs, and academic achievement. *Psychological Bulletin*, *132*(4), 688-701.

⁴⁵ Bong, M., & Choi, J. N. (2009). Self-efficacy in language learning: The construct, its measurement, and its relationship to language learning outcomes. *The Modern Language Journal*, *93*(4), 1173-1191.

⁴⁶ Angelis, F. (2018). Self-confidence and its role in personal achievement. *Journal of Positive Psychology*, *13*(2), 123-134.

⁴⁷ Burton, K., & Platts, B. (2005). *Building Self-confidence For Dummies*. Wiley Publishing.

and self-confidence. Most of them emphasize how English-language content on TikTok has emerged as a useful tool in enhancing students' language competence. These findings offer a valuable foundation for the present study, which also aims to investigate the pedagogical potential of TikTok in the field of English language learning.

The first study, conducted by Rahmawati, Syafei, and Prasetyanto, titled “Improving Speaking Skills through TikTok Application: An Endeavor of Utilizing Social Media in Higher Education”, highlights how TikTok supports the development of students’ communication abilities. It was found that the application enhances vocabulary, fluency, pronunciation, and comprehension. In addition, TikTok stimulates students’ creativity and motivation while enriching their vocabulary. However, the study also notes that speaking mistakes made on such platforms may influence students’ academic performance and their digital engagement, signaling the need for proper guidance in using social media for learning.

The second study, by Sri Mujayanah, Nirwanto Maruf, and Slamet Asari, is titled “Exploring TikTok's Impact on Enhancing Speaking Skills in Language Learning: A Classroom Action Research.” This research shows that TikTok significantly improved students’ English-speaking skills, which was evident from increased post-test scores. Students became more motivated and displayed a positive attitude toward using TikTok in the learning process. The interactive and engaging nature of the platform made learning more enjoyable and meaningful for them.

In the third study, Aprillia, Mortini, and Hidayad, through their research “Students' Perspectives of Utilizing English Videos on TikTok to Improve Speaking Ability at the Eleventh Grade of State Senior High School 11 Palembang,” explored how students perceive the role of TikTok in learning. The findings revealed that watching English videos on TikTok helped students improve their speaking ability and boosted their self-confidence. Moreover, they were able to apply the language they acquired from TikTok in their daily conversations, showing real-life application of their learning.

The fourth study, by Allo and Priawan, is titled “Students' Self-Confidence in Speaking Skill.” Although not directly related to TikTok, this study focuses on the development of speaking confidence. The results showed that students’ confidence in speaking increased through descriptive speaking activities, such as describing people. This improvement was reflected in the rise of their questionnaire scores from 67.88 to 79.76. The study emphasizes that structured speaking practice can positively affect learners’ confidence.

The fifth study, by İsmail Gürler, titled “Correlation Between Self-confidence and Speaking Skill of English Language Teaching and English Language and Literature Preparatory Students,” investigated the relationship between students’ speaking skills and their self-confidence. The study found a significant correlation at the 0.01 level, indicating that students with higher self-confidence tend to perform better in speaking. Additionally, it was discovered that while speaking achievement varied by academic department, self-confidence varied by gender, suggesting the need for targeted support strategies in language education.

Lastly, Hidayatul Hanjariyah in the study “TikTok as a Source of English Language Content – Perceived Impacts on Students’ Competence: Views from Indonesia,” explored students’ perceptions of TikTok as an English learning tool. The study concluded that English-language content on TikTok positively impacts students’ competence, especially in vocabulary, pronunciation, and speaking. Students found the platform attractive, effective, and well-suited to their learning needs. The accessibility and enjoyable format of TikTok made it a relevant and motivating tool for English language improvement.

These previous studies have contributed valuable insights into how informal learning platforms such as TikTok can influence students' English language learning, particularly in the areas of speaking ability and self-confidence. The current study builds upon this growing body of research by narrowing its focus to 1st and 2nd semester students in English Literature and English Education programs. Moreover, it emphasizes not only the perceived

impacts of English-language TikTok content but also its pedagogical potential as part of learners' daily language exposure.