

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter describes review of related literature. It includes EFL Students' Speaking Skills, Speaking Ability, Teaching Media, Instructional Teaching Media, Social Media in Teaching and Learning, and TikTok Application in EFL Learning.

2.1 EFL Students' Speaking Skills

Speaking is an important element in learning English because it includes productive skills that include pronunciation, intonation, grammar, and vocabulary (Rizqiningsih et al., 2019). According Nunan (2002) "The productive skills of speaking mean that speaking is a systematic form of verbal utterance that aims to convey meaning." It means that in the speaking process the speaker and listener will share knowledge, emotions, exchange and express opinions. Lucas (2001) stated, "The act of speaking is considered a more complicated action than a general conversation that is carried out daily because in speaking, in addition to conveying the process of speaking, the speaker must choose a topic, set the mindset, adjust the message as needed, and receive feedback from listeners." This means that speaking is a complex skill that must be mastered by language learners.

Rao (2019) argues that currently the education system around the world requires students to master language skills, especially countries that use English as a second language (ESL) and countries that consider English as a foreign language (EFL). However, according to Abugohar et al.,

(2019), EFL students will consider themselves a failure in language learning when they feel unable to do speaking. For this reason, reviewing learning techniques or methods can be done to find out how teaching speaking can be effective because mastery of speaking skills is very important for language learners especially EFL students' (Rajendran et al, 2021). Richards (2008) states that there are 2 approaches that can be used to find an effective speaking teaching strategies:

1. Direct approach

In this approach, both teachers and textbooks focus on oral interactions in terms of learning topics and in questioning strategies.

2. Indirect approach

In this approach, both teachers and textbooks create conditions for students to oral interactions through group formation strategies, task collection, or other strategies.

Richards (2008) also mentions 3 functions of speaking in human interactions. These 3 functions are:

- 1.) Talk as interaction

Talk as interaction can be interpreted as performing the main social function, namely "conversation". The speaker will focus on how they want to express themselves with the other person.

- 2.) Talk as transaction

Talk as transaction denotes a situation where the speaker focuses on what was said or done. The speaker has the main focus to convey a message that is easy to understand, clear, and accurate.

3.) Talk as performance

Talk as performance shows that there is a conversation in public, where the speaker is obliged to convey information.

Additionally, according to Harmer (1992) cite in from Usman et al. (2015) knowledge of language cannot guarantee fluent speaking skills, but also needs to be supported by the ability to process information and language directly.

2.1.1 Speaking Ability

Harmer (1993) states that communication can occur when the listener gives feedback or responds to the speaker after understanding the message conveyed. This shows that the speaker in a communication must be able to convey the message clearly so that the other person is able to respond and the communication can take place properly. Khan et al. (2010) argue that good communication skills can improve a person's quality, that's why someone with poor communication skills will lose in competition in this era. This argue shows that speaking ability in communication is the main priority of students in language learning. The strategies in asking for repetition, asking for clarification, asking to speak slower are examples of strategies in overcoming the failure of a communication due to interruptions or due to misunderstanding (Menggo, 2018).

By involving three areas of knowledge, Burnkat (1998) determines the dimensions of speaking that can help students speak clearly, more accurately, and precisely. These dimensions are:

1. Mechanic

In the mechanic dimension there are pronunciation, grammar, and vocabulary, which expect students to use the correct word order in the communication process.

2. Function (transaction and interaction)

In communicating, students are expected to be able to clearly understand the meaning of the message conveyed.

3. Social and cultural norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants)

In this dimension, students are required to be able to understand how to treat their interlocutors such as who they are talking to, what circumstances they are in, what topics are being discussed, and what reasons make them build a conversation.

According to Brown (2004), speaking is a habit that humans do everyday, in this context a speaker is required to have these two abilities:

1. Micro skills (linguistic competence)
2. Macro skills (linguistic performance)

Fromkin (2003) also said that to support the communicative competence of a speaker, the components of micro skills and macro skills must be used as the basis for their communicative learning:

1. Micro component: contains the knowledge of the language mastered by the speaker, where this knowledge will only be displayed in certain interactions. such as knowledge in lexicon production, morphology, syntax, semantics, and phonetics and phonology.
2. Macro component: contains pragmatic competence and sociolinguistic competence mastered by speakers when interacting using non-linguistic knowledge.

2.2 Teaching Media

Teaching media has a definition as a tool for learning or teaching language, where the media will be a facility in learning tasks that are directly instructed or not instructed to students (Brinton, 2001). Tafani (2009) stated that to create students who are more active and critical, media education is needed to develop students' creative abilities towards images, words, and sounds that are available in various media and there will be more in the future. This is in line with the rapid development of the media that is happening now. Where there are lots of mass media that can be used as effective and interesting learning media for students. However, the application of social media in teaching practice has challenges that make it difficult for teachers to apply it in their learning classes. This fact raises the opinion of Manca et al. (2016) which states that social media has a marginal role in academic life. This is due to the declining use of social media in teaching practice due to several factors such as socio-demographic variables, problems with institutions, pedagogical views, and

reasons and values that are considered pragmatic.

Facing various challenges in the use of social media as a teaching aid, media educators in Hong Kong (Lee, 2016) describe several competencies that will be obtained when people understand the use of social media well, including:

1. Have a critical awareness of the influence of social media on individuals and society
2. Besides understanding the nature and operation of the media, also understand its characteristics
3. Have the ability to analyze the media
4. Have a critical appreciation of the media
5. Utilize the media as a learning aid
6. Have skills in monitoring the media and criticizing the media
7. Creative expression
8. Apply good ethics in media
9. Apply constructively what has been learned from the media

2.2.1 Instructional Teaching Media

Instructional media is the epithet of all forms of information carriers that can be used in the teaching and learning process as a tool for recording, storing, preserving, sending or retrieving information (Onasanya, 2004). Instructional media will provide instructional input time patterns by linking output sizes that are relevant to the material and function includes variable factors that cannot be controlled by the school system (Jamison et al., 1974). In this case instructional media can

provide the desired pattern of input resources for each category of students. Carchidi (2002) says that the use of instructional media is to enhance traditional learning by creating hybrid courses or a combination of online and traditional, or it can also be developed as an online course itself.

Harmer (2007) mentions several types of instructional media that can be used by teachers in teaching and learning activities:

1. The student himself

Harmer (2007: 176) states that the most useful resources in the classroom are students. Where this means that the teacher can invite students to be as active as possible in participating in teaching and learning activities. Baleghizadeh et al. (2013), utilized students as a medium in self-assessment on EFL learners self-efficacy and found that there was an increase in learning English when students assessed themselves regularly.

2. Realia

Nunan (1999) defines realia as the world that is outside the classroom which is used for teaching and learning as well as understanding material with the help of real objects outside the classroom or can be referred to as "objects and teaching aids". According to Bala (2015) the positive effect of realia in the EFL classroom is that it can create a real situation in the classroom atmosphere and students are more motivated in learning the target language because the realia used by the teacher can facilitate them

learning a foreign language kinesthetically, visually, and audibly.

3. Pictures

There are six ways mentioned by Harmer (2007) regarding the use of pictures in the teaching and learning process, including drilling, (2) communication, (3) understanding, (4) ornaments, (5) predictions, and (6) discussion. As in the study of Wening et al. (2017) who used pictures series in teaching writing. The results of this study indicate an increase in the writing scores of students who were taught using pictures series in mastering content, sentence organization, vocabulary structured, and grammar components.

4. Course Book

Textbooks are instructional guides by teachers which contain information about material in the form of printed media (Aini, 2013). Indrasari et al. (2018) used one type of course book, namely a big book, in teaching vocabulary to young students. The results of this study show that there is a positive effect on teaching vocabulary when using the big book as a learning medium for young learners.

5. Board

Harmer (2007) explains that teachers can do several things to utilize blackboards in class, including (1) as a notebook, (2) material explanation aids, (3) picture frames to explain material, (4) general workbooks, (5) board games with students,

and (6) a bulletin board that presents materials and information.

6. Overhead Projector (OHP)

By using OHP in classroom learning, students can see in front of the class the material presented in the form of writing and pictures clearly (Aini, 2013). Idami (2018) conducted research on student perception in the use of Liquid Crystal Display (LCD) showing that students prefer the use of LCD as a learning medium in EFL classes because it can provide an interesting display of material that builds a learning atmosphere and increases student motivation.

7. Flipcharts

Harmer (2007) states that flipcharts can be used to display important points in group discussion presentations because flipcharts are learning media that use large sheets of paper. Pratiwi (2019) uses flipcharts in teaching speaking in class 10 of MAN 1 Lubuklinggau. after being given treatment using flipcharts, students showed an increase in vocabulary mastery, speaking with good and fluent intonation, and better mastery of the material.

8. Computer-based presentation technology

Harmer (2007) said that this learning media uses hardware and software as its main components to display audio and visual material. They are hardware and software. The hardware needed for this learning media is a computer and LCD

projector. This learning media combines audio and visual material.

2.2.2 Social Media in English Language Teaching and Learning

Given the huge potential that social media has, education professionals and the scientific community are eager to use social media technology in teaching and learning activities in secondary and higher education (Junco et al, 2013). According to Kennisnet (2013) regarding the development of social media, teachers began to seek advice on the best way to use social media in supporting learning and teaching activities. In learning and teaching English, the use of social media as a learning tool has developed over the years (Li, V. 2017). According to Hamid et al. (2015) this development occurred because social media can provide facilities in the form of communication and encourage fast sharing with other users.

Patmanthara et al. (2019) mentioned four social media that have had many users in Indonesia since the end of 2018 and have standard features as representatives of learning platforms, including:

1.) YouTube

Among higher education students in the 21st century, the use of YouTube is increasingly popular in learning (Sabiri et al. 2022). The use of YouTube has received great attention from some researchers and educators (Avcı et al. 2012). In addition, Clifton & Mann (2010) stated that YouTube has advantages such as easy access for users and the availability of complete content.

2.) WhatsApp

Utilizing WhatsApp by creating groups between teachers and students can support the learning process which provides direct access to many resources available online (Patmanthara et al., 2019). WhatsApp provides a new experience in teaching and learning activities because it has facilities that users can access anytime and anywhere, such as video, image, and voice note media facilities (Gon et al., 2017).

3.) Facebook

There are 4 important variables in using Facebook, including (1) establishing interactions, (2) building communication, (3) establishing social relationships, and (4) participating in the available communities (Patmanthara et al. 2019). Lam (2012) states that Facebook is a trusted platform that can facilitate communication and interaction between teachers and students and also allows sharing and downloading of learning materials.

4.) Instagram

Instagram has the opportunity to be used as a learning medium because of its popularity and can also increase students' interest in learning because of its attractive visualization (Patmanthara et al. 2019). Aloraini (2018) identified how to use Instagram as an effective medium in linguistic learning using appropriate learning objectives. First, teachers use Instagram as

a social constructivist approach and an additional source of input for students. Second, teachers use Instagram as a way to change traditional classes by giving assignments that are more interesting to students.

2.2.3 TikTok Application in EFL Learning

TikTok is the most popular application in the world that the average user of this application is among children and teenagers (Weimann & Masri, 2020). Chapple (2020) state that TikTok became the first social media platform in history to experience drastic growth in one quarter at a time (from January 2020 to April 2020), in this phenomenon TikTok has been downloaded more than 315 million times between the App store and Google Play. The rapid growth of the TikTok application is no other due to the emergence of the COVID-19 pandemic which has caused everyone to use social media as a platform for learning, working and any activities that must be done from home. In Omar et al. (2020), we can use TikTok as a media platform that can create videos, edit videos, and then share the videos for other users to enjoy. This opinion is supported by a statement from Newman et al. (2019) which says that TikTok is able to become the center of the latest news, popular culture, and other issues.

With so many genres in the various videos that TikTok displays, learning videos are one of the most sought after videos, especially for students. This is related to the research of Sagala et al. (2022), which made one of the native speaker accounts on TikTok, namely "Speaking

English with Zach" as a medium for learning pronunciation in English, tests related to grammar, and improving vocabulary mastery. This study indicate an increase in students' self-confidence when doing speaking using Speaking English with Zach account on TikTok application as a learning medium. It means that TikTok was able to become a learning medium that can be used in various teaching strategies and improve English language skills.

There are several learning strategies that have been carried out using the TikTok application. First is teaching writing hortatory exposition text that conduct by Ichsan et al. (2021). This study took the subject of English language education students at the University of Pekalongan by using the TikTok application as a learning medium in writing for professional context subjects, namely hortatory exposition text. This study aims whether students need the TikTok application as a learning medium or not. The results of this study indicate that the TikTok application is needed by students as an alternative medium for understanding hortatory exposition text by using the instructional videos presented.

Second, Nu'man et al. (2022) used TikTok as a medium to teach verbal linguistic intelligence early on childhood. This study tries to apply learning using the TikTok application at RA Al Husna Krejenengan, Krejengan, Probolinggo with the hope that students will more easily understand the material delivered by the teacher. The purpose of this research is to analyze and understand whether TikTok

was capable of becoming a learning medium that can improve children's verbal-linguistic intelligence at an early childhood. The results of this study indicate that the use of appropriate methods and techniques when using TikTok as a learning medium can make TikTok an interactive and interesting learning medium for young children. With the various features provided by TikTok to provide user convenience, students' verbal-linguistic intelligence can be improved through the TikTok application.

Third is teaching speaking using role play activities by Herwanto, (2022). This study aims to use the TikTok application as a learning medium in improving student achievement, especially in speaking English. Besides that, this research can also be used as a source of information for teachers to use technology appropriately to achieve learning targets. The results of the study show that using TikTok with the right teaching techniques can affect students' speaking skills because it shows an increase when the implementation of the treatment is given.

2.2.4 YouTube application in EFL learning

According to Sakkir et al. (2020), that the use of YouTube videos in class is the newest approach in teaching methods. This is supported by YouTube content that EFL students can use to develop their English skills, especially for speaking and listening skills (Saed et al., 2021). The current use of YouTube in the teaching and learning process of EFL students is widely used as a learning medium to improve English speaking skills. This is in accordance with research by Riswandi (2016)

is study that which used YouTube as a medium for teaching speaking for seventh grade students and found that participants who joined as subjects experienced an increase in content knowledge, grammar, pronunciation, vocabulary, and fluency. Bastos et al. (2009), also studied used this technique to support the improvement of eleventh grade English proficiency in Portugal. The conclusion of this study found that YouTube and strategic related learning can be a significant contribution in improving students' English speaking skills in the classroom. The use of YouTube in particular is a method for students learning English material with new experiences that are more meaningful and allow them to capture their interests. The results of this study are also in line with the research findings from Meinawati et al. (2020) where students can speak English more fluently and confidently by watching YouTube videos.

Research using YouTube that has a university participant level shows better reading results than students who do not participate as participants. This result was shown by the study of Kabooaha et al. (2018), on YouTube's long-term effects on vocabulary. YouTube videos also have the other benefit of informing students about their breadth of knowledge of English to help them deal with some social situations.

2.3 Previous Studies

Hu et al. (2022) used TikTok as mobile-assisted language learning in an exploratory study taking 23 subjects from high schools in China. This study uses a mixed method which aims to determine the effectiveness of

TikTok in classroom learning that utilizes technology in its teaching curriculum. The qualitative results in this study show that TikTok can be embraced in formal teaching and is able to maintain student motivation with interesting learning materials, especially with short videos made to make it easier for all students to participate in learning. Meanwhile, to see the quantitative results, this study used a quasi-experiment with pre-test and post-test which showed the positive effect of TikTok in developing students' ability to speak English.

Additionally, Manggo et al. (2022) use TikTok as a medium to improve students' speaking skills at SMP Negeri 14 Dumogo because students here feel that English is difficult to learn and they have difficulty finding appropriate learning media. By using qualitative techniques as a research design, this study shows the results that most students agree with the perception that TikTok has a good impact on its implementation as a learning medium. Most students also agree that TikTok is able to express their creativity.

Another by Sagala et al. (2022) used TikTok to increase the confidence of class XI students at SMA Negeri 2 Percut Sei Tuan on the grounds that research problems showed that uninteresting classes caused the learning process to become boring, as well as students' difficulties in speaking English which caused a lack of confidence. By using the quantitative method, this research invites students to practice speaking on Zach's TikTok account. Then students will be given a short story and have to retell the story. After practicing speaking English on Zach's TikTok

account, students will be given three treatments, they are: 1) given an explanation of the meaning of describing people, 2) students are taught how to describe classmates, 3) students are given directions to explain one of their classmates in front of the class. After the information analysis was carried out, this study showed that there was an increase in students' self-confidence when doing practice about describing people (classmates) in front of the class after practicing speaking on Zach's TikTok account.