

CHAPTER II

LITERATURE REVIEW

A. The Concept of Speaking Skill

1. The Nature of Speaking Skill

Speaking skill is one of the essential language skills in communication. As a productive skill, speaking enables individuals to express ideas, thoughts, and feelings directly to listeners. According to Fithriyani and Fauzi (2024), speaking is not merely the articulation of words but also involves aspects of grammar, vocabulary, fluency, and comprehension. Therefore, speaking requires the ability to integrate various linguistic components with social skills to ensure that communication occurs effectively and interactively across different contexts.

Bygate (1987) explains that speaking is both knowledge and skill. A person must not only know how to construct sentences abstractly but also be able to produce them in real-time, adapt to situations, and make quick decisions. This aligns with Brown (2003), who emphasizes that speaking can be directly observed through a speaker's performance, yet the accuracy of assessment often depends on the listener's comprehension. Thus, speaking demands adaptability and quick responsiveness to the dynamics of conversation.

Thornbury (2005) views speaking as a real-life activity performed by speakers to convey ideas and interact with listeners. This activity is spontaneous, and its continuity depends largely on the situation. Speaking represents a cooperative act between two or more individuals within a shared context of time and situation to communicate opinions, information, or emotions. Hence, the success of speaking is determined not only by linguistic competence but also by social skills and contextual understanding.

Linse and Nunan (2005), as well as Ork et al. (2024), emphasize that speaking serves as the primary means for children to discover, understand, and acquire a new language. Initially, children experiment with linguistic sounds, then combine words and structures into real or imaginary play. This play activity becomes a vital aspect of language development, where speaking is used actively to convey meaning. The process demonstrates that speaking develops through natural social interaction rather than solely through formal classroom instruction.

Based on these perspectives, it can be concluded that speaking skill is a combination of linguistic competence, social ability, and contextual understanding. It requires spontaneity, fluency, and adaptability to changing situations. For both children and adults, speaking functions

as the main medium for expressing meaning and building interaction. Therefore, mastering speaking skills becomes one of the primary objectives of language learning, as it facilitates effective communication in various situations.

2. *Types of Speaking Skill*

Speaking skills encompass various types that reflect the purposes, contexts, and complexity of communication. Each type requires different abilities, ranging from imitating sounds to expressing ideas extensively in monologic form. Brown (2003) categorizes speaking skills into several types, while Karpovich et al. (2021) and Richards (2008) add perspectives regarding monologue and social interaction. Understanding these types of speaking skills is essential for language learners to use language appropriately according to communicative purposes and situations.

The first type is imitative, which refers to the ability to accurately imitate words, phrases, or sentences. The purpose is not interaction, but pronunciation and sound control practice (Brown, 2003). The second type is intensive, which involves oral production within limited stretches of language, such as uttering short phrases or sentences to demonstrate mastery of grammar, vocabulary, and prosodic elements like intonation, stress, and rhythm. These two types are typically used in early stages of

language learning or in assessments focusing on linguistic accuracy.

The next type is responsive, referring to short exchanges such as greetings, small talk, simple requests, or brief comments (Brown, 2003). This type tests comprehension and the ability to respond quickly and appropriately. Meanwhile, talk as interaction (Richards, 2008) emphasizes the social function of conversation, where the focus is not merely on the content but also on how speakers build relationships, maintain self-image, and adjust their tone according to formal or informal contexts.

Another type is extensive speaking or monologue, which includes speeches, presentations, and storytelling (Brown, 2003). In this form, listener interaction is minimal. Karpovich et al. (2021) state that monologue tasks aim to practice all aspects of language within a clear framework and preparation time. Monologues may involve describing experiences, delivering arguments, or sharing information. This form requires the ability to plan ideas, organize them logically, and deliver them fluently over an extended duration.

By understanding the different types of speaking skills, language learners can develop communicative competence more effectively. From imitating sounds and engaging in brief interactions to building social

conversations and delivering complex monologues, each type presents unique challenges and teaching strategies. Language teachers can design balanced instruction that integrates all these speaking types, enabling students to communicate effectively across academic, professional, and social contexts.

3. Language Elements and Features Needed in Speaking

Effective speaking skills require mastery of the linguistic elements that form the foundation of oral communication. Hedge (2003) emphasizes that elements such as pronunciation, grammar, vocabulary, fluency, and comprehension play a vital role in ensuring that messages are conveyed clearly. These elements complement one another, as a weakness in one aspect may hinder successful communication. Therefore, speaking instruction should include balanced training across all linguistic elements so that learners can develop a complete communicative competence that functions effectively in various situations.

Pronunciation is a key element in speaking because it affects how well the message is understood by the listener. Hedge (2003) and El Kheir et al. (2023) explain that pronunciation involves the correct articulation of words, letters, and sounds. Mispronunciation can alter meaning and obstruct communication. Therefore, pronunciation practice should include phonetic aspects, intonation, and word

stress. Mastery of pronunciation enables learners to speak more confidently and closer to native-like standards, thereby making communication more effective.

Grammar provides the structure for oral communication. Hedge (2003) states that correct grammar helps convey information clearly, while Salim Mahmood and Ahmed (2022) add that grammar consists of structural rules that govern the formation of sentences, words, and phrases. A sound understanding of grammar facilitates the construction of contextually appropriate sentences. In speaking, grammar helps speakers organize ideas logically, allowing listeners to follow the flow of conversation without confusion in both formal and informal settings.

Vocabulary and fluency work hand in hand in oral proficiency. Ilxomovich (2024) emphasizes that a wide range of vocabulary reflects communicative competence and eases the expression of ideas. Wang et al. (2024) further explain that fluency involves appropriate use of pauses, intonation, stress, and speech rate similar to native speakers. The combination of vocabulary mastery and fluency enables learners to convey messages quickly, accurately, and naturally. Without adequate vocabulary, fluency is hindered, while without fluency, a large vocabulary cannot be used effectively in conversation.

Comprehension is an essential element for maintaining two-way communication. Azimxodjayevna (2025) asserts that speaking comprehension allows learners to engage in meaningful conversations and understand spoken language in real contexts. The linguistic elements of pronunciation, grammar, vocabulary, fluency, and comprehension should be learned integratively. By mastering all these elements, learners can convey messages clearly, respond appropriately, and adapt to various communicative situations, allowing their speaking skills to develop optimally and effectively.

In addition to linguistic elements, speaking also requires mastery of linguistic features that make oral communication natural and expressive. Hedge (2003) identifies several important features such as connected speech, expressive devices, lexis and grammar, and negotiation language. These features help speakers not only deliver messages but also adjust their speaking style, express emotions, and ensure understanding. Mastery of these linguistic features makes conversations more lively, interactive, and relevant to social and professional contexts.

Connected speech refers to the linking of sounds in spoken language. Hedge (2003) explains that this feature includes processes such as assimilation, elision (omission of sounds), addition, and changes in stress patterns. Mastery

of connected speech makes spoken English sound more natural, similar to that of native speakers. For example, in English, “going to” is often pronounced as “gonna” in informal contexts. Practicing connected speech helps learners recognize sound patterns in the target language and better follow fast-paced conversations in real-life situations.

Expressive devices involve the use of intonation, stress, volume, and speech rate to convey meaning or emotion (Hedge, 2003). This feature allows speakers to emphasize key points, express attitudes, or create certain tones in conversation. For example, rising intonation may indicate a question, while stress on specific words can signal urgency. The appropriate use of expressive devices makes communication more engaging, memorable, and helps listeners grasp meaning beyond the literal sense of words.

Lexis and grammar refer to the selection of suitable vocabulary and sentence structures according to context (Hedge, 2003). The use of common expressions such as “Would you mind...?” in formal situations reflects politeness. Meanwhile, negotiation language involves strategies for clarification, requesting explanation, or ensuring listener understanding. For instance, expressions like “What do you mean by...?” help avoid misunderstanding. Both features are essential for speakers

to adapt to various situations, maintain smooth communication, and achieve conversational goals.

Linguistic features such as connected speech, expressive devices, lexis and grammar, and negotiation language complement the linguistic elements in speaking. Mastery of both enables communication to be smoother, more natural, and effective. Learners who can use these features appropriately are able to adapt to different contexts, whether in casual conversation or formal presentations. Therefore, speaking instruction should integrate both linguistic elements and features to develop comprehensive communicative competence that is ready for real-world application.

4. The Importance of Speaking Skills

Speaking is one of the most essential aspects of language mastery, particularly in English. Ork et al. (2024) assert that this skill is crucial for learners to advance their careers, build self-confidence, gain job opportunities, and participate in discussions and presentations. In addition to serving as a means of communication, speaking also helps learners demonstrate their language competence in real situations. Therefore, mastering speaking skills becomes a primary goal of language learning that is relevant to academic, social, and professional needs.

Speaking ability not only supports linguistic proficiency but also contributes to learners' social and emotional development. Inomjonovna (2025) explains that oral interaction helps students build interpersonal relationships, develop empathy, and foster self-confidence. Within a learning environment, this skill facilitates active participation in group discussions, debates, and teamwork. Through speaking practice, students learn to express ideas coherently and persuasively, ultimately improving the quality of their interactions both inside and outside the classroom.

Mastering speaking skills in English as a second language requires accuracy and competence to ensure that messages are clearly understood (Nguyen Van Huy et al., 2024). This includes mastery of grammar, vocabulary, intonation, and the ability to adjust speaking style according to context. Errors in these aspects may lead to confusion or misunderstanding. Therefore, continuous practice and exposure to real-life situations are crucial strategies for improving speaking skills effectively and naturally.

Overall, speaking plays a vital role in supporting academic achievement, personal development, and professional success. In line with the views of Ork et al. (2024), Inomjonovna (2025), and Nguyen Van Huy et al. (2024), speaking is not only a tool for communication but

also a means to build confidence and expand opportunities. With appropriate instructional approaches, speaking skills can develop into a lifelong competence that brings positive impact to learners across different areas of life.

5. Factors Affecting Speaking Skill

Speaking ability in English is influenced by various factors related to teaching methods, learning environments, and students' psychological conditions. Naz et al. (2022) emphasize that teachers often limit spontaneous communication in the second language and focus more on academic lessons than creative activities. This restriction hinders the development of students' speaking competence. Moreover, limited opportunities for free interaction reduce students' chances to practice communication, resulting in slower improvement in speaking proficiency.

One significant factor is the lack of meaningful two-way interaction between teachers and students. Naz et al. (2022) reveal that peer interview techniques are rarely applied in classrooms, which prevents teachers from understanding students' strengths and weaknesses. Consequently, students often feel hesitant and uncomfortable discussing their learning difficulties. The absence of a safe discussion space may lower their motivation and confidence in speaking English, particularly

when they need to express opinions publicly in front of teachers or peers.

Another influencing factor is the ineffective feedback pattern. Naz et al. (2022) note that although teachers allow students to request corrections, they often only point out errors without providing correct pronunciation. In fact, fluency in English requires phonemic accuracy and proper pronunciation practice. Without comprehensive guidance, students tend to repeat the same mistakes. This also decreases their confidence, as feedback without corrective instruction makes the learning process feel less constructive and less empowering.

The design of learning activities also plays an important role. Naz et al. (2022) and Houn and Em (2022) observe that many teachers allocate more time to written activities such as tests and assignments rather than speaking tasks like debates, storytelling, or role-playing. Some teachers even omit speaking activities altogether. However, such activities are crucial for developing fluency and speaking confidence. Limited opportunities for direct practice make students less accustomed to using English in real contexts, slowing the development of their communication skills.

In addition to teaching methods, psychological factors also have a significant impact. Houn and Em (2022)

highlight that fear of speaking often arises from anxiety, fear of negative evaluation, and low self-perception of ability. Kiruthiga and Christopher (2022) further emphasize that students' mental health should be considered, as language acquisition is a psychological process. Emotional support, a safe learning environment, and instructional approaches that encourage active participation are key to effectively and sustainably improving students' speaking skills.

B. The Concept of Perception

1. The Definition of Perception

Perception is an essential concept that shapes how humans understand the world around them. In philosophy, psychology, and cognitive science, perception is viewed as a process through which individuals attain awareness or understanding of sensory information (Qiong, 2017). Hamlyn (2017) emphasizes that perception is not merely a sensation but also involves awareness or knowledge of the external world. Thus, perception serves as the primary means by which individuals acquire knowledge of their environment, construct understanding, and form appropriate responses to various stimuli they encounter.

According to Eleanor J. Gibson and Anne D. Pick (1999), perception gains meaning through concepts. In line with Kant's assertion that "perception without concepts is

blind,” this process involves the interaction between sensory data and pre-existing knowledge structures. Descartes asserted that humans possess a mind and soul capable of guiding behavior and shaping perspectives of the world. Therefore, perception is not passive but actively integrates sensory experience with conceptual interpretation, resulting in a more meaningful understanding of the reality faced.

Gibson and Gibson (1955) explain that perceptual learning is a change in what is perceived. Initial perception tends to be vague and unrefined, gradually developing into something more specific and detailed. This process can be enriched through the addition of ideas, learned responses, or conclusions drawn from experience. This indicates that perception is dynamic and develops through continuous interaction between external stimuli and the individual's internal ability to process and interpret received sensory information.

Based on expert views, perception can be defined as an active process that involves receiving, processing, and interpreting sensory information to form an understanding of the world. This process is influenced not only by the stimuli received but also by the concepts, experiences, and prior knowledge possessed by individuals (Hamlyn, 2017; Qiong, 2017; Gibson & Pick, 1999). By understanding the

definition of perception comprehensively, we can recognize its vital role in daily life, particularly in shaping viewpoints, making decisions, and interacting effectively with the environment.

2. *Theoretical Approaches to Perception*

Theoretical approaches to perception aim to explain how humans comprehend the world through their senses. Perception involves not only the reception of stimuli but also mental processes that transform sensations into meaningful understanding. According to Pirri and Finzi (1999), perception results from a dialectical interaction between sensory data and previously acquired knowledge. These theories suggest that perception is a complex process involving memory, reasoning, and interpretation to generate useful representations of the environment.

Pirri and Finzi (1999) emphasize that perception functions as the ultimate goal of sensation, in which sensory information is processed using memory, prior knowledge, and previous perceptual experiences. This process enables individuals to extract meaning from the stimuli received and thus accurately understand situations. Perception is not a passive process but an active one that constructs mental representations based on experience. Consequently, perception involves in-depth data processing

to generate an accurate and relevant picture of the reality encountered.

In contrast, Ullman (1980), through the direct theory, explains that perception occurs without complex cognitive computation or processing. He argues that humans can directly obtain information from the environment because the world provides sufficient cues for recognition. This perspective asserts that perception is instantaneous and does not require deep inference. The available sensory information is adequate to form an understanding of objects or events encountered without the need for complex analysis or interpretation.

From these various approaches, it is evident that perception can be understood as both an active and direct process. The inferential theory highlights the role of experience and prior knowledge, whereas the direct theory emphasizes the human ability to capture information from the environment without elaborate processing. Both approaches complement each other in explaining how humans comprehend reality. A comprehensive understanding of perception is essential for advancing studies in psychology, cognitive science, and philosophy, as well as for applications in education, technology, and human-environment interaction.

3. Perception Process

The perception process is a complex sequence that enables humans to transform environmental stimuli into meaningful experiences. According to Qiong (2017), perception involves not only the reception of sensory information but also a series of steps to process and comprehend it. This process helps individuals interpret the world around them, form perspectives, and respond appropriately to situations. Understanding the perception process allows us to see how humans filter, organize, and interpret stimuli received through the senses to construct subjective reality.

The first stage in the perception process is selection, which refers to the ability to filter environmental stimuli into meaningful experiences (Qiong, 2017). Not all sensory information is further processed, as humans tend to focus on stimuli relevant to their attention and needs. This selection is influenced by internal factors such as motivation and experience, as well as external factors like intensity and novelty of stimuli. Through selection, the brain focuses on important information while disregarding irrelevant details.

The second stage is organization, which involves arranging the selected information into meaningful patterns (Qiong, 2017). Organization allows individuals to structure

experiences, understand relationships among objects, and distinguish behavioral patterns. In social contexts, perceptual organization helps in forming general understandings of people, actions, and their distinctive attributes. By organizing information, individuals can create coherent reference frameworks, draw conclusions, and predict variations in others' behavior.

The final stage is interpretation, which is the process of assigning meaning to organized stimuli (Qiong, 2017). Interpretation is influenced by experience, culture, values, and situational context. Two individuals may interpret the same stimulus differently due to variations in background and cognitive frameworks. At this stage, perception becomes a subjective outcome. Interpretation not only shapes an individual's understanding of an event but also determines the response to the stimulus.

The perception process consists of three main stages, which are selection, organization, and interpretation, that work continuously to shape our understanding of the world. Each stage influences the others, meaning a change in one can affect overall perception. Understanding this process is crucial across various fields such as communication, education, and psychology, as it helps explain why perceptions differ among individuals. By understanding its mechanisms, we can develop the ability to manage

perception more effectively and enhance the accuracy of social interactions.

4. Factors Affecting Perception

Perception is influenced by various factors that shape how individuals receive, organize, and interpret information from their surroundings. These factors involve the interaction between internal aspects such as cognition, emotion, and motivation, and external aspects such as culture and social context. Qiong (2017) emphasizes that differences in perception often arise not from variations in the observed objects but from the diversity of individual backgrounds and experiences. Therefore, understanding the factors that influence perception is crucial for interpreting behavior and viewpoints more accurately.

Culture has a significant influence on the perceptual process. Qiong (2017) explains that although external objects may be the same, responses and interpretations can differ due to cultural differences. Triandis adds that cultural factors provide special meaning in perception and play an essential role in the process. This implies that the way people view the world and events is shaped by the norms, values, and symbols inherent in their culture. Consequently, individuals from different cultural backgrounds may interpret the same situation differently.

In addition to culture, cognitive and affective factors also influence perception. Piaget (2005) states that intellectual activity involves internal regulation such as interest, effort, and ease, as well as external regulation such as the value of the solution sought. These regulations are affective and closely related to cognitive processes. Even perceptual or intellectual elements found in emotions still involve cognition, as do other perceptual reactions. Thus, perception is not merely a sensory process but the result of complex interactions among thought, emotion, and individual motivation.

Furthermore, perception can also be influenced by unconscious stimuli. Merikle et al. (2001) reveal that stimuli can be perceived even when individuals are unaware of them. Information obtained without awareness can influence conscious perception, including how the stimulus is experienced. In other words, perception is a combination of conscious and unconscious processes, both of which shape how individuals view the world. Understanding these factors provides valuable insights in various fields, including communication, psychology, and education.

C. TikTok in Education

1. TikTok as an Educational Tool

TikTok, a rapidly growing social media platform, has captured global attention across various fields, including education (Rshoud Aldossari, 2024). Its rapid popularity among Generation Z makes TikTok a potential medium for delivering relevant information. Initially known for entertainment content, TikTok has now begun to be recognized as an effective learning tool. Its ability to reach a wide audience through creative and interactive means makes it an innovative platform for integrating entertainment and education in a concise format.

TikTok provides unique opportunities for educators to adapt their teaching methods to the preferences of Generation Z students (Sajonia, 2024). Research indicates that TikTok's short video format is effective in delivering material across multiple disciplines, including management education, special education, and speech-language pathology. By utilizing creative features such as visual effects, music, and brief narration, teachers can present materials in a concise yet engaging manner. This approach facilitates student engagement, catering to learners who prefer fast and interactive information, while making the learning process feel more relevant to their daily lives.

The concept of #EduTok, a combination of “education” and “TikTok,” has significantly expanded access to education (Mosende et al., 2024). Through this hashtag, creators share knowledge on diverse topics ranging from science, mathematics, and history to languages. They employ humor, animation, and popular songs to make learning enjoyable. Short videos break down complex concepts into easily understandable segments, encouraging audiences, particularly young learners, to participate actively. This makes TikTok a flexible learning medium that balances creativity and academic substance.

Overall, TikTok has evolved from an entertainment platform into an innovative and inclusive educational tool. Its popularity among Generation Z, combined with short video formats and creative methods, makes it an effective medium for delivering educational content. Through initiatives such as #EduTok, education becomes more engaging and accessible to a broad audience. When used appropriately, TikTok has the potential to enrich modern teaching strategies, support student engagement, and integrate entertainment with effective learning processes in the digital era.

2. Advantages of TikTok in Education

Originally known as an entertainment platform, TikTok has now developed into an effective learning tool,

especially for technologically savvy young generations. Studies show that TikTok offers an engaging, relevant, and interactive way to deliver educational content across various disciplines (Sajonia, 2024). Its dynamic nature motivates students to learn and explore topics independently. With easy access and creative content, TikTok bridges the gap between formal learning and the learning style of the digital generation.

One of TikTok's main advantages in education is its ability to enhance English-speaking skills. The platform provides a wealth of authentic materials, ranging from everyday conversations to formal presentations, which help students acquire practical and pragmatic vocabulary (Nguyen & Tran, 2024). Repeated exposure to language through short videos facilitates natural learning. Moreover, the authenticity of its content allows students to observe language use in real contexts, supporting effective communication skill development and fostering greater learner autonomy.

TikTok also supports interdisciplinary learning in fields such as management education, special education, and speech-language pathology (Sajonia, 2024). Through creative approaches, students can grasp complex concepts via short, easy-to-understand videos. Its visual and interactive format makes the learning process both

enjoyable and meaningful. Furthermore, integrating entertainment elements into learning helps reduce boredom, allowing students to stay more consistent in following lessons. This makes TikTok a relevant platform to accommodate the learning needs of the modern generation.

In addition to language development, TikTok promotes the creation of inclusive and culturally diverse learning environments. Students gain access to a variety of global perspectives, enriching their intercultural competence (Klinjuy & Studies, n.d.). Its accessibility and engaging nature encourage active participation, particularly among Generation Z learners who prefer digital media-based learning. The interactive nature of the content also enhances curiosity, motivating students to explore topics in greater depth and ultimately fostering independent learning (Sajonia, 2024).

With its combination of authentic content, creative format, and visual appeal, TikTok holds great potential as a tool to support modern education. The platform not only strengthens language skills but also opens opportunities for interdisciplinary learning and cultural enrichment. For young learners, especially Generation Z, TikTok provides a relevant, enjoyable, and easily accessible learning experience. Therefore, integrating TikTok into education can serve as an effective strategy to build engaging learning

environments that are responsive to technological advancements in education.

3. Disadvantages of Using TikTok in Education

The use of TikTok in education presents both opportunities and significant challenges. Although the platform successfully captures the interest of young learners, several limitations and negative impacts must be addressed. The main challenges include potential learning distractions, varying content credibility, and a lack of systematic knowledge frameworks. Several studies have revealed that TikTok's entertainment-driven algorithm tends to divert students' focus from learning objectives, making its effectiveness as an educational medium questionable in both formal and informal contexts.

According to Adelhardt and Eberle (2024), TikTok faces two major challenges. First, balancing educational and entertainment content is difficult, as the engagement-oriented algorithm often leads to distraction. Second, the credibility of sources and materials remains problematic, since anyone can upload content without academic verification. A proposed solution is to create a separate space or service within TikTok that hosts short educational videos with entertaining elements, ensuring both engagement and accuracy.

Nguyen and Tran (2024) further note that TikTok's weaknesses lie in its fragmented and unsystematic knowledge framework, which can disrupt the learning process. Students may struggle to distinguish between high-quality, relevant videos and those that are misleading. Meanwhile, Kamarulzaman et al. (2025) emphasize that excessive use of social media can reduce academic discipline, divide attention, and lead to a decline in academic performance. These challenges are compounded by the lack of experimental studies that explicitly verify TikTok's effectiveness in education.

Given these limitations, using TikTok in education requires well-structured management strategies. Content must be carefully curated to remain relevant, credible, and aligned with learning objectives. Combining entertainment with accurate material can help reduce distractions while maintaining student motivation. Furthermore, educators and policymakers should develop clear guidelines for TikTok's use in classrooms to ensure that its benefits are maximized without compromising learning quality and effectiveness.

4. The Use of TikTok as Educational Tool

The use of TikTok as an educational tool has gained increasing attention in the digital era. The platform offers a short video format that effectively combines entertainment and learning. Many educators have begun exploring its

potential for teaching languages, history, and specific skills. By utilizing TikTok's creative features, teachers and students can produce engaging, interactive, and easily accessible materials. This approach aligns with 21st-century learning trends that emphasize collaboration, creativity, and the use of technology as a medium to support more effective and relevant learning processes.

Most learners participating in studies agree that using TikTok is beneficial, primarily because interactions on the platform make them feel less isolated and more motivated (Rshoud Aldossari, 2024). The application also provides both educational and non-educational benefits, such as expanding knowledge of foreign languages and diverse cultures, enhancing oral fluency, and enriching vocabulary (Farisca Adhani et al., 2023). With its short and appealing format, TikTok helps learners practice language use more naturally and enjoyably, without the rigidity often associated with traditional learning methods.

Using TikTok in education also promotes the development of interdisciplinary competencies. Through creative projects, students can integrate history, meta-language use, and technology while developing teamwork skills (Yélamos-Guerra & García-Gámez, 2022). English is practiced not only orally but also as a tool for research and idea expression. The process of creating content encourages

students to think critically, conduct research, and present information effectively. Thus, TikTok serves as a platform that integrates language learning with cross-disciplinary knowledge beneficial to academic development.

Active student participation through social media platforms such as TikTok can optimize learning potential. Activities such as video production, audience interaction, participation in educational trends, and involvement in online learning communities create rich informal learning environments (Yasmin Onn et al., 2024). Such environments enhance engagement and learning motivation, as students feel part of a creative ecosystem. However, it is important to note that for formal and academic language learning purposes, TikTok may not serve effectively as a primary method (Rshoud Aldossari, 2024), but rather as a supplementary learning tool.

In conclusion, TikTok holds significant potential as an educational medium, particularly in enhancing students' motivation, engagement, and language skills. Through the combination of entertainment and education, the platform helps students refine communication abilities, broaden cultural awareness, and develop interdisciplinary competencies. Nevertheless, its use must be guided by well-planned strategies to align with formal educational objectives. When used wisely, TikTok can serve as an

effective supplementary medium for creating relevant and enjoyable learning experiences in the digital era.

D. Conceptual Framework

The conceptual framework of this study integrates two main concepts, namely speaking and perception, as the foundation for analyzing the relationship between speaking skills and EFL students' perceptions of using digital learning media.

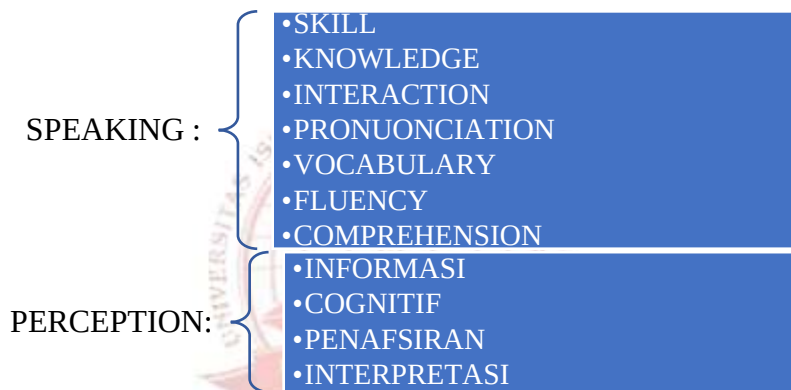


Figure 2.1
Conceptual Framework of the Relationship between
Speaking Skills
and Students' Perception in Using Digital Learning Media

This study is grounded on two core concepts, speaking and perception, which serve as key variables in understanding how EFL students utilize learning media to enhance their speaking ability. Speaking is regarded as an essential skill in English language learning that encompasses various linguistic and communicative aspects. It involves not only the ability to convey messages orally but also the knowledge of language

use, interaction in real communication contexts, and technical components such as pronunciation, vocabulary, fluency, and comprehension. All these components work together to produce effective, fluent, and comprehensible spoken performance.

Meanwhile, perception refers to the way individuals understand, process, and evaluate information related to the learning process, including the use of media such as TikTok. Students' perceptions involve the information they receive, the cognitive processes through which they interpret that information, and the evaluations formed from their learning experiences. A positive perception can foster active engagement in speaking practice, whereas a negative perception may hinder the development of speaking skills.

By combining these two concepts, this study establishes the idea that students' speaking ability is influenced not only by linguistic aspects but also by how they perceive the media and learning methods used. Students' understanding and interpretation of learning media such as TikTok play an important role in shaping their attitudes, motivation, and participation in speaking activities. Therefore, the integration of cognitive (perceptual) and performative (speaking) aspects serves as the foundation for analyzing the effectiveness of digital media in EFL learning contexts.

E. Some Related Previous Studies

Numerous previous studies have examined the relationship between TikTok and speaking. Most of these studies focused on students' perceptions of using TikTok in learning English speaking skills. In general, their primary objective was to assess the effectiveness and students' views regarding the role of TikTok as a learning medium in EFL classrooms. The findings from various studies indicate that the use of TikTok has proven effective in enhancing students' fluency, creativity, and confidence in speaking (Hongsa et al., 2023; H. H. Nguyen, 2021). Moreover, both students and teachers perceive TikTok as an enjoyable, interactive, and motivating platform that can strengthen English-speaking skills (Rshoud Aldossari, 2024).

Research on students' practices and strategies in using TikTok to improve their English-speaking skills has shown significant results. The main purpose of these studies was to evaluate how students utilize TikTok features as a medium for language learning. The findings reveal that students can improve their grammar, vocabulary, pronunciation, and communicative competence through activities such as sharing videos or participating in voice-over challenges that encourage them to speak more frequently (Sadhasivam et al., 2023; Chuah & Ch'ng, 2023). In addition, TikTok's simple and appealing interface also enhances students' learning

motivation, although structured instruction is still required to achieve more optimal outcomes (Jiajia & Jamaludin, 2024).

Studies on the challenges and benefits of using TikTok in English as a Foreign Language (EFL) speaking instruction have yielded diverse results. The primary aim of these studies was to explore TikTok's effectiveness as a learning medium while identifying emerging obstacles. The findings indicate that TikTok is beneficial as it provides broad exposure to English, authentic content, quick access, and concise formats that are easy to comprehend, thereby increasing students' motivation and engagement (Adelhardt & Eberle, 2024; T. T. Van Nguyen & Tran, 2024). However, the main challenges students face include high distraction, fragmented information, limited interaction, and difficulty distinguishing content quality (Lin et al., 2023). Thus, while TikTok effectively supports speaking skills, its use should be accompanied by appropriate pedagogical strategies.

Although previous studies have discussed perceptions, practices, strategies, benefits, and challenges of using TikTok in speaking skill learning, most of the existing research remains focused on secondary school students or the general discussion of the platform's effectiveness. There has been limited research specifically examining the perceptions and practices of university-level EFL students, particularly regarding factors influencing speaking ability, learning

strategies used, and the academic and social impacts of these speaking skills. Therefore, there remains a research gap in exploring these aspects more comprehensively within the higher education context.

The novelty of this study lies in the integration of perception and practice analysis among university EFL students in using TikTok for speaking learning, focusing on three main dimensions: factors influencing speaking ability, effective teaching strategies and methods, and their relationship to students' academic and social aspects. This study not only measures the effectiveness of TikTok as a learning medium but also explores the role of students as active users who design their own learning strategies. Hence, this research contributes to the development of social media-based learning models in higher education.