

CHAPTER I

INTRODUCTION

A. Background of Study

Speaking is one of the most essential skills in learning English as a foreign language because it enables students to communicate ideas, opinions, and feelings effectively. In English language education, speaking plays an important role in helping students participate in academic discussions, social interactions, and future professional communication. However, many university students still experience difficulties in speaking English, particularly in public speaking situations. These difficulties are often related not only to linguistic aspects, such as limited vocabulary, grammar, and pronunciation, but also to psychological factors, including speaking anxiety, lack of confidence, and fear of making mistakes. Consequently, many students hesitate to speak in front of others, limiting their opportunities to develop communicative competence.

From an Islamic perspective, communication is regarded as an important aspect of human interaction. Islam encourages Muslims to communicate honestly, wisely, and responsibly. Allah SWT says in Surah

Al-Ahzab (33:70):

يَا أَيُّهَا الَّذِينَ آمَنُوا اتَّقُوا اللَّهَ وَقُولُوا قَوْلًا سَدِيدًا ۖ

"O you who believe! Fear Allah and speak words directed to the truth."

This verse emphasizes the importance of speaking truthfully and responsibly. Likewise, the Prophet Muhammad (peace be upon him) said:

مَنْ كَانَ يُؤْمِنُ بِاللَّهِ وَالْيَوْمِ الْآخِرِ فَلَا يُوْذِ جَارُهُ، وَمَنْ كَانَ يُؤْمِنُ بِاللَّهِ وَالْيَوْمِ الْآخِرِ فَلْيُكْرِمْ ضَيْفَهُ، وَمَنْ كَانَ يُؤْمِنُ بِاللَّهِ وَالْيَوْمِ الْآخِرِ فَلْيَقُلْ خَيْرًا أَوْ لِيَصْمُتْ."

"Whoever believes in Allah and the Last Day should speak good or remain silent." (Sahih al-Bukhari)

These teachings demonstrate that effective communication is not only a linguistic competence but also a moral responsibility. Therefore, developing speaking skills is essential for students to communicate ideas clearly, confidently, and responsibly.

Along with the rapid development of digital technology, students now have greater opportunities to practice speaking beyond the traditional

classroom. One of the most popular digital platforms is TikTok, which allows users to create, edit, and share short videos while interacting with audiences. Through TikTok vlogs, students can express opinions, tell stories, practice public speaking, and receive immediate feedback from viewers. These features provide authentic opportunities for repeated speaking practice, self-reflection, and communication in meaningful contexts.

Several previous studies have reported positive findings regarding the educational use of TikTok. Adhani et al. (2023) found that TikTok positively influenced students' motivation and speaking practice in EFL learning. Similarly, Yulita and Hertiki (2023) reported that students perceived TikTok as an engaging learning medium that increased their confidence in speaking English. Furthermore, Setiawan et al. (2024) revealed that TikTok effectively supported the development of speaking and listening skills through interactive digital learning. These studies indicate that TikTok has considerable potential as a learning platform for English speaking.

However, most previous studies have primarily focused on students' perceptions or the effectiveness of TikTok in improving speaking performance. Relatively little attention has been given to how students personally experience the process of developing their English public

speaking skills through TikTok vlogs. In particular, limited research has explored students' learning journeys, emotional challenges, confidence development, and the meanings they construct from their experiences while practicing speaking through TikTok.

Therefore, this study attempts to address this gap by exploring university students' experiences in using TikTok vlogs to develop their English public speaking skills through a Narrative Inquiry approach. Rather than measuring speaking achievement, this study focuses on participants' personal stories to understand how repeated practice, preparation, feedback, and social interaction contribute to the development of their speaking confidence and abilities. It is expected that this study will provide a richer understanding of TikTok as a meaningful learning environment for developing English public speaking skills beyond the classroom.

B. Definition of Key Terms

1. TikTok

TikTok is a social media platform that allows users to create, edit, and share short-form videos. In this study, TikTok refers to a digital space where university students create English-language vlogs to practice public speaking and express personal experiences related to their speaking development

2. TikTok Vlogs

TikTok vlogs are short video recordings in which individuals speak directly to the camera to share personal stories, opinions, reflections, or daily experiences. In this research, TikTok vlogs are viewed as a medium through which students narrate their experiences and practice public speaking in English in an informal digital environment.

3. Public Speaking Skills

Public speaking skills refer to students' ability to express ideas orally in English with confidence, clarity, fluency, and appropriate organization of ideas when addressing an audience. In this study, public speaking skills are understood based on students' narrated experiences rather than measured performance scores. In this study, public speaking skills are interpreted through students' narratives rather than objective measurement.

4. University Students

University students refer to undergraduate students enrolled in the English Education Department who actively create and upload English-speaking vlogs on TikTok as part of their personal speaking practice.

C. Research Questions

1. How do university students narrate their experiences in using TikTok vlogs to practice English public speaking?
2. How do students describe the development of their speaking confidence and abilities through their TikTok vlogging experiences?

D. Objectives of Study

1. To explore students' experiences in using TikTok vlogs for public speaking practice.
2. To describe how students perceive the development of their speaking confidence and abilities through TikTok vlogging experiences.

E. Significance of Study

For Educators and Language Instructors. This study may offer an alternative, modern approach to teaching public speaking through the use of digital platforms like TikTok. It can help educators understand how to integrate student-centered, technology-based methods into the curriculum to foster more engaging and practical speaking exercises.

or Curriculum Developers The results of this study may serve as a reference in designing learning programs that incorporate digital content creation, especially in developing speaking proficiency as part of language education and soft skills training.

For Researchers This study contributes to the growing body of literature on digital media in education, particularly the role of short-form video platforms in language acquisition and communication skill development. It may also open avenues for further studies on social media and informal learning environments.

For the General Public and Content Creators The research may help content creators and social media users better understand the educational potential of platforms like TikTok, and encourage the creation of more purposeful, skill-enhancing content