

ABSTRACT

Resi Nikyanizza Diaz. 2025. *The Effect of Tiktok Assisted Learning on EFL Students' Speaking Skill*. Thesis. English Language Education Program, Faculty of Teacher Training and Education, Universitas Muhammadiyah Jember. Advisors: (1) Dr. Tanzil Huda, M.Pd., (2) Widya Oktarini, S.S., M.A

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In the digital era, many students struggle with speaking English due to lack of confidence, limited vocabulary, and fear of making mistakes. Meanwhile, TikTok has become one of the most popular platforms among young people and presents an opportunity to engage students in a familiar and enjoyable environment. This research entitled “The Effect of Tiktok Assisted Learning on EFL Students' Speaking Skill” aimed to investigate whether the integration of TikTok content, particularly from the @jagobahasa.com account, could significantly affect students' speaking performance in English.

In this research, the main problem is “Does the use of TikTok assisted learning significantly affect the speaking skills of EFL students majoring in Hospitality at SMKN 3 Jember compared to those who engage in self-directed learning using freely chosen resources?” this study employed a quantitative quasi-experimental design with flipped learning approach, involving two groups: XI APH 3 as the experimental group and XI APH 1 as the control group. Both groups completed pretest and posttest through role-play assessments on hospitality-related themes and scored based on fluency, pronunciation, grammar, and comprehension.

The experimental group received treatment through TikTok assisted learning, while the control group conducted independent learning using various media of their own choosing. Data were analyzed using the Mann-Whitney U test, with the results showing a significance value of 0.002 ($p < 0.05$), indicating a statistically significant difference in speaking performance between the two groups.

It can be concluded that TikTok assisted learning, when implemented within a flipped learning framework, can effectively support the development of students' speaking skills in vocational English classrooms. Based on this finding, it is recommended that English teachers consider integrating short, focused TikTok videos into their instructional strategies to enhance student engagement and provide contextualized language exposure that is both relevant and motivating.