

ABSTRAK

IMPROVING THE STUDENTS' SPEAKING ACHIEVEMENT THROUGH TIKTOK AND STUDENTS' PERCEPTIONS AT SMA YP UNILA BANDAR LAMPUNG

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Penelitian ini mengkaji pengaruh video TikTok berbasis dialog terhadap pencapaian kemampuan berbicara siswa kelas X di SMA YP UNILA Bandar Lampung pada tahun ajaran 2025/2026. Penelitian ini menggunakan metode kuantitatif dengan desain pre-eksperimental one-group pre-test dan post-test yang melibatkan 36 siswa kelas sepuluh yang dipilih melalui random sampling. Persepsi siswa terhadap penggunaan TikTok juga diteliti. Data dikumpulkan melalui tes berbicara (pre-test dan post-test) serta kuesioner persepsi tertutup mengenai penggunaan TikTok. Pencapaian kemampuan berbicara siswa dinilai menggunakan rubrik analitik yang mencakup pronunciation, fluency, vocabulary, grammar, dan comprehension. Statistik deskriptif dan uji paired-sample t-test digunakan untuk menganalisis data. Hasil penelitian menunjukkan bahwa nilai rata-rata meningkat dari 53,27 menjadi 68,56 dengan peningkatan sebesar 15,29 poin ($p < 0,05$). Siswa juga menunjukkan persepsi positif terhadap penggunaan video TikTok. Temuan penelitian ini menunjukkan bahwa video TikTok berbasis dialog efektif dalam meningkatkan performa berbicara dan motivasi siswa di kelas EFL.

Kata kunci: Pembelajaran Bahasa Inggris, Pencapaian Kemampuan Berbicara, TikTok, Persepsi Siswa

ABSTRACT

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The current study examined the effect of dialogue-based TikTok videos on the speaking achievement of first-year students at SMA YP UNILA Bandar Lampung in the academic year 2025/2026. A quantitative one-group pre-experimental pre-test and post-test design was employed, involving 36 tenth-grade students selected through random sampling. Students' perceptions of TikTok were also investigated. The data were collected through speaking tests (pre-test and post-test) and a closed-ended perception questionnaire about TikTok use. Students' speaking achievement was assessed using an analytic rubric covering pronunciation, fluency, vocabulary, grammar, and comprehension. Descriptive statistics and a paired-sample t-test were used to analyze the data. The results showed that the mean score increased from 53.27 to 68.56 with a gain of 15.29 points ($p < 0.05$). Students also showed positive perceptions toward the use of TikTok videos. The findings indicate that dialogue-based TikTok videos effectively enhance students' speaking performance and motivation in EFL classrooms.

Keywords: English Language Learning, Speaking Achievement, TikTok, Students' Perception