THE USE OF TIKTOK APPLICATION FOR DESCRIPTIVE TEXT IN ENGLISH WRITING FOR THE TENTH GRADE OF VOCATIOANAL HIGH SCOOL

by Laily Nur Affini

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Elsa Sonia Virgin; Laily Nur Affini
Universitas PGRI Semarang
elsasoniavirgin10@gmail.com; lailynuraffini@upgris.ac.id

Abstract- *This study aims to discover the benefits of using the Tik-Tok application in writing descriptive text. Then, find out if the Tik-Tok application helps students write and solve problems they find while writing. The purpose of this survey is the result of a 10th-grade study at SMK Yatpi Godong. SMK Yatpi Godong has 32 10th graders. In this case, researchers used a questionnaire that consisted of open-form questions to collect survey data. This study used qualitative research, and the data was collected using words and photographs rather than numbers. The researchers occupied open-form questions to get information from students and then changed the survey results to percentages. Last, examining and interpreting all the data. From the impact of the data analysis, 86,36% of the students said that the TikTok application had advantages in learning the descriptive text material. On the other hand, 13,64% of the students replied that the TikTok application did not give them many benefits in their learning. 63,64% of the students answered that they said the TikTok application helped them study the descriptive text. In contrast, 36,36% of the students answered that the TikTok application did not help in their studies. Last, 72,73% of the students had problems writing descriptive text using the TikTok application. However, 27,27% of them said they had no issues learning descriptive text using the TikTok application because they had mastered the materials.*

Keywords: TikTok, descriptive text, English writing

INTRODUCTION

Language learners must understand four basic language skills: listening, speaking, reading, and writing. The language learners all need to be combined into one. People interact with others in their daily lives by communicating verbally and in writing. The writing process is more complex to learn than other language skills. According to Zemach et al. l (2011), writing is a language that requires the correct structure so the reader can understand the message. In addition, Harmer (2007, p.31) also states that writing produces language and expresses thoughts, feelings, and opinions. It would be best if you focused on all aspects of your writing language skills to get good results. The reader follows a well-structured text that navigates the arguments or statements. On the contrary, the writing uttered expressions delivered by students of English learners still

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occur far beyond the correct language structure and stand with mistakes in the writing production.

Language training is required for all language skills in English at the high school level, including writing skills. Writing helps students acquire not only other skills but also complete English. According to Celce-Murcia (2001, p.206), the main achievement of writing in a second language is the ability to do it with reasonable consistency and accuracy. Many native English speakers do not master this skill. Brown (2000) defines good writing as having content, composition, vocabulary, grammar, and mechanical considerations. The Writing meets specific criteria such as good content and design, correct grammar and mechanics, and proper speech. According to Gerot & Wignell (1994, p.208), descriptive text is all intended to describe a particular person, place, or thing. Therefore, descriptive text is a text that explains or describes something, such as its shape, characteristics, or properties. The illustrative text functions in describing a particular person, place, or thing so the readers can understand the information.

However, not everyone finds it easy to write a descriptive text, and some people are still debating how to write well. When the writer did a practical in English class for first graders and asked them to write, they were uninterested because some said they disliked writing because it is boring. On the other hand, they have no idea what to write, so they were initially confused. As a result, they received a low grade. Because of the reasons above, the writer wants to make it exciting and easier by implementing the *TikTok* application as media in writing descriptive text. *TikTok* allows students to not only record videos and share them on social media, but they can also learn English, explicitly writing descriptive text, by using the feature. Last, the use of this media can assist students in understanding the learning material, mainly when writing descriptive text.

The researcher presents the previous studies related to this research to arrange this study. There have been three previous studies. First, a previous study was by Christopher & Swathi (2020) entitled Study to Analyze the Impact of TikTok App on Students Academics and Psychology. This study conducted five hypotheses to determine any significance between the two variables and their time spent on Tiktok and the student's academic performance. The first hypothesis of this study was formulated to test whether less time spent on TikTok will positively impact students' academic performance. The second hypothesis was to try whether the more the student has privacy settings on

TikTok. The second previous study finds that the higher students' grade points will increase. Third, the hypothesis was framed to test whether regular updates on TikTok will reduce the students' class attendance. Fourth, the theory was formulated to test whether more time spent on TikTok will facilitate class participation in the class. Fifth, the hypothesis was framed to test the relationship, the more friends a student has on TikTok.

Second, the previous study was by Palupi et al. (2020) entitled The Effect of Using TikTok Applications on the Self-Confidence Levels. This study aimed to determine how much the TikTok application influences the self-confidence level of regular students of Communication Science class 2016-2019. Then, this study used a quantitative descriptive study by gathering questionnaire data from regular students of Communication Science class 2016-2019 at the Blitar Islamic University.

In conclusion, this study differs from previous studies since The purpose of this survey is the result of a 10th-grade survey at SMK Yatpi Godong. The research questions of this study are to find out the benefits of using the *Tik-Tok* application in writing descriptive text. Then, this study was formulated to find out if the Tik-Tok application helps the student write descriptive text and the problems the students faced in writing descriptive text using the Tik-Tok application faces. In this case, researchers used a questionnaire that consisted of open-form questions to collect survey data. Moreover, the researcher uses Miles & Huberman's (2004) theory to analyze the data.

METHODS

Researchers have adopted a qualitative description method using case studies from one test group to determine what and how the TikTok application will operate as a medium for writing descriptive text. In addition, in this study, researchers assigned one group and obtained data to obtain results.

Research Design

This study used qualitative research. Qualitative research is descriptive, and data is collected using words and photographs rather than numbers. (Miles, Huberman and Saldana, 2014) Defines that qualitative research is conducted with ongoing interactions with shareholders in a person's daily or personal life, a circle, community, and association. The researcher is instrumental in discovering a general idea of holistic, systematic,

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comprehensive, and interlarding regarding the background under the research, its social arrangements, how it works, and specs of the implicit rule. Then, the researchers will understand the data of responses from participants in-depth through their concentration of thought, understanding their empathy, and strengthening their preconceived notions of the research ideas. Many results of qualitative research are illustrated in words. They can also be rearranged to compare, distinguish, analyze and model them. Its central role is to show people's view of particular order, to calculate, to take a response, and instead set their daily conditions.

In addition, in this study, researchers assigned one group and obtained data to obtain results. According to Creswell (2013), conducting a case study consists of three steps: 1) Determine the data collection method. The researchers taught The descriptive text is taught to the students of the 10th grade class of SMK Yatpi Godong, 2) Dissemination of data collection tools, The researcher gathered the data by delivering the questionnaire to the students of SMK Yatpi Godong, and 3) Analysis of evidence of collected case studies where the researcher envisaged and created the conclusion of this research.

Data Collection

The researchers act as observers, data collectors, and data analyzers in this study. Information was collected from the 10th grade of SMK Yatpi Godong. The researcher needs to take a few steps to get the data. These are:

1. Obtaining the data.

   This research's data is information from the teacher and students about using *TikTok* to write a descriptive text while participating in the class's learning activities. The gathered data was accessed when teaching the students with the explanatory text subject in the scheduled class and distributed the online questionnaire.

2. The classroom activities

   The learning processes consist of giving the descriptive text by using the ppt and deepening the students' knowledge using the TikTok video, which tells about the descriptive text.

3. Conducting an Interview

   Using the interview guide, the researcher conducted a WhatsApp call to interview the teacher to obtain additional information. In the interview, the researcher asked the students semi-formally to see if there were any other outside classroom learning that could contribute to their writing.

Data analysis

The researcher used the theory of Miles & Huberman (2004) to analyze the data. It consisted of three steps. They are:

1. Data reduction

   The data are the results of the surveys and interviews described in this survey. The procedure involved collecting data from surveys and interviews and splitting the data. Based on research needs.

2. Data display

   From the questionnaire and interviews, the researchers determined the impact of TikTok. This is the most crucial step as it is the result that researchers use to conclude. After the identification process, researchers present the data in tables and graphs.
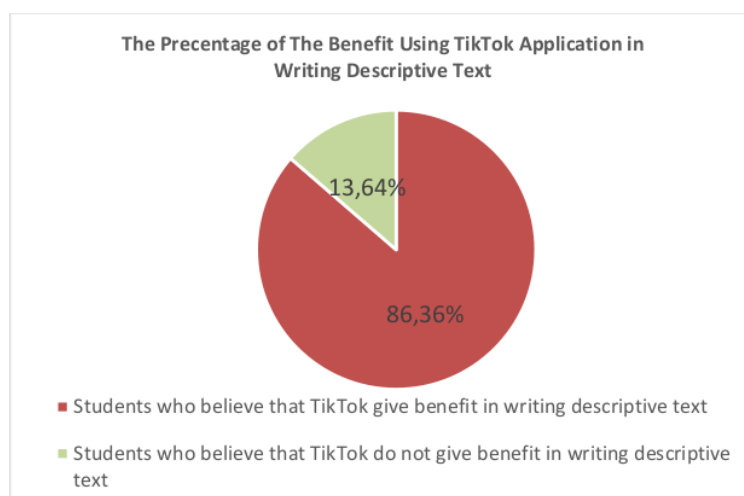
3. Drawing conclusion

   No conclusions can be reached until all data has been collected. Data needs to be resolved before researchers can conclude. When writing conclusions, researchers use simple words and sentences.
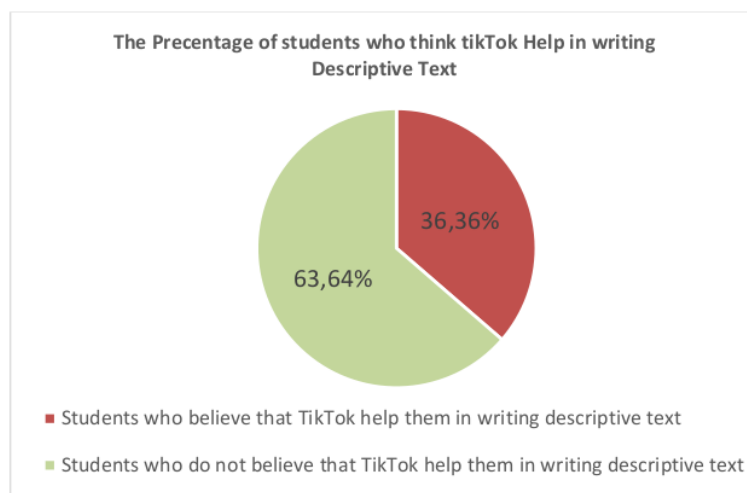
FINDINGS AND DISCUSSION

This study aims to research The Use of the TikTok Application in Teaching Writing Descriptive Text for the Tenth Grade Students of SMK Yatpi Godong in 2020-2021. The subject was elected at that grade since the selected topic is taught in tenth grade. Moreover, it was taken during that period since it was then given a chance provided by the school teacher to conduct the research and meet the students.

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Figure 1. The Benefit of Using TikTok Application in Writing Descriptive Text

The Precentage of The Benefit Using TikTok Application in Writing Descriptive Text

13,64%

86,36%

■ Students who believe that TikTok give benefit in writing descriptive text

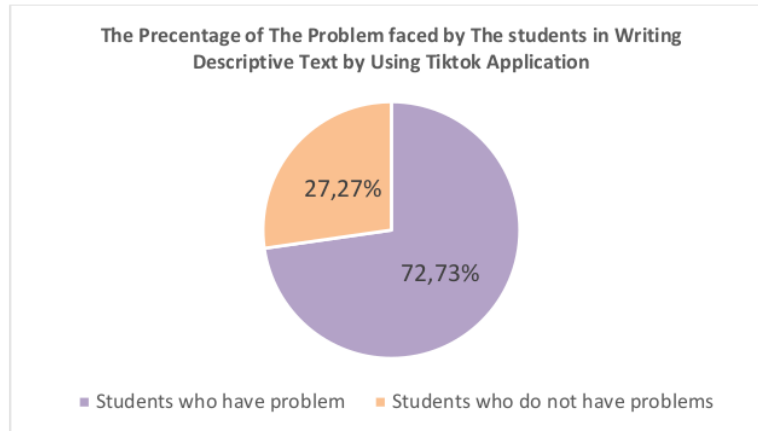■ Students who believe that TikTok do not give benefit in writing descriptive text

The following information describes figure 1 about the benefit of using the TikTok application in writing descriptive text revealed that TikTok gave many benefits to the students of Accounting class in grade tenth of SMK Yatpi Godong. From the table, the researcher concluded that 86,36% of the students thought the TikTok application gave them advantages. The students believed using the TikTok application could enrich their vocabulary because they learned many new words from TikTok in learning descriptive text. Moreover, they also thought they could be more creative since TikTok presented many contents that could inspire them to look up the ideas in writing the descriptive text. Some of them also said that learning descriptive text on TikTok could teach their pronunciation so they were more fluent in speaking and could facilitate them in learning English. On the other side, 13,64% of the students thought that the TikTok application did not give them many benefits in their learning. The students were still struggling with the TikTok application, so they were less understanding of TikTok's features. In addition, The students who thought that Tiktok did not give them an advantage used TikTok just for fun and not for learning activities. To this particular point, a significant percentage deliver the benefits of using the application, bringing positive impacts that can enhance the students' confidence, as projected by Palupi et al. (2020).

Figure 2. The TikTok Application Helps the Students in Writing Descriptive Text

The Precentage of students who think tikTok Help in writing Descriptive Text

36,36%

63,64%

■ Students who believe that TikTok help them in writing descriptive text

■ Students who do not believe that TikTok help them in writing descriptive text

The second figure informs the percentage of whether the application can help the students to write a descriptive text. They believed learning and writing descriptive text using books was more efficient than using the TikTok application. Since they were in kindergarten, they used to learn using the handbook, so adapting to a new learning media was challenging. However, 63.64% of students believed that TikTok helped and facilitated them in learning and writing descriptive text. They thought TikTok made the learning process fun because TikTok used music and video, which could enliven the atmosphere in the class. On the other side, they said TikTok was more practical than the handbook so that they could enjoy the learning process. At this point, the finding contradicted with Celce-Murcia's (2001, p.206), emphasizing consistency and accuracy to achieve the achievement. Meanwhile, the discovery notifies that most students did not find the application useful to write, so it is considered to bring inconsistent results towards the students' writing improvement applied in different areas.

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Table 3. The Problems Faced by the Students in Writing Descriptive Text Using the TikTok Application

The Precentage of The Problem faced by The students in Writing Descriptive Text by Using Tiktok Application

27,27%

72,73%

■ Students who have problem   ■ Students who do not have problems

The third figure shows the percentage of the problems faced by the students in writing descriptive text using the TikTok application; the researcher found whether the TikTok application helps the students write a descriptive text. The researcher of this study concluded that 72,73% of the students had many problems. They said that using the TikTok application to learn and write descriptive text was difficult because TikTok was a new media in the learning process, so they did not accustom to learning by using the TikTok application. Next, they had a problem spelling the word and sentences from the TikTok application since TikTok was the music video application. Most of them also thought that they were hard to read the descriptive text on TikTok and felt uncomfortable studying and writing the descriptive text using TikTok. However, 27,27% of students did not have problems reporting the descriptive text using the TikTok application. They declared they had mastered the explanatory material to write the descriptive text using TikTok.

CONCLUSION

Based on the data collected from the questionnaires of the 22 students X Akuntansi 2 of SMK Yatpi Godong academic year 2020-2021. The TikTok application gave benefits to students in learning and writing descriptive text. 19 students believed that

using the TikTok application could enrich their vocabulary since they got many new words from TikTok in learning descriptive text. In addition, they also thought that they could be more creative since TikTok has shown many contents that could inspire them to look up ideas in writing descriptive text. Some of them also said that learning descriptive text on TikTok could teach their pronunciation so they were more fluent in speaking and could facilitate them in learning English. The TikTok application did not help the students despite many benefits. 14 students believed learning and writing descriptive text using books was quicker than using the TikTok application. Since they were in kindergarten, they used to learn using the handbook, so it was not easy to adopt a new learning media.

The TikTok application still gave the students many problems in the learning activity. 16 students answered that using the TikTok application to learn and then write descriptive text was difficult because TikTok was a new media in the learning process, so they did not accustom to learning by using the TikTok application. Next, they had a problem spelling the word and sentences from the TikTok application since TikTok was the music video application. Most of them also thought that they were hard to read the descriptive text on TikTok and felt uncomfortable studying and writing the descriptive text using TikTok.

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