ABSTRACT

Syafaah, Lutfiyatus. 2023.*Tiktok As Media : An Experimental Research Of Students' Writing Skill At English Banat 2 Course.* Thesis. Undergraduate Program STKIP PGRI Bangkalan. Advisors: (I) Moh, Hafidz, M.Pd, (II) Iin Rachmawati, M.Hum.

Keywords: *Writing skill, Tiktok media, Teaching writing.*

This research aimed to know the effectiveness of tiktok as media on students' writing ability in descripitive at Banat 2 Course. The method of this research was Quasi-experimental research. The sample of this research consisted of experiment class were 30 students. The sample were taken by Random Sampling Technique. Based on the findings, it was found that the value t-test in writing descriptive text is greater than the ratio on t-table(3.770) > (2.756). Based on the table it can concluded that the alternative hypotesis is accepted. It means that there was increased in the students' writing descriptive before and after gave treatment used interactive wrriting model. Therefore that the result of the pre-test and post-test was significance different. Based on the descriptive statistic, the pre- test and post-test prove the post-test is higher. Based on the explanation, using Tiktok as mediancan increase the students' writing ability in descriptive text.

ABSTRAK

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Penelitian ini bertujuan untuk mengetahui efektivitas media tiktok terhadap kemampuan menulis deskriptif siswa les Banat 2. Metode penelitian ini adalah penelitian eksperimen semu. Sampel penelitian ini terdiri dari kelas eksperimen sebanyak 30 siswa. Sampel diambil dengan Teknik Random Sampling. Berdasarkan hasil penelitian, ditemukan bahwa nilai t-test dalam menulis teks deskriptif lebih besar dari rasio pada t-tabel (3,770) > (2,756). Berdasarkan tabel tersebut dapat disimpulkan bahwa hipotesis alternatif diterima. Ini berarti bahwa ada peningkatan dalam menulis deskriptif siswa sebelum dan sesudah diberikan perlakuan dengan menggunakan model menulis interaktif. Oleh karena itu, hasil pre-test dan post-test berbeda secara signifikan. Berdasarkan statistik deskriptif, pre-test dan post-test membuktikan bahwa post-test lebih tinggi. Berdasarkan penjelasan tersebut, penggunaan Tiktok sebagai media dapat meningkatkan kemampuan menulis siswa dalam teks deskriptif.

Penulis Pertama[1],Penulis Kedua[2),), Penulis Kedua[3),

INTRODUCTION

Writing is considered the most difficult of these skills for learners (Rao, 2019). This is because of the complexity of the English language. Some of the difficulties experienced by students in writing in class are the lack of vocabulary they know, and the use of bad grammar, so that many of the students make mistakes in writing.

In addition, To get the impression of human reading , you need writing skills that are not only good, but also able to influence the feelings of the reader. This is one of the important roles of writing skill, about the ability to produce a writing that is able to penetrate into the reader's feelings. For that reasons, writing is important to learn as a foreign language. However, writing is not easy to teach a language without using suitable method and media. Both of those have very important role in teaching. In reality, writing is one of the main problems often is faced by students in learning English.

Writing is the most important aspect for foreign language learners or second language learners. It is important for them in order to be able to communicate using target language fluently. By having good writing skills, students can write their opinions well in English and write well in making articles or journals which will later be read by the public. Having good writing skills will have a big impact on other abilities such as grammar, speaking, listening and vocabulary.

As stated by (Akrim, 2019) that In the digital era, the world of education must be adapted, especially the media of learning. The world of education has always evolved, but the digital age has brought particularly significant changes. With the rapid development of technology, learning media have changed significantly in recent years. From traditional textbooks and lectures to interactive online platforms and videos, the way we learn is changing.

Using media like tiktok have many benefit in teaching as stated by Xiuwen & Razali (2021) that TikTok combined with short videos could help provide access to English language communicative settings while minimizing the inconvenience for language learners regardless of distance and settings to help these EFL learners improve their English language communication competence in the modern digital arena.

According to Herlisya & Wiratno (2022) TikTok is great for delivering knowledge on a variety of topics. Education, scholarships, webinars, beauty items, and internet gossip are all examples. The Tiktok app also helps students to find new people and grow their relationships. This has a significant influence, particularly on introverted learners. The use of the Tik tok application can help improve student understanding and facilitate interpretation . TikTok also encourages the development of 21st-century abilities such as communication, cooperation, creativity, and critical thinking. In terms of

Penulis Pertama[1],Penulis Kedua[2], , Penulis Kedua[3],

communication, TikTok, as a social media platform, sparked online engagement among users by allowing them to send messages, exchange information, videos, and leave comments. (Maretha & Anggoro, 2022)

RESEARCH METHOD

The reaserch method used is experimental research. According to Mujis (2004:13), experimental design are sometimes known as the scientific method due to their popularity in scientific research where they originated. An experimental design is a through plan for gathering and analyzing data in order to determine causal correlations. Experiment design permits your data collecting activities to have a good possibility of finding effects and testing hypotheses that answer your research questions through careful planning.

In experimental research, there are many research design offered. One of them is one group pre-test and post-test. The design of experimental is quasi experimental design, the researcher used this research design because the researcher would like to find out the effect of Tik Tok Applicatioin in students' mastery in writing. With little or no control for external variables, this study is classified as an experimental design. In the one group pretest-posttest, a single group is measured or observed not only after exposure to treatment, but also before treatment.
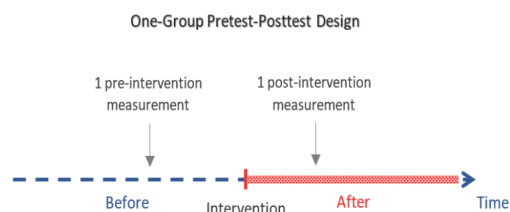

Figure: A diagram of one-group pretest-posttest design

Assessment is a process in which the teacher assesses student results in ongoing learning activities (Khansa & Mukaromah, 2022). In the writing assessment, the teacher gives four assessments of the student learning process, namely vocabulary, grammar, Mechanics, and Organization.

This research was conducted in Banat 2 Course. It is located at Sebaneh Bancaran Bangkalan.

FINDINGS AND DISCUSSION

In this research, the researcher used pretest and posttest. The researcher gave pre-tests to students before the treatment was implemented and gave posttest after the treatment.

FINDINGS
1.   Pretest

The pretest was conducted to determine the students writing skill before being given treatment. The researcher tested students' abilities with a pretest, in the pretest the researcher told students to make a descriptive text according to the topic chosen by the researcher. From the pretest, it was found that the student's writing ability was still very low, lack and weak. Some students got pretty good grades and the rest got low grades.

The pretest result of 30 students

of writing paper and pen shows that most of them got 20-50 score that means is below. They are students who have never learned using tiktok or any social media, their knowledge of english is also lack and basic. The others students who got about 50-60 score are students that also have never studied English using tiktok or other social media but have a deeper understanding of English compared to students who get lower score. This class is unusually get writing skill at class and it is not easy for some students to produce the sentence in writing skill.

The average student who gets low scores experiences problems in organization, mechanics and grammar especially in language features used in descriptive text because they do not know how to correctly create descriptive texts.

2. Treatment

After pretest, the students was being given a treatment. For the treatment the researcher give two times of treatment. The treatment was give only to one group namely the experimental group. The first treatment explains about descriptive text and the second treatment explain about how to use tiktok and trying make an descriptive text based on video on tiktok.

In the first meeting, the researcher explained about descriptive text, how to make good content, organization, vocabulary, the language use and mechanics in writing descriptive text. In the second meeting, The teacher instructs students to try to register on tiktok and use tiktok and shows how to upload videos on tiktok. After that the teacher asked the students to make a descriptive text based on one of the videos on tiktok.

The first meeting began with the researcher explaining the importance of descriptive writing and how to create engaging content. They provided tips on organization, vocabulary, language use, and mechanics in writing descriptive texts. The researcher emphasized the importance of using simple present tense for describing things and using correct mechanic in language use such as using capital in the first word and place name such as using a capital letter too. The researcher also explained how students can build their mind and vocabulary and put it together in sentences, which can be translated into written communication skills.

In the second meeting, the teacher instructed students to try to register on TikTok and use it to create a descriptive text based on one of the videos on TikTok. The teacher showed the students how to upload videos on TikTok and then asked them to create a descriptive text based on one of the videos they saw. After that, the teacher asked the students to make a descriptive text based on one of the videos on TikTok and submit it to the researcher.

There are the steps of learning, In the class session, the researcher explained how to use the TikTok application to learn. To make the learning experience more effective, the researcher led the students to watch a video together in class, and the students were asked to observe the video and then describe the video in more detail. After watching the video, the researcher

conducted a question-and-answer session, where students were encouraged to ask questions and share their thoughts about the video. This exercise helped the students to engage and become more involved in the learning process, allowing them to learn and practice their language skills in a fun and interactive way.

3. Posttest

After treatment, the researcher gave the student a posttest. A post-test is a test given to know students' abiltiy after the instruction is presented or completed. Following are the results of the calculation of the pretest and posttest data. The data was taken from one group known as experimental group.

DISCUSSION

The pretest result of 30 students of writing paper and pen shows that students who got 20-50 increased to 50-70 score and students who got high score in pretest increased their score to 70-80. After posttest, students' abilities develop in mechanics and organizations. Besides, skills in grammar have also improved.

The table results show that, on average, the students' scores on the pre-test were 51.23 with a standard deviation of 15.785. Upon the implementation of the treatment, the students' scores on the post-test rose to 67.30, and the standard deviation decreased to 16.808. This finding implies an overall improvement in the students' writing abilities.
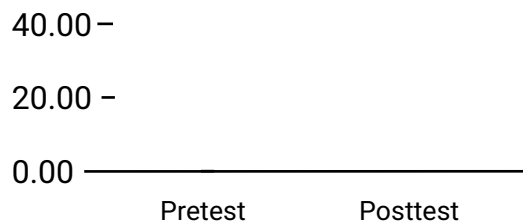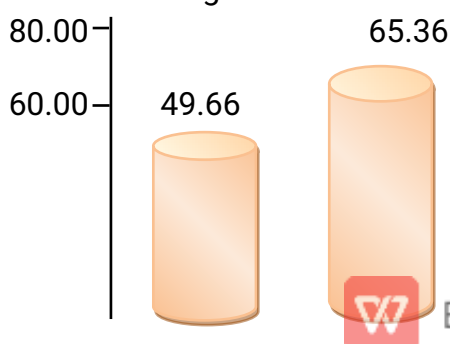
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Pretest   Posttest

Figure: Students' Improvement in Writing Score.

CONCLUSION

Based on the data that has been obtained, students' writing descriptive texts using tiktok as media has improved more than before using it. It can be seen from the difference in student scores before and after using tiktok as media.

It can be concluded that the application of titktok as a teaching medium in teaching activities can improve students' writing of descriptive texts and have a positive impact on students' English learning activities.

It can be seen from The data collected from the pre-test and the results of the posttest that the students in Banat 2 course have improved their writing skills, particularly in the areas of organization and mechanics, as measured by the criteria of grammar, vocabulary, and sentence structure. It can be seen in table 1 The pre-test results for 30 students who took the writing test using showed a notable improvement in scores for those who initially scored in the 20-50 range, with scores increasing to the 50-70 range following the study. Similarly, those who had already performed well on the pre-test were able to increase their scores to the 70-80 after the study. In addition, the average score of the pretest results went from 49,66 to 65,36. The data indicates that students have become more skilled in building

their thoughts and vocabulary and expressing them in well-structured sentences.

Furthermore, students have become more capable in describing the topics they choose to write about. The data also shows that they have improved their use of the English language, specifically in their use of tenses and punctuation. However, there are still areas that require further improvement, such as in using the appropriate capitalization for the first word of a sentence or for place names, and in understanding the proper use of paragraphs.

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