

The Effect of Using TikTok Application Toward Students' Writing Ability in Recount Text

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Abstract

The objective of this research was to determine whether there was a significant effect of using TikTok application toward students' writing ability in recount text. The research method used was quantitative by using a quasi-experimental research design. The population in this research was all the students at grade X of SMA Negeri 2 Trenggalek which contained 313 students. The sample in this research was X MIPA 3 as the experimental class and X IPS 1 as the control class. The number of each student in both classes was 35 students, but the total number of students participating in this research was 25 students in each class. Data were collected by using a testing technique that consisted of pre-test and post-test writing instruments. This test was given to both classes. The data obtained were analyzed by using a paired samples test through the SPSS program. The calculation of the paired samples test showed that the Sig. (2-tailed) was $0.000 < 0.05$. It meant that H_a was accepted. Thus, it could be concluded that there was a significant effect of using TikTok application toward students' writing ability in recount text.

Keywords: Recount Text, TikTok Application, Writing Ability

INTRODUCTION

In Indonesia, English plays a role as the first foreign language and is designated as a compulsory subject in schools (Dewi & Widyaningrum, 2018). Further, in learning English, based on the Indonesian Board of National Education Standard (BSNP) in Hanum (2018), there are four language skills that must be mastered by students, they are listening, speaking, reading, and writing.

One of the language skills that the researcher focuses on in this research is writing skills. Writing has meaning as a thought process to create ideas and then pour them into good sentences and paragraphs so the readers can understand them easily (Nunan in Sarimarsutalinda et al., 2018). Furthermore, Isriana in Dahnianti (2018) argues that writing is a way to express an idea by writing on a piece of paper or other media. From the opinions of those experts, it can be concluded that writing is a

thought process to create ideas and then express them in good paragraphs on paper or other media.

Meanwhile, writing ability is a skill to write grammatically, fluently, coherently, purposively, naturally, and authentically (Brown in Autila & Theresia, 2018). Then, Imastuti et al. (2014) explain that writing is the capability of someone to compile a written message from words into a coherent text as a whole so the reader can comprehend its meaning. In summary, writing ability is the capability of someone to compose a written message grammatically, fluently, coherently, purposively, naturally, and authentically into a coherent text.

Writing is an essential skill to be mastered by every student. As claimed by Nguyen (2015) in Anh (2019), by mastering writing skills students can improve their vocabulary and grammar usage so they can develop their language skills. Next, Griffiths (2016) in Anh (2019) states that in this technology development era, most of the information is exchanged using the keyboard, so this is important for people to communicate coherently and effectively in writing. Moreover, Dwivedi (2015) in Anh (2019) says that if students have a good ability to write correctly and logically, they will use language and style in their study appropriately.

As mentioned in the syllabus, in the tenth grade of senior high school level, precisely in the second semester, one of the texts that is taught to the students is recount text. Recount text is a text which tells the reader about something that has happened in the past (Husna & Multazim, 2019:53). According to Lanchashire Council (2008) in Husna & Multazim (2019), there are three generic structures that must be used in writing recount text, the first is orientation, the second is event, and the third is reorientation. Meanwhile, because what is written is an incident in the past, the tense used to write recount text is past tense.

There are several problems faced by students in Indonesia when writing recount text. Based on the research conducted by Allieni Harris et al. in 2014, it was found that 79% of students could not write recount text well. This is because students do not understand how to use grammar correctly, especially in the use of past tenses. Other research conducted by Nanda Aprilia Sinta and Yuli Astutik in 2019 found that when writing recount text, the students had difficulties in using part of speech, punctuation, choosing appropriate vocabulary, and actually, they were also not familiar with English writing skills.

In order to learn writing, especially recount text, students need media to make them easier to learn. As stated by Surayya (2012), learning media is a tool to assist the teaching and learning process so the message or information can be conveyed clearly. Then, Adam and Syastra (2015) say that learning media are everything that can assist teachers in delivering material to students so the learning objectives that have been formulated can be achieved easily. Therefore, it can be said that learning media is a tool used in the teaching and learning process so the learning objectives can be achieved more easily.

Learning media itself has various types. Seels and Glasgow in Arsyad (2000) classify learning media into two categories. The first is traditional media which consists of projected silent visual media, unprojected silent visual media, audio, multimedia presentation, projected dynamic visuals, games, and realia. The second is the latest technological media consisting of telecommunications-based media and microprocessor-based media. Next, Arsyad (2014) argues that in the current technological era, learning media can be classified into four types, they are print media, computer-based media, audio-visual media, and those based on a combination of print and computer. The types of learning media above can be used according to student needs.

Based on the observation conducted by the researcher during her internship (PLP) at SMA Negeri 2 Trenggalek, the learning media used by X MIPA 3 students during online learning is a combination of print and computer media, that is in the form of scanned material files in PDF format. Meanwhile, during offline learning students used printed learning media, that is book.

Nowadays, the popular entertainment media among students is TikTok application. Based on the observations at X MIPA 3 of SMA Negeri 2 Trenggalek, it is known that almost all the students have TikTok application on their smartphones. Even as reported by Suarabogor.id, TikTok users in Indonesia as of July 2021 have reached 92.2 million users. This application provides many features. One of the features in TikTok application for developing writing is *text* feature, so it can be used for alternative writing learning media.

Considering the background that has been explained above, this research is conducted to know whether there is a significant effect of using TikTok application toward students' writing ability in recount text.

METHODS

This research used quantitative as the research method. Quantitative research is a study that uses numbers, starting from data collection, data analysis, and data display (Siyoto & Sodik, 2015). Meanwhile, the research design used in this research was quasi-experimental. According to Siyoto & Sodik (2015), a quasi-experimental research design is an experimental research that does not use "random" to divide the experiment group and control group. An experimental group is a group that is given special treatment in the form of a learning strategy that will be tested for its effectiveness, while a control group is a group that is given treatment in the form of an existing learning strategy (Rukmingsih et al., 2020).

The type of quasi-experimental research design used in this research is a non-equivalent (pre-test and post-test) control group design. Non-equivalent (pre-test and post-test) control group design is a form of quasi-experimental research in which the experimental group and control group are selected without being randomly assigned. Both experimental and control groups take pre-test and post-test but the treatment is only given to the experimental group (Creswell, 2014:220). The steps of quasi-experimental research using a non-equivalent type (pre-test and post-test) control group design can be illustrated as follows:

Table 1. Non-equivalent control group research design

Group	Pre-test	Treatment	Post-test
E	O ₁	X	O ₂
C	O ₁	-	O ₂

Explanation:

E : Experimental group (the group that is treated with TikTok application)

C : Control group (the group that is not treated with TikTok application)

O₁ : Pre-test for the experimental group and the control group

X : Treatment (TikTok application)

O₂ : Post-test for experimental group and control group

The population in this research were all the tenth-grade students of SMA Negeri 2 Trenggalek in the academic year 2021/2022 which consists of 9 classes and 313 students. Moreover, the sampling technique used in this research was a non-

probability sampling technique. Non-probability sampling technique is a technique that involves a non-random method in selecting sample members and this technique does not provide equal opportunities for each population element to be included as a sample (Ary et al., 2010:155). Further, the non-probability sampling technique used by the researcher is the purposive sampling method.

In this research, from the population of 9 classes, 2 classes were chosen as samples, they were X MIPA 3 and X IPS 1 of SMA Negeri 2 Trenggalek in the academic year 2021/2022. Then, the researcher made a lottery to determine which class would be the experimental class and the control class so there would be no bias. After that, the researcher asked the class captains of the two classes to take the lottery that had been shaken from the bottle. Accordingly, the sample of this research was all the students from X MIPA as the experimental group and X IPS 1 as the control group which had 35 students in each class.

The testing technique was used in this research as the data collection method. Thus, the instrument was a question of pre-test and post-test writing in which students were requested to write recount text. A pre-test of writing was given at the first meeting in both classes (experimental and control class). During the pre-test, the students were requested to write a recount text about "*Biographical Recount of a Famous Person in Indonesia*". Next, the students in the experimental group were given treatment by using TikTok Application while the students in the control group used the existing learning media that is usually used namely book. Then, at the last meeting, the students from both classes were given a post-test of writing. During the post-test, the students were requested to write a recount text about "*Biographical Recount of a Heroine in Indonesia*".

The data obtained were analyzed by using a paired samples test through IBM SPSS 25 program to know whether there is a significant effect of using TikTok application toward students' writing ability in recount text.

RESULT AND DISCUSSION

Result

In this research, the researcher used test to measure the effect of using TikTok application toward students' writing ability in recount text. The test was given to the experimental and control class. The types of tests used in this research

were pre-test and post-test for writing recount text. The following was the result of the pre-test and post-test from both classes in descriptive statistics form:

Descriptive Statistics									
	N Statistic	Range Statistic	Minimum Statistic	Maximum Statistic	Sum Statistic	Mean Statistic	Std. Error	Std. Deviation Statistic	Variance Statistic
Pretest Experimental	25	23	60	83	1750	70.00	1.079	5.393	29.083
Posttest Experimental	25	20	72	92	2026	81.04	1.101	5.504	30.290
Pretest Control	25	21	62	83	1744	69.76	1.074	5.372	28.857
Posttest Control	25	20	64	84	1892	75.68	1.009	5.047	25.477
Valid N (listwise)	25								

Figure 1. Descriptive Statistics of Pre-test and Post-test

From the descriptive statistics result in the experimental class, it could be seen that 25 students participated in this research. The minimum score in the pre-test was 60 and the post-test was 83. The maximum score in the pre-test was 83 and 92 in the post-test. Then, the total score for the pre-test was 1750 and the post-test was 2026. Meanwhile, the mean pre-test score was 70.00 and the post-test was 81.04. Furthermore, the standard deviation of the pre-test was 5.393 and the post-test was 5.504. In addition, the variance was 29.083 in the pre-test and 30.290 in the post-test.

Besides, figure 1 also shows the results of the descriptive statistics from the control class. It could be seen that 25 students participated in the control class. The minimum score in the pre-test was 62 and 64 in the post-test. The maximum score in the pre-test was 83 and 84 in the post-test. Furthermore, the total score in the pre-test was 1744 and the post-test was 1892. In addition, the mean pre-test score was 69.76 and the post-test was 75.68. Furthermore, the standard deviation for the pre-test was 5.372, and for the post-test was 5.047. Moreover, the variance was 28.857 in the pre-test and 25.477 in the post-test.

The scores of the pre-test and post-test in both classes were analyzed by using a paired samples test to know whether there was a significant effect toward students' writing ability in recount text before and after students in the experimental class were given treatment by using TikTok application. The significance value determines the result of the paired sample t-test. If the value of Sig. (2-tailed) < 0.05, then H_0 is rejected and H_a is accepted (Rachbini et al., 2018). The researcher formulated the hypothesis for the paired samples test as follows:

H_a : There is a significant effect of using TikTok application toward students' writing ability in recount text

After the hypothesis was formulated, the researcher calculated the paired samples test by using the IBM SPSS 25 program. The following was the result of the paired samples test:

Figure 2. Result of Paired Samples Test

Based on Figure 2, it was known that the value of Sig. (2-tailed) was $0.000 < 0.05$. This led to the acceptance of the alternative hypothesis (H_a) in the paired samples test. Thus, it could be concluded that there was a significant effect of using TikTok application toward students' writing ability in recount text.

Paired Samples Test									
		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
Pair 1	Pretest_experimental - Posttest_experimental	-11.040	3.310	.662	Lower	Upper	-16.676	24	.000

Discussion

Based on the results above, it was known that the pre-test mean scores in the experimental class and control class were 70.00 and 69.76. It meant that the students' ability in writing recount text in the control and experimental classes was almost the same. After the students in the experimental class were given treatment by using TikTok application and the control class was not, the mean of post-test scores in both classes showed an improvement, but the score of mean in the experimental class was higher than in the control class. The mean of the post-test result in the experimental class was 81.04 and 75.08 in the control class. Most of the students from both classes got a better score than at the pre-test even though some students were still not precise in using vocabulary and language use.

The other results in this research showed the value of Sig. (2-tailed) from paired samples test was $0.000 < 0.05$. It meant that H_a was accepted. Therefore, it could be concluded that there was a significant effect of using TikTok application toward students' writing ability in recount text.

In line with the result of this research, Salsabia et al. (2021) reveal that the TikTok application can not only be used as an entertainment media but this application can also be used as a learning media. By using TikTok application, teachers can easily deliver learning materials and students will not feel bored in

learning English. In addition, Warini et al. (2020) state that TikTok application has appeal as an English language learning media such as short videos, simple and interesting material, equipped with back sound, images, and editing filters that can provide benefits and are also entertaining.

CONCLUSION

Based on the result and discussion above, it was observed that the post-test mean score of the experimental class was higher than the control class. Furthermore, the researcher found that the post-test mean score in the experimental class was higher than the pre-test mean score. The result of the paired samples test showed that the Sig. (2-tailed) was $0.000 < 0.05$. This indicates that H_a is accepted. In summary, as explained above, this research successfully achieves the previously formulated research objective. It is found that there is a significant effect of using the TikTok application toward students' writing ability in recount text.

The implications of this research offer valuable suggestions for various parties involved. Students can benefit from incorporating TikTok as a learning media for writing, while English teachers are encouraged to leverage TikTok as an innovative teaching medium for writing instruction. Additionally, other researchers can use this study as a reference for conducting further relevant research.

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