

THE EFFECT OF USING TIKTOK VIDEO ON THE STUDENTS' ABILITY IN WRITING PROCEDURE TEXT AT GRADE VII

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Abstract

The objective of this research is to determine the effect of using TikTok video on the students' ability in writing procedure text at grade VII in SMP Swasta Cinta Rakyat 3 Pematang Siantar. This research focuses on the using TikTok video as media to help students write procedure text with the theme make a juice. This research used quantitative research with a quasi-experimental research design. The population of this study was the VII grade students of SMP Swasta Cinta Rakyat 3 Pematang Siantar with the total of students 160 students. The sample of this study was divided into two classes, namely the experimental class (VII-A) consisting of 32 students who used TikTok video as a media and the control class (VII-B) consisting 32 students that only used teacher explanation. Data collection instruments used writing tests for pre-test and post-test. The Brown's writing assessment rubric was used in this research, which includes several aspects namely content, organization, grammar, vocabulary, and mechanics. SPSS Version 24 was used to analyze data, by conducting descriptive analysis, normality test, Wilcoxon test, homogeneity test and Mann Whitney test. The result of data analysis using the Mann Whitney test showed that the Assymp. Sig (2-tailed) value of $0,000 < 0,05$. Based on these findings, H_a is accepted and H_o is rejected. Therefore, it can be concluded that TikTok video significantly affects the students' ability in SMP Swasta Cinta Rakyat 3 Pematang Siantar in Writing procedure text.

Keywords : Writing, Procedure Text, TikTok Video

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui pengaruh penggunaan video TikTok terhadap kemampuan siswa dalam menulis teks prosedur di kelas VII di SMP Swasta Cinta Rakyat 3 Pematang Siantar. Penelitian ini berfokus pada penggunaan video TikTok sebagai media untuk membantu siswa menulis teks prosedur bertema membuat jus. Penelitian ini menggunakan penelitian kuantitatif dengan desain penelitian kuasi eksperimen. Populasi penelitian ini adalah siswa kelas VII SMP Swasta Cinta Rakyat 3 Pematang Siantar yang berjumlah 160 siswa. Sampel penelitian ini dibagi menjadi dua kelas, yaitu kelas eksperimen (VII-A) berjumlah 32 siswa yang menggunakan media video TikTok dan kelas kontrol (VII-B) berjumlah 32 siswa yang hanya menggunakan penjelasan guru. Instrumen pengumpulan data menggunakan tes menulis untuk pre-test dan post-test. Rubrik penilaian tulisan The Brown's yang digunakan dalam penelitian ini mencakup beberapa aspek yaitu isi, organisasi, tata bahasa, kosa kata, dan mekanik. SPSS Versi 24 digunakan untuk menganalisis data, dengan melakukan analisis deskriptif, uji normalitas, uji Wilcoxon, uji homogenitas dan uji Mann Whitney. Hasil analisis data menggunakan uji Mann Whitney menunjukkan bahwa Assymp. Nilai sig (2-tailed) sebesar $0,000 < 0,05$. Berdasarkan temuan tersebut H_a diterima dan H_o ditolak. Oleh karena itu, dapat disimpulkan bahwa video TikTok berpengaruh signifikan terhadap kemampuan siswa SMP Swasta Cinta Rakyat 3 Pematang Siantar dalam Menulis teks prosedur.

Kata Kunci: Penulisan, Teks Prosedur, Video TikTok

Introduction

Language is incredibly important in people lives because it is always used in their daily activities to communicate with others (Sihaloho 2022). People cannot interact with others without using a language, because language is one of tools of communication. People can use language to convey their messages or to express their ideas orally and written. Humans express language differently, some prefer to speak directly and some prefer to speak through writing (Irsa, 2019). So it can be concluded that, language is an important communication tool and cannot be separated from human life. As an international languages, used by the people to communicate. Almost all countries have adopted English as a lesson in their schools (Aji & Setiyadi, 2020).

As the most and widely used, English language is served generally for educational matters. In this modern era, English is becoming more important because it is primary urgent. For international affairs such as : business, education, science, technology, and entertainment. National education ministry has decided that English must be taught from elementary school to the university level. English is a crucial subject in the national examination conducted in Indonesia. It encompasses four fundamental aspects, including attentive listening, comprehensive reading, fluent speaking, and proficient writing. Although mastering the art of writing in a second language may pose challenges, it is an imperative skill that must be honed as an integral part of the educational journey (Oktavia, 2021).

Writing is an essential skill that every student should strive to master. As stated by Brown in Situmorang et al., (2023:2628), writing is a profound process that involves transforming thoughts, emotions, and perceptions into words through thoughtful consideration, drafting, and revising. Furthermore, Nunan (2013:88) emphasizes that writing is a cognitive process that involves generating ideas, determining how best to express them, and organizing them in a clear and coherent manner. Purba & Hutaauruk (2022:45) also emphasize that writing is a means of communication, allowing individuals to express their thoughts and reflect their innermost ideas. It is crucial that writing is conveyed with clarity, precision, and coherence, enabling readers to fully comprehend the writer's intentions (Magnifico et al., 2019). However, it is important to acknowledge that writing is a challenging skill, requiring meticulous attention to selecting compelling topics and adhering to grammatical accuracy. Not only must writers generate and structure ideas effectively, but they must also transform these ideas into a readable and engaging text. In the realm of English writing, there exists a variety of text types, as outlined by Napitupulu and Kisno (2020:28). These include short functional texts, such as notices, announcements, greetings cards, invitations, labels, short messages, advertisements, and letters, as well as essay functional texts, including anecdotes, narratives, news items, recounts, spoofs, descriptions, explanations, procedures, reports, argumentative pieces, discussions, analytical expositions, and hortatory texts. Among these, procedure texts are commonly taught in schools and are a key component of the English syllabus for seventh-grade students in junior high schools, as outlined in the independent curriculum (kurikulum merdeka). The ability of students to effectively convey their ideas through writing procedure texts is a fundamental objective of this curriculum (Rizkiana & Pulungan, 2020).

The ability to write procedure texts is an essential skill that students must develop. As described by Dirgeyasa (2016:98), procedure text is a means of explaining how something is achieved through a series of actions. Putri and Saun (2018:337) further define procedure text as a method of explaining how something can be accomplished through a sequence of steps. The purpose of procedure text is to provide clear instructions for creating, doing, or reaching a desired outcome. Essentially, procedure text is a written guide that outlines the necessary steps to complete a task. This type of text is commonly used to explain how to create something that is relevant to our daily lives. In addition, procedure text typically follows a structure that includes the goal, the necessary ingredients or materials, and the step-by-step methods. By honing their writing skills, students are able to articulate their thoughts and express their ideas about the topics they are learning (Lestari et al., 2018).

Based on the researcher's observation during an internship (PPL) at SMP Swasta Cinta Rakyat 3 Pematang Siantar, it became apparent that students faced significant challenges to write procedure text. Firstly, they struggled with initiating their writing and determining what to include. Secondly, their vocabulary was limited, hindering their ability to effectively communicate their ideas. Additionally, they lacked the understanding of the structure and language features essential to procedure text. Lastly, expressing and developing their thoughts into written form proved to be a daunting task for many students (Timperley & Parr, 2009). Content, organization, mechanics, grammar, and vocabulary were all areas where students encountered difficulties. Given the importance of proficient writing skills, it is imperative for teachers to select appropriate teaching methods, media, approaches, strategies, or techniques to address these challenges and ensure students excel in this area (Ariyanti & Fitriana, 2017). The weaknesses of students writing procedure text with the theme "how to make a something (food)" can also be seen in the learning outcomes listed in the table below.

In one of the classes at grade VII in SMP Swasta Cinta Rakyat 3 Pematang Siantar, it can be seen there is a higher percentage of students whose scores are below the minimum completeness criteria (75) as much as 53%. The students' problem in writing should be overcome. In order to improve learning outcomes, teachers must be innovative in their approaches, methods, techniques, strategies, and mediums. The researcher believes that it is important to discover the solution through the use of media (Primasari et al., 2021).

Media and learning are related in the learning process it can support learning process. It not easy for teachers to teach English in class, they also have to make sure that students understand what is delivered in class. Moreover, as stated by Briggs in Aniqotunnisa (2013:10), the art of teaching through media lies in its ability to physically embody messages and inspire students to engage in the learning process. Additionally, Hikma (2019:84) emphasizes that learning media encompasses any means by which messages, or learning materials, can be effectively communicated, thereby capturing the attention, piquing the interest, stimulating thoughts, and evoking emotions within students as they strive towards their educational objectives. Hence, it is imperative for educators to employ appropriate learning media when teaching the intricacies of writing. So it can be concluded that, learning media is anything that can be used in the teaching and learning process to convey messages or information and encourage students' interest and attention to learn. Learning media is a tool that can be used by teachers to encourage students' interest in learning and encourage them to be more active and creative in getting information. By using media, students are not easily bored with lessons. The benefit of using media is that they can improve student learning outcomes because teaching with media will be more attractive to students, which can foster their desire to learn and show the meaning of the subject matter they are learning (Alfaki, 2015).

Based on the researcher's personal experience at SMP Swasta Cinta Rakyat 3 Pematang Siantar during an internship (PPL) for grade VII, it was observed that when explaining procedure text material through the use of TikTok videos, students displayed a remarkable level of interest. TikTok videos serve as a unique form of communication that transcends language barriers, as they rely on non-verbal cues such as gestures, eye contact, and facial expressions to effectively convey messages. By providing visual stimuli, such as environmental settings, TikTok videos have the ability to ignite prediction, speculation, and activate prior knowledge when students observe reenacted visual scenes (PURNAMASARI, 2022). Furthermore, videos allow learners to observe body and speech rhythm, and comprehend language usage and speech speed in various contexts. Additionally, TikTok videos have the power to stimulate and cultivate student motivation. The researcher's motivation for conducting this research stems from a desire to investigate whether the use of TikTok videos significantly impacts the writing proficiency of grade VII students in procedure text at SMP Swasta Cinta Rakyat 3 Pematang Siantar (Sari, 2018).

In the present age, the pursuit of knowledge should transcend traditional modes of learning. The

rapid progress of technology has profoundly influenced our society. Indeed, in the contemporary world, individuals, particularly adolescents and adults, devote more time to their screens than to engaging with their environment. Consequently, educational practices must evolve to incorporate the use of technology. Notably, social media networks, which form an integral part of the internet, have also become instrumental in the learning journey (Putri and Indari 2018:186). Today people living in a digital era where they continue to develop technology, information, lifestyle, language and other elements every day. In addition, digital social media such as Facebook, Instagram, TikTok, Twitter are very popular among people today. Social media can be used for sharing content such as pictures, videos, audios, and texts Rahmawati et.al. (2020:16). The most affected are the younger generation. They believe that their online social media trends are the latest, and if they follow them, people will think they are smart. However, there is an influence of digital social media on the language acquisition of young students today. This is because young people are mostly connected with others through digital social media, so they intentionally or unintentionally follow language acquisition trends. The negative impact of social media for students requires teachers to be more varied in the process of learning activities in the classroom. Social media is a mobile-based tool or media that creates a platform to communicate, collaborate, share, and expand communication networks. Social media influences the process of social interaction between individuals and other individuals. The social interaction process provides a relationship between social media and communication, so that the two aspects become very close. This is because with social media, communication becomes faster and easier to do (Khoirunnisya, 2017).

TikTok is the most downloaded social media by students and children in Indonesia. TikTok media is an audio-visual based application, because the media can record, editing, video uploading and video sharing. The TikTok app offers a wide range of captivating and user-friendly special effects, allowing anyone to effortlessly create impressive videos (Harahap, 2017). This is why TikTok has gained such a large and devoted user base. On TikTok, there is a plethora of videos that demonstrate various procedures, from utilizing everyday items to preparing delicious meals. As stated by Koniah et al (2021:3), TikTok videos have a significant impact on both entertainment and language learning for students. They greatly contribute to generating interest and motivation, facilitating the understanding of language context, and providing specific stimuli for reference. Additionally, the brevity of TikTok videos ensures they capture the attention of learners with limited focus, as noted by Ining (2021:172). Therefore, Learning media using TikTok video can be considered as one of the learning media that is fun and attracts students' attention. The TikTok account that will be used in this research is the account @nrlchyain (YellowBeanie). YellowBeanie's TikTok account is a TikTok account that presents videos about how to make food and drink.

TikTok video is assumed as an affective media to teach procedure text. There were several relevant researchers according to previous study. In a recent study conducted by Benarita and Riska Alfi Rahma (2021) titled "The use of video method to improve students' writing ability of procedure text at the grade students of SMP Satrya Budi Perdagangan", it was discovered that the use of videos had a significant impact on students' writing ability. By incorporating videos into the teaching process, students were able to develop a better understanding of how to write procedure texts effectively. This approach made the learning process more enjoyable and accessible for students, leading to improved comprehension and application of the writing techniques. Similarly, Ahmad Zakqi Yamani Lating (2022) conducted study titled "The improvement of the students' ability in writing procedure text using video recipe" and found that by watching recipe videos, students in Class 9D of SMPN 1 Mojowarno were able to enhance their skills in writing procedure texts (Oktarina et al., 2022).

Classroom activities become more interesting as video technology can capture students' attention and reduce tension. The presentation of the video recipe increased students' interest and enthusiasm for this activity. The visual appeal of the video, students' attitudes successfully changed from being reluctant to write to enjoying writing. During the learning process, the students showed their

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enthusiasm and earnestness. Students also learn to write process texts by watching recipe videos. This especially helps them understand modern verbs, time sequences, and ingredients needed to prepare food and drinks. According to Ulvah Sari et al., (2022) on the journal entitled “ The implementation of YouTube video to improve students' procedure text writing ability at senior high school” there were significant effects in this research: first, YouTube videos can improve students' writing ability in terms of content, organization, language use, vocabulary, and mechanics. Second, after using YouTube videos to teach, researchers can enable students to participate more actively in creating procedure texts to increase students' interest, encouragement, and behavior. creating procedure texts to increase students' interest, drive, and behavior, encouragement and perspectives of students. Third, YouTube videos can reinforce students' viewing experience YouTube videos that demonstrate the structure or organizational sequence of procedure texts and, finally, YouTube videos can be used to help students write procedure texts.

Based on the explanation above, the researcher is interested in conducting research with the following title “The Effect Of Using TikTok Video On The Students' Ability In writing Procedure Text At Grade VII In SMP Swasta Cinta Rakyat 3 Pematang Siantar”.

Method

In this chapter, the intricacies of the methodological and research design employed, as well as the precise selection of the research's location and timeframe are available. Furthermore, the composition and representation of the population and sample, alongside techniques employed for data collection and analysis are available in this section.

This research utilized rigorous and systematic approach known as quantitative research, specifically employing a quasi-experimental design. As described by Ary et al. (2014:27), quantitative research is a deductive method that explores relationships and causality, incorporating large sample sizes and employing statistical tests for data analysis and presentation. The chosen methodology, the quasi-experimental design, is particularly effective in providing conclusive evidence, as it involves administering different treatments to separate groups and subsequently comparing the resulting effects. In this research, two classes were involved: experimental class, which received instruction using TikTok videos as a teaching tool, and control class, which received traditional teacher-led instruction without the integration of TikTok videos (García Santalla, 2022).

The place of the research conducted at SMP Swasta Cinta Rakyat 3 Pematang Siantar, which is located in Jl. Kain Batik, Bane, Pematang Siantar. This research is going to carry out in the academic year 2023/2024.

The population encompasses the entirety of the research focus, whereas the sample represents a select portion of the population that will be examined in the study. Specifically, this research focuses on the population of students enrolled in grade VII at SMP Swasta Cinta Rakyat 3 Pematang Siantar during the academic year 2023/2024, comprising a total of 160 students distributed across 5 classes.

The sample refers to selected group of individuals from whom data will be gathered. In order to ensure the validity of research findings, purposive sampling was utilized, specifically targeting classes with similar student compositions. The research sample consists of two classes, VII-A and VII-B, each comprising 32 students. VII-A represents the experimental group, where the students were exposed to TikTok videos, while VII-B serves as control group, where traditional teacher explanations were employed.

The are some steps in data collection such as:

1. The teacher explains the material
2. The teacher explains the example of procedure text how to make food/drink by using TikTok video media.
3. After the students learn the topic , students will be asked to do an exercise namely write by your own word about the video that presented in the infocus.

4. After the students finish their task, teacher will check it.
5. The teacher gives a scoring based on their work.

Result and Discussion

Result

This chapter presented the data description, data analysis, validity, reliability, research findings and discussion. This research was a quantitative research that required data analysis after collecting student data, namely pre-test and post-test of each sample, namely the experimental class and the control class. The findings of students' writing tests on procedure text, which were calculated, using the writing evaluation criteria, were collected by the researcher utilizing a quasi- experimental research design (Niño & Pérez, 2018). The researcher presented the research findings and hypothesis. In this chapter, a more detail discussion had been explained by the researcher and the result of the research had been showed detail to know the final result of this research had been applied by the researcher.

In this research, the researcher showed the procedure text writing test result from the experimental class (VII-A) and control class (VII-B), which each included 32 students. This made a total of 64 students take the test. Students answered pre-test questions (*Write down the procedure text "how to make something(that you know)" use your own words!*) and post-test (*Write down the procedure text based on the picture that presented in the infocus (avocado juice)*). Each test was calculated using the theory of assessment of writing by Brown (2001:256), which had a content aspect with a score range 1-4 and an assessment weight multiplied by 3, organization with a score range 1-4 and a weight multiplied by 2, grammar with a score range 1-4 and the weight multiplied by 2, vocabulary with the score range 1-4 and the weight multiplied by 1.5 and mechanics with the value range 1-4 and the weight multiplied by 1.5. The number of students scores for each test was divided by 40 and 100, so that, it had a minimum value 0 and a maximum of 100.

Scoring Pre-Test of the Experimental Class

The pre-test was done in the experimental class (VII-A) consisting of 32 students. The researcher displayed 5 pre-test data as an example of scoring a test of writing a procedure text in the experimental class but all student scores (32) were showed in table

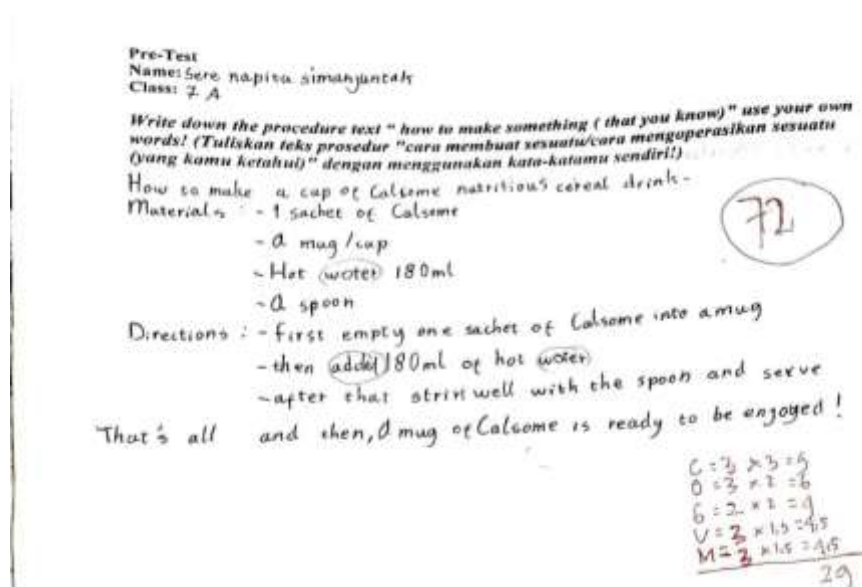


Figure 1. Student's Worksheet

SNS got score 3 for content because tell the reader about the goal clear, mostly relevant to the topic but lacks detail. The score of organization was 3, because actually list of the materials is enough complete. The score of grammar was 2 because there was problem in simple present tense (*added*). The

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score of vocabulary was 3 because there were some error words used such as: woter, strirl. The score of mechanics was 3 because the are some error of capitalization and punctuation. The total score of student was $29/40 \times 100 = 72$.

Data Analysis

The Pre-test and post-test of each sample (the experimental class and the control class) were collected for this quantitative research after which data analysis was necessary. The researcher gathered the findings of students' writing examinations on procedure text using a quasi-experimental research methodology, which were calculated using the writing assessment criteria. The findings of the writing test assessment of the students on procedure text from the experimental class and the control class were presented in this chapter. These assessment were done both before **and after the treatment**.

Descriptive Analysis

The application of statistical analysis helped explain and describe research data, including its quantity, maximum value, minimum value, average value and other characteristics.

Table 1. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test Experimen	32	25	72	57.97	13.487
Post-test Experimen	32	70	87	80.97	5.527
Pre-test control	32	33	76	58.22	12.715
Post-test control	32	66	83	74.50	4.792
Valid N (list wise)	32				

From the table above it could be seen:

- a. The minimum score for the experimental class pre-test was 25, the maximum value was 72, the average was 57.97 and the standard deviation was 13.487, while the minimum score for the post-test experimental class was 70, the maximum value was 87, the average was 80.97, and the standard deviation was 5.527.
- b. The minimum pre-test value for the control class was 33, the maximum value was 76, the average 58.22 and the standard deviation was 12.715, while in the post test minimum value was 66 , the maximum value was 83, the average was 74.50 and the standard deviation was 4.792

Research Findings

After carrying out the data analysis process, several findings were obtained that could answer the the research problems.

1. The researcher finds finding to answer research problems, "Is there any significant effects using of TikTok video on the students' ability in writing procedure text at grade VII in SMP Swasta Cinta Rakyat 3 Pematang Siantar?". In the data analysis, it is found

that the Asymp. Sig. (2-tailed) on the Mann Whitney test is $0.000 < 0.05$. It could be concluded there is significant effect of using TikTok video on the students' ability in writing procedure text at grade VII in SMP Swasta Cinta Rakyat 3 Pematang Siantar.

2. The researcher finds finding to answer research problems, "What are the effect of using TikTok video on the students' ability in writing procedure text at grade VII in SMP Swasta Cinta Rakyat 3 Pematang Siantar?". In the data analysis it is found that there were several effects that occurred in the samples that use and do not use TikTok video on the students' ability in writing procedure text. In the experimental class, the average score of the pre-test is 57.97 and the post-test is 80.97 and no students experienced a decrease in grades (negative rank) or static score (ties). In the control class that do not use TikTok video, the average score of pre-test is 58.22 and post-test is 74.50 and no students experience a decrease in grades or static score. Both experience classes an increase in value with a mean rank of 16.50, sum of ranks of 528.00 and Asymp. Sig. (2-tailed) in the Wilcoxon test is 0.000, but is clear that the post-test mean score in the experimental class is higher than in the control class. The mean rank on learning outcomes (post-test) in the experimental class is 42.28 with a sum of ranks of 1353.00, while in the control class the mean rank on learning outcomes (post-test) is 22.72 with a sum of ranks of 727.00. According to the aforementioned data, it can be concluded that using TikTok video as media and not using one has an impact on students' abilities to write procedure texts, however the experimental class (the class that keeps a TikTok video) has more significant impact than the class that do not use a TikTok video on students' abilities to write procedure text at grade VII in SMP Swasta Cinta Rakyat 3 Pematang Siantar.

Discussions

After conducting research and data analyzing, the researcher discovers several findings that can be used to answer the research problems (Fitri et al., 2022). The researcher find the answer to the research problem, namely to find out if TikTok video significantly affected the students' ability in procedure text and see the effect of using and without using TikTok video on the students' ability in writing procedure text at grade VII in SMP Swasta Cinta Rakyat 3 Pematang Siantar. Writing is one of the four skill that should be mastered by the students. Consequently, the teacher should be innovative in deciding on media, approach, method, technique, or even strategie (Sholikhin, 2021)..

Briggs in Aniqotunnia (2013:10)" teaching media is all physical form that can convey message and can stimulate students to learn (Khasawneh & Al-Rub, 2020). TikTok video helped the students to develop their writing ability by stimulating the students through visual elements, such as the text is well organized and clear in order to organize the thought (Meinawati et al., 2021).

By utilizing quantitative methods, a quasi-experimental research design and data analysis in this research, the hypothesis testing is allowed for the conclusion to be drawn that students who were taught procedure texts using TikTok video writing outperformed those who were taught only using teacher explanation. The mean rank in learning outcomes in experimental class that uses TikTok video (42.28) with a sum of ranks (1353.00) is higher than using teacher explanation (22.72 with a sum of ranks of 727.00). The final statistical test data on Mann Whitney is a benchmark for the presence of a significant effect on the TikTok video treatment on students' ability to write procedure text. For the test criteria, H_a is accepted if the output of Asymp. Sig. (2-tailed) in Mann Whitney test < 0.05 and H_a is rejected if the output of Asymp. Sig.(2-tailed) in Mann Whitney test < 0.05 . From the test statistic in Mann Whitney test, the result of the Assymp. Sig.(2-tailed) is $0.000 < 0.05$ then H_a is accepted and H_0 is rejected (Jalaluddin, 2019).

The result of this research is same with the previous researchers that conducted by Helmi (2019), Jupri (2018), Benarita & Alfirahma (2021), Aprilian & Husman , Sari., et al (2022), Lating (2022), Meiristiani & Agistina (2022), Annisa (2021), where in their researches, they concluded that TikTok video significantly affects the students' ability in writing procedure text. This proves that TikTok video significantly affects the students' ability in writing procedure text in SMP Swasta Cinta Rakyat 3 Pematang Siantar .

Conclusion

The findings of this research indicate that the use of TikTok Video is effective in improving students' ability to write procedure texts. This is evidenced by the students' scores in the experimental class higher than the control class scores and in the Mann Whitney test, the Assymp. Sig (2-tailed) is $0.000 < 0.05$, then H_a is accepted and H_o is rejected. Based on the results of the study and supported by several previous studies, it can be concluded that the use of TikTok video as a media is very effective in improving students' ability in writing Procedure Text at grade VII in SMP Swasta Cinta Rakyat 3 Pematang Siantar.

Using media can also help teachers and students. For teachers, media can help explain the material to students easily. For students the media helps students understand what the teacher is explaining. The use of TikTok video and teacher explanation for teaching students to write procedure texts has the effect, but the use of TikTok video as media proven to be more efficient.

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