

Research on the Influence of TikTok Content to Improve Student Achievement in Writing Narrative Texts

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Abstract: This study aims to determine the effect of using short TikTok videos on students' abilities in writing narrative texts and to know teachers' perception on the use of TikTok as teaching media. This article used mixed research methods. Quantitative data were obtained using experimental research, while qualitative data used qualitative descriptive research. The population of this study was class VII students of SMP Negeri 3 Langsa for the 2021/2022 academic year, with a total of 48 students. They were divided into two groups: 24 students in the experimental group were taught through TikTok content, while 24 students in the control group were taught through conventional methods. This study used a written test as a tool. The t-test formula from SPSS 26 was used to assess the data. Then at a significance level of 0.025 and degrees of freedom (df) of (48), observations show that $(3.12 > 2.01)$ was more significant than t-table (2.01). The findings show that the research hypothesis was correct. TikTok was found as an interactive learning media that can represent what the teacher cannot convey and the learning process will be more effective and efficient. It was also an excellent learning medium because there was a mix of various music, pictures and interesting features so that it was not boring for students. Learning media like this can support student learning in writing narrative texts. Thus, this shows that short TikTok content greatly influences students' writing achievement

Keywords: TikTok video, writing skill, narrative text.

INTRODUCTION

Learning English as a second language requires proficiency in speaking, listening, reading and writing. Although language is primarily concerned with speaking, writing and other skills are often taken for granted as general knowledge even though speaking is the component most students need to master in order to communicate. Writing is more like interaction where students put their ideas down on paper to communicate with others.

Students can use writing to educate others, conduct research, communicate with one another, and express their own emotions. In addition, they learn how to write appropriately and communicate their point of view effectively to others at school. They were instructed to write effectively and in step-by-step techniques, among other things. Harmer (2001) states, "The most important reason for teaching writing is that writing is a basic language skill, as important as speaking, listening, and reading (Hossain, 2015). It can be said that writing is by far the most significant justification for teaching as a talent. These are basic skills at both levels with speaking, listening and reading. Students must be able to articulate their opinions, justify their reasons, and present their ideas in written language. Additionally, extensive writing practice will benefit individuals throughout their lives, especially for work or academic purposes.

The government also requires foreign language lessons, especially English, to be taught at all levels of our education system, from elementary to tertiary levels. Similarly, as stated in the curriculum, the main objective of language teaching and learning is to enable students to acquire communicative competence in spoken and written communication to achieve functional literacy (Rabiah, 2012). According to the curriculum, students must create ideas to communicate meanings and rhetorical structures through essential texts. They must do so effectively, fluently, and appropriately in everyday contexts to engage with others. This is especially true for writing skill competencies however difficult.

To write successfully, one must have the ability to combine the ability to choose words or terms that effectively communicate their thoughts with the ability to handle good spelling and construct cohesive paragraphs and coherent structures. All aspects of writing, including vocabulary, punctuation, grammar, word usage, and other elements, must be checked and properly executed. However, achieving this goal is not without difficulty, as students may encounter various text formats in their classes, and they need to become familiar with different aspects of each type of assignment.

As previously mentioned, various variables must be considered when writing, including language use, grammar, coherence, etc. Therefore, Khotimah (2021) said by writing we can create a work that will be shown to others. Various benefits of writing will help students or even the public to put their work into writing, so that it can be shared and seen by many people. This is supported by Viona (2022) who says that the intelligence, creativity and initiative of a writer can emerge as a result of the process of creating and considering a work.

The demand to present works that are fresh and different makes writers creative, smart, and more initiatives. Meanwhile, the ability to find, collect, and organize information can make a writer become a professional, because a writer cannot provide incorrect or unproven information. It's not just accessing then trusting it without finding out more information.

Even though the benefits of writing are numerous, the level of interest in writing in Indonesia is still relatively low. Heriyudananta (2021) states that writing activity in Indonesia is quite low due to a lack of interest in writing among the population. Moreover, high school students who are candidates for the nation's generation, it will be very unfortunate if their interest in writing is low. This phenomenon will affect the value of literary works in a country. High school students must be able to set good examples in writing to increase other students' interest in writing.

Furthermore, the biggest problem arises when most teachers fail to use the right approach to assist students in using the exercises offered in their textbooks to achieve the desired goals, reducing their capacity to succeed in one language area. Moreover, because the foreign language teaching and learning methods are most effective for students to make significant progress in many situations EFL is not a conventional approach, and because the teaching methods every aspect of language skills are thought to contribute to students' slow acquisition. knowledge. It is believed that optimizing modern platforms can add significant value by assisting learners in improving their cognitive knowledge and thereby improving their performance.

Thus, the decision to use TikTok in the field of teaching practice was taken because most of the students were struggling with writing, even though they had been required to learn English since they were young. Most of them believe that the most challenging component of learning English is communicating their views in written language; this is because they need to use vocabulary to organize sentences and consider their structure. The worst part is that their minds cannot focus on one topic. In addition, it can be more encouraged by teachers implementing new models or activities to make classes more interesting.

Based on the background of the problems that have been described, the formulation of the problem in this study is to determine the effectiveness of using TikTok content on the ability to write narrative texts in SMPN 3 Langsa students and describe how teachers perceive TikTok content as an additional medium for teaching.

Along with the times, there are many online applications that attract the attention of today's teenagers. The increasing existence of adolescent self-confidence will certainly make online applications very popular among students, one of which is high school students, of course, they don't want to be left behind by today's trends. Uploading photos and videos of yourself to social media will be a joy for high school students. Social media also accommodates this hobby by creating supporting applications.

The use of social media to improve one's language skills is currently an absolute priority. Student writing classes can benefit from the instructional media and resources available. Anwar (2021) and Yoshida (2017) concluded that students' writing classes can take

advantage of available learning media and resources. Researchers revealed that during the learning process, children continuously interact with multimedia technology. Therefore, educators need technology to animate lessons and make them more interesting, because the media has become an integral part of education, especially considering the COVID-19 outbreak which has pushed teaching and learning to be carried out online.

However, the influence of social media which is increasingly widespread among students will make them forget their obligations as students. Because it is influenced by applications that are not used properly, it will cause a decrease in potential in the world of education. Writing activities will also decrease because students focus more on creating content to meet the demands of applications. With this, researchers provided the right solution by utilizing the TikTok application. This research then seeks to find out whether TikTok as a media platform helps students improve their writing skills. Because social media is an integral part of our daily life, and many people spend time on platforms like Facebook, Twitter, YouTube and TikTok.

The TikTok application is a worldwide application so that almost everyone uses this application (Ichsan & Ulya, 2021) . Because the TikTok application is a video application by displaying creativity produced by the national or international community (Pratiwi et al., 2021). Utilizing the TikTok application properly will also be useful for users.

Since TikTok is a short video, it is hoped that it will provide viewers with clear movement and direction. In addition, videos can be used to convey language in a clear way as they incorporate auditory and visual elements that can benefit students. Various studies have been published, most of which shown that the use of social media can help English learners improve their language skills. However, it is important to note that although previous relevant studies have demonstrated a positive effect of using social media as a learning aid on English communication mastery, very little published literature has focused on using TikTok to assist students' achievement in writing specifically. to write narrative texts at the junior high school level. Therefore, the focus of this article is to examine the potential use of TikTok and its impact on English writing skills.

Syaifuddin et al (2021) revealed that writing has many benefits including increasing intelligence, developing initiative and creativity, fostering courage and encouraging willingness and the ability to gather information. Even though writing skills are very necessary in life, in reality teaching writing skills get less attention. Reading and writing, which used to be the main subject and practice, now receive less attention, both from students and teachers. Composing lessons as an aspect of teaching Indonesian is not taken seriously.

This scenario is influenced by the teacher's bored atmosphere in the classroom. In teaching writing, the teacher always uses a traditional approach or traditional teaching methods, without media or models. The teacher instructs them to focus on one topic and come

up with one genre of paragraph or text, but students' minds are pushed to create sentences without any medium or creative approach to spark their imaginations to write. Even after they have finished their work, all the sentences are not in accordance with the paragraph genre, which must be in accordance with the competencies that students must acquire in one meeting. On the other hand, students in English writing classes always feel scared, bored, and sluggish.

In compiling a text, Khotimah (2021) suggests that the writer must follow several steps that are commonly used to create a narrative story. These elements also function as a guide in reading texts for students. (a) Orientation This section is usually mentioned in the first paragraph, it can be called the introductory part of a story. The narrator tells the reader where and when the story takes place and who is involved in the story are referred to as characters. Each event must be supported by several characters such as beautiful, helpful, selfish, loyal, etc. In the orientation section, students can not only mention the adjectives that are owned by the characters but also physical characteristics such as; weight, age, height and so on. (b) Complication In this part, the narrator tells about something that will start in the series of events. This event will affect one or more characters. Complications are the trigger. (c) Sequence of events. In this section the narrator explains how the character reacts to complications. That includes how they feel and what they do. Events can be told in chronological order (the order in which they happened) or in flashback. The audience is given the narrator's point of view. (d) Resolution This section is at the end of the story. The narrator finishes the story by giving the reader and listener details of the problem solving or sequence of complications. (e) Coda The narrator will arrange the coda in the text if there is a moral value or message from the story that can be a lesson for readers and listeners.

There are many strategies to help students learn English properly. Technological advances have been made in this field. Many individuals, especially young people, have easy access to media such as television, video and the internet. Students and teachers alike enjoy using TikTok shorts in teaching English. TikTok may provide short videos of English learning materials provided by English teachers, English educators or some native English speakers available on its platform for young people to learn in a fun way in terms of English communication education. The application of social media has now become popular inside and outside the English classroom.

According to Xiuwen & Razali (2021), Technological developments have provided many opportunities to be used in improving English communication competence. TikTok, one of the most popular social media platforms among Chinese international undergraduate students for playing an interesting role in English communication and TikTok for providing English videos with popular topics among young people.

According to a review paper, there are tons of short videos created and submitted by TikTok users that can be used as instructive short videos nowadays. Finally, researchers believed that it can be used in the classroom to help students improve their writing skills. Based on the previous section, the following issues were identified regarding the influence of TikTok on students' achievement in displaying narrative texts.

METHOD

Study Design

This article used mixed-methods research. A mixed methods research design is a research design that has its own philosophical assumptions and investigative methods. As Methodology, including philosophical assumptions to provide direction for the collection and analysis of data from various sources in one study (Dawadi et al., 2021). Quantitative data was obtained using experimental research, while qualitative data used qualitative descriptive research. Experimental research, with respect to participants, research can be conducted on individuals (single case study) or groups. The latter may involve one group or several groups. At least two: experimental and control groups. They can be further classified as between-subject/group or within-subject/group studies (Mildner, 2019).

Participants

The population of this study was class VII students of SMP NEGERI 3 Langsa throughout the 2021/2022 academic year. There were nine classes, with a total population of 275 students. The sample consisted of 48 students from two classes, VII-1 and VII-2, 24 students each. According to Arikunto (2010), purposive sampling can be taken if the population is not taken based on level, randomness, or region but for a specific purpose. This technique is usually used because some problem, such as lack of time, manpower, or funds, makes it incapable of handling large populations.

Technique of Collecting Data

Data collection is a core part of conducting research. Data analysis was obtained from students' responses to written tests. This study examined 48 students. The sample was separated into two groups, experimental and control, and given a pre-test, treatment, and post-test to collect data about their writing ability. Before giving treatment or educational presentations to group E, a pre-test was given to both groups, namely class VII- 1 as group E (experimental group) and VII- 2 as group C (control group). Each group was subjected to pre-test and post-test.

After the pre-test, the experimental group was taught using TikTok video, while the control group was taught without TikTok video. After the treatment, both groups were given a post-test to assess whether they had captured or understood what they had learned. This is used to determine the difference between their average scores.

Written tests or essays were used as a tool in this study. Students were instructed to generate narrative text on the activity or video they just watched. They were instructed to interpret the scenario using aspects of the story messages shown in the video. Paragraphs must have a minimum of 100 words. The procedure is as follows:

1. Provide answer sheets.
2. Collect student answer sheets.

Score the correct answer based on the writing indicators described by Brown (2007) . Brown writing rubrics for scaling (0-100) of the students' writing components including: content, organization, syntax, vocabulary, and mechanics. The scoring system is given in the table below:

Aspect	Score	Category	Explanation
Content	27-30	Excellent to very good	Knowledgeable
	22-26	Good to average	Subject adequate range
	18-21	Fair to poor	Limited knowledge
	13-17	Very poor	Does not show knowledge
Organisatio n	18-20	Excellent to very good	Fluent expression of the ideas
	14-17	Good to average	Somewhat choppy
	10-13	Fair to poor	Non-fluent-ideas/confused
	07-09	Very poor	Does not communicate

Vocabulary	18-20	Excellent to very good	Sophisticate range-effective word
	14-17	Good to average	Adequate range occasional errors
	10-13	Fair to poor	Limited range of words
	07-09	Very poor	Essential translation of english vocabulary
Syntax	22-25	Excellent to very good	Effective complex construction
	19-21	Good to average	Effective but simple construction
	11-18	Fair to poor	Major problems in construction
	05-10	Very poor	Virtually no mastery construction
Mechanics	05	Excellent to very good	Demonstrates mastery of conventions
	04	Good to average	Occasional errors of spelling,etc

	03	Fair to poor	Frequent errors of spelling, punctuation, capitalisation, etc
	02	Very poor	No mastery of conventions

Table 1. Scoring rubrics of narrative writing

Each of the above aspects includes a different assessment component. The explanation can be seen below

1. Content; The material is assessed according to the students' ability to write down their ideas and information in logical sentences.
2. Organization; This refers to students' ability to organize their thoughts and facts logically, with supporting topics and words clearly conveyed. The following table illustrates the rating scales that should be used when analyzing table layouts.
3. Vocabulary; Vocabulary refers to students' ability to express themselves logically through the use of words or idioms. In addition, it is related to the ability to use synonyms, antonyms, prefixes and affixes correctly. The following table details the rating scales that should be considered when analyzing paragraph vocabulary.
4. Syntax; refers to a student's ability to write correct and logical basic, complex, or compound phrases. In addition, it relates to the ability to use agreement in sentences and some other words such as nouns, adjectives, verbs and time signs. The following table summarizes the rating scale that must be considered when analyzing the use of language in a paragraph.
5. Mechanics; Mechanics is a term that relates to a student's ability to use language appropriately: to use functions correctly. Paragraphs and text are readable. The following table details the rating scale that should be used when evaluating paragraph mechanisms.

Based on these indicators, the scale in qualitative and quantitative form is as follows:

Narrative writing skills	
Qualitative Form	Quantitative Form

Excellent to very good	90-100
Good to average	70-89
Fair to poor	30-69
Very poor	0-29

Table 2. The scoring scale

Data Analysis

After collecting data from the post test, the data were analyzed using the following procedures: (1) Scores of students' answers for right and wrong answers. (2) List their scores in two tables, one for the experimental group's score as the X variable and one for the control group's score as the Y variable. (3) Calculate the difference between the pretest and posttest scores of the experimental and control groups. (4) Five indicators related to the writing conventions used in the data collection process are content, organization, vocabulary, language use, mechanics. (5) The formula from Sudijono (2008:314) to calculate the average X and Y by calculating the standard deviation of the variables X1 and X2, Using the formula to get the correlation between the two variables, calculating the standard deviation error, T-test was used to test the hypothesis through SPSS 26 version.

In this study, the authors propose a null hypothesis (Ho) and an alternative hypothesis (Ha): The following statistical hypothesis criteria are used to reject or accept the null hypothesis. If $t\text{-observed} > t\text{-table} = Ha$ was accepted and Ho was rejected, and if $t\text{-observed} < t\text{-table} = Ha$ was rejected, and Ho was accepted. To understand Ha and Ho, Ha means that there was an effect of using TikTok Video on student achievement in writing narrative texts, meanwhile; Ho means that there was no effect of using TikTok video on student achievement in writing narrative texts.

RESULTS AND DISCUSSION

Results

Normality and Homogeneity Test

As this is important for subsequent data analysis, the results of the normality test and homogeneity test of the experimental group and control group initial test data are initially provided below. The following table shows the results of the normality test.

Tests of Normality

Class		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Result	pre test control	.118	24	.200 [*]	.949	24	.263
	Post test control	.110	24	.200 [*]	.971	24	.696
	pre test Experimental	.128	24	.200 [*]	.964	24	.521
	Post test Experimental	.117	24	.200 [*]	.951	24	.280

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table 3. Tests of Normality

Table 3 shows that the data was appropriate. The data are regarded as normal if the significant value exceeds =0.05. According to the table, the experimental group pre-test has a significant value of 0.296, which was higher than =0.05. Additionally, the control group's significant value was 0.263, higher than =0.05. In conclusion, both groups' data distributions are typical. The homogeneity will then be tested. If the significant value was likewise higher than 5% (=0.05), the data from both groups may be considered homogenous.

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Hasil	Based on Mean	1.291	3	92	.282

Based on Median	1.153	3	92	.332
Based on Median and with adjusted df	1.153	3	83.633	.333
Based on trimmed mean	1.248	3	92	.297

Table 4. Test of Homogeneity

From the table, it can be seen that the significant value of the average score of the two classes was 0.282. this score was higher than $\alpha = 0.05$. This shows that the data was homogeneous and comparable. Moreover, the hypotheses testing can be done, and it shows in the table below:

Independent Samples Test						
		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Result	Equal variances assumed	1.672	.202	-3.340	46	.002
	Equal variances not assumed			-3.340	43.445	.002

Table 5. T-test result

As the previous data was homogeneous. Then, conducting the next procedure of test is justified, and from the results of equal variance, it shown that Sig. (2-tailed) is .002, if sig 2 tailed < 0.05 then H_a is accepted while H_o is rejected. It concludes that there is an effect of applying TikTok content to improve the student's competence in writing narrative text.

Finally, the data measures the standard deviation and the average standard error, which will be used to calculate the t-observe (to) for the following calculations:

Descriptives Statistics					
Class				Statistic	Std. Error
Result	pre test control	Mean		59.29	1.151
		95% Confidence Interval for Mean	Lower Bound	56.91	

		Upper Bound	61.67	
		5% Trimmed Mean	59.27	
		Median	59.00	
		Variance	31.781	
		Std. Deviation	5.637	
		Minimum	50	
		Maximum	69	
		Range	19	
		Interquartile Range	10	
		Skewness	-.026	.472
		Kurtosis	-1.155	.918
post test control	Mean		73.71	1.013
	95% Confidence Interval for Mean	Lower Bound	71.61	
		Upper Bound	75.80	
		5% Trimmed Mean	73.61	
		Median	74.00	
		Variance	24.650	
		Std. Deviation	4.965	
		Minimum	64	
		Maximum	86	
		Range	22	
		Interquartile Range	7	
		Skewness	.069	.472
		Kurtosis	.741	.918
pre test Experimental	Mean		59.00	.931
	95% Confidence Interval for Mean	Lower Bound	57.07	
		Upper Bound	60.93	
		5% Trimmed Mean	59.03	
		Median	60.00	
		Variance	20.783	
		Std. Deviation	4.559	
		Minimum	50	
		Maximum	68	
		Range	18	
		Interquartile Range	6	
		Skewness	-.351	.472
		Kurtosis	-.293	.918
post test	Mean		79.21	1.298

Experimental	95% Confidence Interval for Mean	Lower Bound	76.52	
		Upper Bound	81.89	
	5% Trimmed Mean		79.07	
	Median		78.00	
	Variance		40.433	
	Std. Deviation		6.359	
	Minimum		69	
	Maximum		92	
	Range		23	
	Interquartile Range		9	
	Skewness		.273	.472
	Kurtosis		-.345	.918

Tabel 5. the results of the pre-test and post-test data of control group and the experimental group

Table 5 indicates a significant difference in students' writing skills who use TikTok and those who do not use TikTok. The maximum score shown that in the pre-test of Control group students got 69 while in the post-test students got 86. This score influence the mean score. the median value was 74.00; standard deviation (SD) namely 4.965; the minimum value was 64 and the maximum value was 86

In addition, the results of calculations in the Experimental group. The pre-test data shows that the score the average was 59.00; the median value was 60.00; standard deviation (SD) namely 4.559; the minimum score was 50 and the maximum score was 68. Furthermore, the post-test data for the experimental group shows that the average score was 79.21; the median value was 78.00; standard deviation (SD) namely 6.359; the minimum value was 69 and the maximum value was 92. It can be seen that the mean score of the Experimental Group was higher than the Control Group. However, it significantly increases students' narrative writing skills using TikTok.

DISCUSSION

A. *The effectiveness of using TikTok content to improve students' narrative writing skill.*

The statistical formula describes the t-observe and t-table experience of using academic writing to answer the first research question, Whether there was an effect of TikTok on student achievement in working on narrative texts. The results can be seen in the data and can then be used to test the hypotheses. Then, the procedure that follows test is acceptable, and from the equal variance results, Sig. (2-tailed) is.002. If sig 2 tailed < 0.05, Ha is accepted and Ho is refused. The null hypothesis was rejected or accepted using the statistical hypothesis criteria listed below. If t-observed > t-table = Ha was accepted and Ho was

rejected, or if sig 2-tailed < 0,05 (alpha significant) then H_a was rejected, and H_o was accepted. To find out about H_a and H_o it was said that H_a = There was an effect of using TikTok Video on student achievement in writing narrative texts. H_o = There was no effect of using TikTok Video on student achievement in writing narrative texts.

Based on the test data table 4 above, namely the use of the text writing skills of class VII-1 students of SMPN 3 Langsa, it was known that the average grade VII-1 students of SMPN 3 Langsa in writing descriptive texts was in the good category with a range of scores between 70-89. The average value of students from the results of the test to write descriptive text with a range of 87.5 in the very good category. Based on the table above it can be seen that there were 8 students who scored in the very good category with a range of values between 90-100. 12 students scored in the good category with a score range between 76-85. 2 students scored in the moderate category with a range of values between 30-69. 2 students scored in the less category with a score range between 0-29.

Students got grades in the excellent category in the aspect of suitability of the text content with the specified TikTok themes and videos. The use of TikTok content on Writing Skills for Class VII-1 Students of SMPN 3 Langsa for the 2021-2022 Academic Year was able to make students write narrative texts properly and correctly.

As a result, the researchers concluded that "there was a significant effect of using TikTok video on student achievement in producing narrative texts." In other words, students who were taught through TikTok videos outperformed students who were taught using traditional strategies to create narrative texts.

Writing is a subject that is difficult for teachers to develop. They must be innovative in their selection of strategies. It seems difficult to teach writing when considering the writing process. However, the introduction of images, as well as short videos, increases student interest, motivation, and attitudes (Aina & Kencana, 2016). In addition, the level of teacher competence in implementing technology for teaching requires teachers to activate and encourage students to learn, design, and develop digital learning (Meylina et al., 2021). Finally, students were expected to understand how to work and develop in a technological environment, as well as encourage and model a responsible digital society.

based on the findings in this study, it can be concluded that TikTok content meets the criteria of an interesting learning media attention of students and close to students. Students will be enthusiastic in writing narrative text because TikTok content is not only used as an entertainment application, but can also be used as a fun learning medium. TikTok content is one of the innovative and alternative references that can increase students' writing creativity in writing learning activities.

B. Teachers' perception on the use of TikTok as learning media

In terms of education, the role of the media is very important in the success of a learning process. Media in learning can make students feel comfortable and interested in listening to learning, or vice versa can make students feel bored and not interested in participating in the learning process (Purba, 2018).

In addition to making the learning process more efficient, the use of media in the learning process can improve student understanding. Hasnidar (2020) said that learning media enable students not only listen to verbal lessons from educators, but can also see, touch, feel, as well experience it for themselves, thus enabling students to better understand the material provided by educators. Learning through TikTok is classified as a secret as a child-friendly learning medium because it consists of various color combinations and various digital media features. When compared to learning media in the form of books, learning using digital media is more interesting and students are not easily bored. There are several reasons why TikTok is a learning medium that is not boring, including the combination of various colors in the media so that it is attractive to children. In addition, TikTok media includes media that combines various colors, visuals and audio so that children can immediately see the content of what is displayed on TikTok. Besides being able to hear directly, media that can combine these two aspects is classified as an effective learning media.

The TikTok application can be used as an interesting and interactive learning medium for students (Pratiwi et al., 2021). Through various existing features, it is very possible that the TikTok application can be used as a learning medium. Such as listening to the learning content provided, speaking and creating content to fulfill assignments with customized educational materials, and so on. with existing features, learning can run well and more effectively. In addition to its advantages, Bahagia et al (2022) state that TikTok is basically like a coin, TikTok has two sides, TikTok also has some drawbacks, especially in the educational field, including the duration of time and other content in it such as memes, comedies, and even videos that are not actually suitable for viewing by minors.

The uniqueness of TikTok content is big enough to be able to be used as a learning medium. Indonesian language learning can use TikTok media as a support to provide visualization of objects to students in writing descriptive text, developing ideas, and expressing creativity in writing the selected video description text (Syaifuddin et al., 2021). This can be done by prioritizing a pleasant learning atmosphere for students, because seeing the lack of student interest in examples of direct objects carried out in class, the use of TikTok media is very suitable as a solution because it can provide visualization. object to students with a video duration of less than one minute (Oktaviani & Susilo, 2022). So, with the use of appropriate learning media, educators are no longer the main learning resource for students, but will be shared with learning media. Teachers are no longer needed explains material in detail, but

will focus on other aspects of education, such as student difficulties, providing motivation to study, forming personality traits, and etc.

CONCLUSION

There is no doubt that TikTok videos are a popular medium today. Even though other media such as YouTube and Instagram are present and make technology easily accessible, the hype of TikTok and the intensity of users to open TikTok is undeniable, and hopefully it will become a framework for education and learning in the new digital era. The educational value of TikTok videos may vary depending on the instructional content. Meanwhile, for academic purposes, the study of the dynamics of the user experience is informative to help improve an unpleasant experience and maximize TikTok's capabilities. TikTok short films can help improve academic writing skills by incorporating new features into classic learning strategies. The current study contributes to a better understanding of students' interactions with TikTok videos while understanding specific English skills such as syntax, vocabulary, organization, quotations, and cohesive writing by examining broad themes depending on group discussions and unstructured interviews and writing processes. Future research may increase the generalization of the study by using a larger sample and older, more mature students. More research is needed on the nature and methods of collaborative writing, and student perceptions. Lastly, TikTok group participation provides a framework for integrating videos into academic writing that depicts in engaging ways how students engage with selected videos and other users in a variety of ways.

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