REFLECTION ON IMPLEMENTING TIKTOK RELATED TO STUDENT MOTIVATION IN LEARNING NEWS ITEM

Asfia Nur Laeli[1], Eka Asma Cahayani[2]

nurlaeliasfia@gmail.com

Universitas Muhammadiyah Surakarta, Surakarta, Indonesia

ABSTRACT

Learning English has improved by the development of technology. The students nowadays use social media application in daily life even in the school. TikTok, as one of the most popular social media application, can be used as a media in teaching and learning process. TikTok supplies English videos with popular topics among the students. In learning News Item, the teacher could use varieties assignments for the students. Through TikTok, the students are facilitated to be News Anchor, journalist, dubber podcast and so on. Even though previous relevant studies have showcased the positive effect of using social media as learning English, there are limited literatures about reflection on implementing TikTok in learning process. In this paper, the writers would like to share feedback from the students of twelfth grade at SMAN 2 Sukoharjo in English class especially in learning News Item material by reflecting on the student learning experience. This research uses descriptive qualitative. The researchers do the observation while in English class in 2022. Then, the researchers conduct observation and questionnaire to collect the data from the research participants. The result of the study shows that the students give positive feedback that TikTok increase student motivation and learning News Item since TikTok is interactive media that can help express themselves.

Keywords: TikTok, News Item, student motivation

INTRODUCTION

The improvement of Web 2.0 technology creates changes for the development of social media which provide interactive communication in education. The support of advanced technology makes social media become popular in society. Social media has a lot of functions especially in learning English. One of the most popular media is TikTok that contain video platform. The application has various content and features that related to many fields such as education.

TikTok can upload videos with a maximum duration of three minutes. However, besides the short duration of TikTok, the application also has several advantages. In the TikTok application user can directly record and edit the application according to the effect available in the application. At first, TikTok application was known as an application for lip-sync and video dubbing, but as the application improved, there were many effects in TikTok that made content creators create quality content. In addition, there are a lot of contents provided by TikTok such as tutorial, DIY, and knowledge. Based on Kaye (2020), TikTok refers to the international version of China's social media platforms-Douyin with offer to billion downloads in 2022.

TikTok can place 15-60 second videos attracting different kind of people to share their skills, knowledge, as well as their experiences. Researchers believe that unique features of Tiktok in creating short video could increase the popularity among generation Z. This opportunity can be used as a consideration for learning media in English classroom.

In the digital era, the use of technology as a learning media in teaching and learning process could build students' motivation. Media and techniques in teaching and learning process play

an important role, the media can be an introduction to clarify the material and simplify something complex. Based on Arsyad (2013:19) suggests that the utilization of instructional media in learning can generate new desires and interests, generate motivation, stimulate learning activities, and even have a psychological influence on students. To overcome this problem, the researcher used TikTok videos as a medium for learning News Item. News item becomes one of text genres which have certain social purpose. Based on Gerot and Wignell (1994), news item text provides information to the readers, listeners, or viewers about events of the day which are considered newsworthy or important. Based on Bahri (2016), the schematic structures to construct news item text are divided into three stages as follows: first, newsworthy event which recounts the event in summary form. The summary has few clauses. Second, background event which elaborate what happened to whom in what circumstances. In this structure, the events in the news are explained, what the events is, how it happens, why it happens, when it happens, and who get involved. The third, sources consist of authority expert on the events. According to Gerot and Wignell (1994), the language features of news item text or short telegram information about story captured in headline, the existence of material process to retell the event, the use of projecting verbal processes in sources stage and focusing on circumstances. In learning news item, the teacher can use video as a learning media taken from TikTok and YouTube. The use of video will be able to understand more deeply about what be watch and listen. A group of people perhaps do not watch videos only for pleasure, but they must be able to get meaningful information inside the variety of news item generally can be about economy, technology, education, health, science, entertainment, politic, world news, business and etc.

Using learning media in teaching and learning process could increase students' motivation. Based on Said and Homoud (2005), students' motivation refers to a students' willingness, need, desire and to participate in the learning process. Motivation can be categorized into two types. There are extrinsic motivation and intrinsic motivation. According to Puspitarini
& Hanif (2019), motivation in the learning process can be divided into two, namely intrinsic motivation and extrinsic motivation. Intrinsic motivation is the motivation derived from the student self, such as the desire to acquire knowledge, the desire to achieve learning goals, the drive to meet the learning needs, and so forth. While extrinsic motivation is a motivation that comes from outside the student self, such as parents' demands, a comfortable learning environment, fun learning partners, interesting and unpleasant learning activities. Some researchers pointed out that most successful people are motivated by both internal and external factors, and suggest that educators should build on both types. Thus, teacher should support the students to get high motivation in learning and teaching process. The big question is that how to increase students' motivation. Theorist pointed out that both students and classroom factors affect motivation. Students will operate in a more self-motivated and responsible manner if they are taught in an environment that fosters success, provide opportunity for inside, and allows them to see what power they have over what happened to them.

Based on Yang (2020), the vast majority of secondary school EFL learners have positive attitude toward using TikTok lo learning English in and out of class. TikTok can be useful for learning media in the class to enrich classroom activities, enhance their learning motivation and improving basic English skills. According to Qoniah, Fitrianingsih & Rohmah (2021), the students respond towards the use of TikTok videos in learning simple present tense has positive respond in affective dimension. The result indicates that the
students were very enthusiastic in learning simple present tense using TikTok videos because that is their first experience learning through TikTok. Based on Wu (2020), posited that the youngsters age thirty and below or called as generation Z dominate the major users of TikTok and spend an average of fifty two minutes everyday of TikTok. This statement shows that the

youngsters are interested to watch TikTok in their spare time because of interesting content and features on TikTok. Furthermore, TikTok could help provide numerous interactive activities for learners and teachers via short videos.

As a matter of fact, massive studies have explored the effects of utilizing social media to support language learners to enhance their language skill and proficiency. However, limited researchers have examined the feasibility of utilizing TikTok for EFL teaching from students' perspective. Hence, this study aims to fill the gap by reflecting the implementation of TikTok related to students' motivation in learning News Item on the twelfth grade students of SMA Negeri 2 Sukoharjo. In this paper, the writers would like to share feedback from the students of twelfth grade students of SMA Negeri 2 Sukoharjo especially in learning News Item material by reflecting on the students' learning experience. This research has benefit for students, teachers and other researchers. For the students, this research could encourage them to use mobile-assisted social media application-TikTok for English learning in the classroom. Th students will get advantages of the application such as enhance their basic English skill and construct an systematic English knowledge framework. For the teachers, this research could guide them to effectively utilize TikTok for learning news item in the classroom. The teacher can be more creative to utilize features of TikTok application to overcome education videos that useful for their students. For other researchers, this result of this paper can be used to conduct expand research about TikTok related to students' perspective. Finally, the research of TikTok as learning media can be more representative and meaningful.

METHOD
This study was a case study since the main purpose of the study is to describe the implementation of TikTok related to students' motivation in learning News Item. In a qualitative project, the authors will describe a research problem that can best be understood by exploring a concept or phenomenon. In this case of study, the writer conducted a survey on the implementation of TikTok related to students' motivation in learning News Item. Descriptive qualitative method is used to describe the data that is collected from the observation and questionnaire. The participants of this study are twelfth grade students of SMA Negeri 2 Sukoharjo. There are 26 respondents who filled out the questionnaire. The questionnaire was distributed online then the students filled up using their smartphone. The questionnaire was designed through Google Form consist of 7 questions.

The results of this study would be analyzed in the form of description and percentage data in findings and discussion session. There are some steps in conducting this study. First, the researchers were conducting observation while they are taught by the teacher in the English class. The teacher gave the introduction study in the beginning of the class by using TikTok. The students are taught about News Item text. After that, the students were given assignment to become news anchor and uploaded the result on TikTok. Second, the researchers gave questionnaire for 26 participants of this study. After the data was collected, the researchers analyzed the data by using descriptive qualitative method. Last, the data was displayed in the form of description.
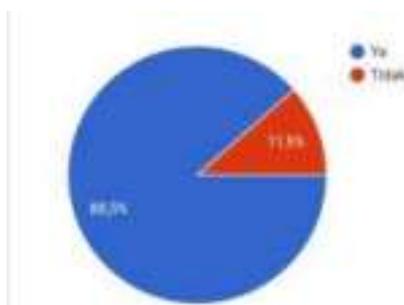
RESULT
This study provides some results about feedback or the effect of using TikTok related to students' motivation in English class of twelfth grade students. The researchers gave some questions to the respondents related to their perspective of using TikTok as a media in learning News Item. Reducing data is also done by the researchers in order to create the significant and efficient data analysis. From the questionnaire, the researchers had collected the data that can be figured out as follows:
   1. To find out kinds of media used by the students. The researchers ask the students which

media that they usually used. The result shows game, duolingo TikTok, Google translate and YouTube have majority answer.
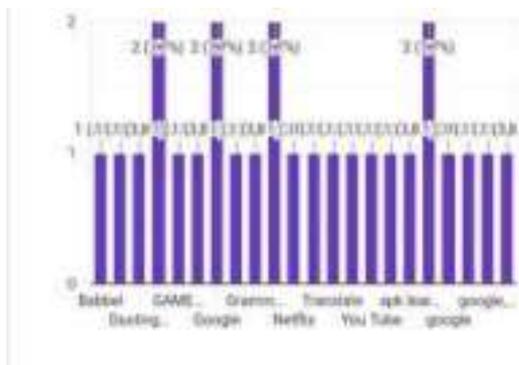

2. Not all of the respondents stated that they had TikTok application. The diagram shows that 88,5% of the respondents have TikTok application and 11,5% of them definitely not have TikTok application.

3. The result showed that there are students who not like TikTok application. The diagram shows that 88,5% of the respondents have a big feeling of TikTok and 11,5% of them definitely not like TikTok application.
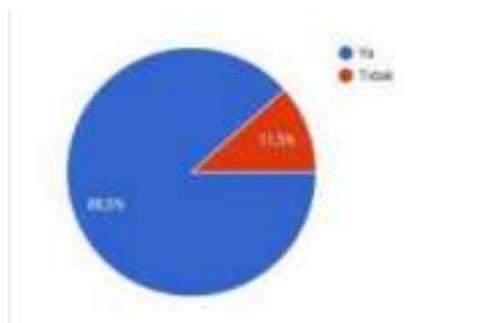
4. The third question about wheter the students interested in learning News Item text using TikTok or not shows that there are 76,9% of the respondents interested in learning News Item using TikTok. However, 23,1% of the students were not interested in learning News Item using TikTok application.
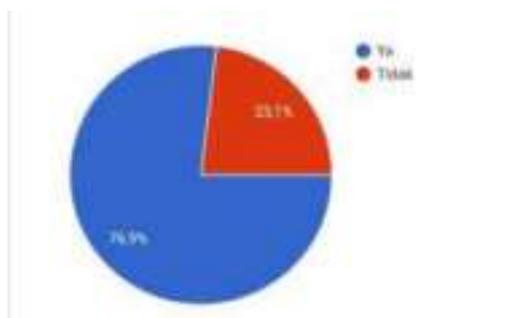
5. The reasons of students' interest and motivation using TikTok in learning News Item come from many aspects such as the widely use TikTok as social media platforms, providing videos and audios as an interesting media in teaching and learning process, and privilege to easily access and use TikTok.

DISCUSSION

From the questionnaire, the first question is "What application do you have in your smartphone?". This question is aimed at investigating the mostly used application of 26 participants. The respond of the students show that the students use many social networking platforms such as YouTube, Google Translate, TikTok, Duolingo and game. The use of social networking platforms as the development of Web 2.0 easily used as learning media in teaching and learning process since TikTok becomes one of popular social networking among the students.

The second question is "Do you have TikTok application?". This question was designed to identify whether the students have this application or not. According to the data, the respond of the students is 88,5% of the participants have TikTok application on their smartphone and 11,5% of the participants not have TikTok application. The next question is "Do you like using TikTok application?". This question di designed to identify wheter the students like using TikTok or not. According to the data, the respon of the students is 88,5% of the participants have a big feeling of using TikTok application on their smartphone and 11,5% of the participants not like using TikTok application.

The next question is "Do you have interest in learning News Item using TikTok?". The question was designed to identify the student's interest in learning News Item using TikTok application. According to the data, the respon of the students is 76,9% of the participants are interested in learning News Item using TikTok and 23,1% of the participants are not interested in learning News Item using TikTok application.

The result of the students' responses shows that the students have a positive respond. In this study, the respond has several aspect including interest, happiness, and motivation which indicated that average result of positive responds id stronger than a negative respond. Furthermore, the result of the observation showed that majority of students felt motivated to take a part in learning News Item using TikTok application. Result may have relevance to the feature of TikTok. Featuring for the short video function, learning materials that can be displayed in form of video are easily to be utilized and understood by learners and enhance relevant English skills. For instance, listening skill, speaking skill, vocabulary skill, grammar, and the awareness of cultural difference can be improved by watching recorded English teaching video, American or British TV series or video blog of native English speaker on TikTok.

However, English reading and writing materials that require sufficient time to read and think are not suitable to be displayed in the form of short video. Therefore, students show less expectation to upgrade their writing and reading skill on TikTok.

The last question in the questionnaire is "Why do you have a big interest in using TikTok as a learning media of News Item?". This question was set to identify about the participants reason using TikTok for learning English. TikTok in English classroom could enrich their classroom teaching activities. Apart from absorbing the basic knowledge, abundant English learning materials on TikTok provide infinite opportunities to expand their English knowledge and depend their understanding of obscure knowledge. Based on Subarta (2012), combined with well-designed classroom teaching activities, English teaching videos on TikTok can positively engage students to join in the learning process proactively. TikTok in English classroom could bring English knowledge closer to live. Based on Cakir (2006), TikTok are more likely to offer opportunities for English students to get access to authentic English language and make the knowledge they learned in Englih classroom practical and pragmatic. Based on Yang (2020), utilizing English TikTok teaching videos in English classroom could enhance the students' English learning motivation and provoke their learning interest, reflecting the positive effect of employing video aids as educational tools for in class English teaching.

TikTok as cited in Yang (2020) can serve as memory strategy when learners learn new words or expressions form American or British TV series clips on TikTok; TikTok can play a role of an effective strategy when learners utilize interesting English short videos to cultivated enhance English learning motivation. Using TikTok in learning News Item utilize feature TikTok Duo that students could be news anchor through reading script of prompter. This statement in line with benefit of TikTok to train the students' speaking ability. In the other hand, the students could create video of certain years that filled up with the students voice named as podcast. The other benefit of using TikTok to learn English is the students can learn the materials without time and location limit and time efficient that in line with the characteristic of MALL, which are ubiquitous, accessibility and immediacy (Ogata, 2005) . The result of the research indicate the most pasticipant held positive attitude towards utilizing TikTok for English learning in English classroom. Participants expected to use the English short videos on TikTok to improve their English skills especially for their listening, vocabulary as well as their speaking skill. Furthermore, TikTok can be used as a learning media in teaching English especially News Item text. The teacher could utilize feature of TikTok such as TikTok Duo to make the students learning how to be news anchor. In addition, the students could create videos related to news and filled up the video with their own voice or podcast. According to the result, several pedagogy recommendations are proposed here for English teacher and students. Firstly, English teachers should follow the trend of times. It is in line with Ismail (2018) that social media holds positive attitude towards English classroom teaching.

The social media could be TikTok as a media of teaching English. Secondly, it is necessary for teachers to spend time carefully filtering English teaching short videos on TikTok and make sure the content is appropriate with the materials. Thirdly, in order to maxima's the effect of video aids, well designed tasks and activities should be prepared and applied in class. For example, the teacher can provide the example of TikTok Duo video before the teacher enters the class. Teachers should play the video first and students will be ask to imitate the dialog which can be beneficial for students oral skills. Finally, teachers should provide sufficient support for students, guiding them to effectively utilize social media application for English learning in the classroom (Xodabande, 2017).

For the students, support and encouragement are needed to make the most use mobile assisted social media application TikTok for English learning in the classroom. In class activities based on TikTok videos aid to enhance the basic English skill and construct systematic English knowledge framework. Out of class, students are expected to effectively utilize TikTok to get access to English materials, expose themselves to English context as much as possible, expand their English knowledge, cultivate their learning interest and develop their self-directed as well as self-control abilities with the help of English teachers.

CONCLUSION

The development of Web 2.0 and the usage of mobile devices might possibility for social media application takes part on English learning in the classroom. This research explored 26 twelfth grade students perspective of utilizing social media application which is called TikTok in English class especially News Item text. The result of the research shows that the students' response toward the use of TikTok has positive response and held positive attitude towards using TikTok to learn English in the classroom. In English classroom can be used to be learning media in English teaching, enriching classroom activities, enhancing their leraning motivation and improving their basic English skill. In addition, TikTok can be used as English learning strategy to expand students English knowledge, get access to many learning materials and cultivate their English learning interest. There are some limitations of this research. First, the sample data is large enough. Second, this research lack of experiments to verify the effect of using TikTok to improve students' English performances. For future research, the researcher can include experiment as instruments, doing interview and expand sample data to make the result more representative and meaningful.

REFERENCES

Ahlse, J., Nilsson, F., & Sandström, N. (2020). It's time to TikTok: Exploring Generation Z's motivations to participate in# Challenges.

Ardiana, E., & Ananda, A. (2022). The Effect of Using the Tiktok Application as a Learning Media on the Activeness and Learning Outcomes of Class XI Social Sciences Students in Sociology Subjects at SMA N 1 Ampek Angkek. LANGGAM International Journal of Social Science Education, Art and Culture, 1(02), 22-29.

Cakir, I. (2006). The Use of Video as an Audio-Visual Material in Foreign Language Teaching Classroom. Turkish Online Journal of Educational Technology-TOJET, 5(4), 67-72.

Farah Syuhada Mohamad Saadon, N., & Ahmad, I. (2020, May). The Implementation of Augmented Reality in Increasing Student Motivation: Systematic Literature Review. In Materials Science and Engineering Conference Series (Vol. 854, No. 1, p. 012043).

Ferstephanie, J., & Pratiwi, T. L. (2022). The Effect of Tiktok Platform to Develop Students' Motivation in Speaking Ability: A Classroom Action Research. Wiralodra English Journal, 6(1), 1-12.

Gerald, L. and P. Wignell. 1994. Making Sense of Functional Grammar. Australia: Macquire University.

Hatomo, T; Marcela E.D; Ramadhanti, A; Fiana; & Saftiah, F. (2022). Student's Perception of Using TikTok Application for Learning English Vocabulary. Journal of Linguistic and Applied Linguistic, 4(2), 144-150.

Koniah, S. K. (2021). The Phenomena Of Students' Responses Toward The Use of Tiktok Videos In Learning Simple Present Tense At SMK Al-Mustawa In Randublatung. EDUTAMA.

Laeli, A. N., & Kusumaningrum, R. D. (2018, July). Reflection on Implementing Quotes as Attractive Media Related to Student Motivation in Learning English-Indonesian Translation. In English Language and Literature International Conference (ELLiC) Proceedings (Vol. 2, pp. 510-514).

Puspitarini, Y. D., & Hanif, M. (2019). Using Learning Media to Increase Learning Motivation in Elementary School. Anatolian Journal of Education, 4(2), 53-60. Ogata, H., & Yano, Y. (2005). Knowledge Awareness for Computer-Assisted Language Learning Using Handhelds. International Journal of Learning Technology, 5(1), 435-449

Said, S. A. M., & Al-Homoud, M. S. (2004). Increasing student motivation. Proceedings of the Discussion Form on Faculty and Student Motivation.

Saparena, A. B., Areni, G. K. D., & Bahri, S. (2018). Analysis of the generic structure of news item on the most viewed Voice of America (VOA) learning English videos in February 2016. In ELT Forum: Journal of English Language Teaching (Vol. 7, No. 2, pp. 73-81).

Subartha, P. (2012). The audio-visual aids in English teaching. In National Conference on Developing Scenario in Applied Science and Communicative English. Sukri, H. I. M., Mustapha, L., Othman, M., Aralas, D., & Ismail, L. (2018). Social media: Engaging language learning. International Journal of Academic Research in Business and Social Sciences, 8(12).

Xiuwen, Z., & Razali, A. B. (2021). An overview of the utilization of TikTok to improve oral English communication competence among EFL undergraduate students. Universal Journal of Educational Research, 9(7), 1439-1451.

Xodabande, I. (2017). The Effectiveness Of Social Media Network Telegram In Teaching English Language Pronunciation To Iranian EFL Learners. Cogent education, 4(1), 1347081.

Yang, H. (2020). Secondary-school Students' Perspectives of Utilizing Tik Tok for English learning in and beyond the EFL classroom. In 2020 3rd International Conference on Education Technology and Social Science (ETSS 2020) (pp. 163-183).