The Influence of Tiktok English Videos Toward Students' Writing Skill in Analytical Exposition Text (A Quasi Experimental Study at the Eleventh Grade Students of SMAN 6 Serang)

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Abstract

The purpose of this study was to find out the influence of TikTok English videos on students' writing skills in analytical exposition texts at the eleventh grade of SMAN 6 Serang. The method of this study was a quasi-experimental design. The sample selected through purposive sampling, with 25 students in experimental and control class. The experimental group was taught using TikTok English videos, while the control group received conventional instruction. The results showed that the experimental group achieved a higher average post-test score (80.76) compared to the control group (75.16). The Independent Samples T-Test revealed a Sig. (2-tailed) value of <0.001, indicating a significant influence. Additionally, the effect size was calculated as 1.08, categorized as high based on Cohen's guidelines. It can be concluded that TikTok English videos are an effective media for improving students' writing skills, particularly in constructing analytical exposition texts. Then, it is suggested that teachers are encouraged to utilize TikTok as a media for teaching English by exploring educational videos relevant to the materials and leveraging its features to create interactive and engaging learning activities.

Keywords: Analytical Exposition Text, TikTok English Videos, Writing Skill

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui pengaruh video bahasa Inggris TikTok terhadap kemampuan menulis siswa dalam teks eksposisi analitis di kelas sebelas SMAN 6 Serang. Metode penelitian ini adalah desain kuasi-eksperimental. Sampel dipilih melalui purposive sampling, dengan 25 siswa di kelas eksperimen dan kelas kontrol. Kelompok eksperimen diajar dengan menggunakan video bahasa Inggris TikTok, sedangkan kelompok kontrol menerima pengajaran konvensional. Hasil penelitian menunjukkan bahwa kelompok eksperimen mencapai nilai rata-rata post-test yang lebih tinggi (80,76) dibandingkan dengan kelompok kontrol (75,16). Independent Samples T-Test menunjukkan nilai Sig. (2-tailed) <0,001, yang menunjukkan adanya pengaruh yang signifikan. Selain itu, ukuran efek dihitung sebesar 1,08, dikategorikan tinggi berdasarkan pedoman Cohen. Dapat disimpulkan bahwa video bahasa Inggris TikTok adalah media yang efektif untuk meningkatkan keterampilan menulis siswa, khususnya dalam menyusun teks eksposisi analitis. Kemudian, disarankan agar guru didorong untuk memanfaatkan TikTok sebagai media pengajaran bahasa Inggris dengan mengeksplorasi video edukasi yang relevan dengan materi dan memanfaatkan fitur-fiturnya untuk menciptakan kegiatan pembelajaran yang interaktif dan menarik.

Kata kunci: Keterampilan Menulis, Teks Eksposisi Analitis, Video Bahasa Inggris TikTok

INTRODUCTION

Lack of motivation can be the biggest hidden killer in students' writing skills. Meanwhile, motivation is a key element that encourages students to actively participate in the writing learning process. Hence, without motivation, students tend to perceive writing as a monotonous and irrelevant activity, thus they have no desire to put more effort into sharpening their writing skills. This causes them to miss many opportunities to practice and develop important skills in writing, such as organizing ideas, expanding vocabulary, and improving grammar. The inability to see tangible improvements from their efforts in writing, such as writing grades that remain low, will make them feel even more negative about writing and lower their motivation. This low motivation can also be influenced by traditional and uninspiring teaching methods, which do not actively involve students in the learning process, so they do not feel challenged to write (Rahmawati, 2021).

The impact of this lack of motivation is far-reaching and can spread to various aspects of students' writing ability. Unmotivated students often show low engagement in classroom writing activities, resulting in low frequency and quality of their writing exercises. They also tend to avoid challenges in writing, such as composing strong arguments or composing cohesive and well-structured texts. As a result, their writing skills remain low and do not progress significantly. This then contributes to students' difficulties in various aspects of writing such as text structure, proper use of vocabulary, correct grammar, writing mechanics, and appropriate content (Toba et al., 2019). In addition, low motivation can also affect students' attitudes towards feedback and guidance from teachers, making them less open to improvement and enhancement. This condition creates a negative cycle where lack of motivation leads to low writing ability, which in turn reinforces the lack of motivation. If not addressed, this problem can lead to wider academic failure and students' inability to communicate effectively through writing. Therefore, innovative and interactive teaching approaches that can arouse students' interest and motivation in writing are needed, such as the use of social media and technology in learning.

Considering the significant of student motivation and writing skills, it is crucial to investigate methods that can effectively enhance students' motivation and writing skills. One such method is the utilization of social media platforms, such as TikTok. TikTok offers a more interesting and interactive approach to learning, potentially motivate students to be more actively involved in writing. Previous research has shown that the use of TikTok can improve students' writing skills by providing real examples of language use in relevant and interesting contexts. The first previous research is from Meylina and Rahmiaty (2023) which focuses on the effect of using TikTok short videos on students' ability to write narrative texts and to find out teacher perceptions of using TikTok as a teaching media using mixed research methods.
The results of this study indicate that TikTok short videos can help improve academic writing skills by incorporating new features into classic learning strategies. The second previous research is from Franciska (2023) the aim of this study is to use the TikTok application for video media to help students become more proficient in writing persuasive texts using a collective action method with a quantitative research type. The outcome of this study TikTok media can improve the skills of writing persuasive texts for Class VIII G students of SMPN 1 Saradan.

After conducting interviews and pre-observation at SMAN 6 Kota Serang, the researchers obtained data showing that English subjects are taught using the Merdeka Curriculum. Advanced English is taught three times a week, with a duration of 45 minutes

for each meeting. According to the researcher interview with an eleventh grade English teacher, the teacher explained that eleventh grade students at SMAN 6 Kota Serang still lack writing skills and motivation. Based on the initial observation in the classroom, the researcher found that the eleventh grade Advanced English students still have difficulties in composing writing. The main problems are covering the organization of ideas, text structure, linguistic elements, grammar, and classroom atmosphere. Many eleventh graders struggled to organize their ideas in a logical and cohesive manner, making their writing difficult to understand. In addition, students also have difficulties following the correct text structure, especially in writing analytical exposition texts, where students often do not include a clear thesis statement, supporting arguments, and conclusion. Students are still confused about using linguistic elements such as present tense and modal verbs, and students cannot place linking words and conjunctions correctly.

In addition, the classroom atmosphere is quite passive, which tends to be teacher-centered. The lack of use of interactive media such as learning applications, educational videos, and online collaboration platforms can make the writing and learning process in the classroom boring and less interesting for students. So that it makes students not interested in learning, which causes low student learning motivation, especially in writing analytical exposition texts. Many students tend to only complete assignments to fulfill obligations, with no drive to develop or further develop their writing skills.

In conclusion, based on the above explanation, it can be concluded that the eleventh grade students of SMAN 6 Kota Serang still lack writing skills and motivation, with a passive and uninteresting classroom atmosphere. Therefore, this study aims to investigate the effect of using TikTok videos in English learning on students' writing skills in analytical exposition texts at SMAN 6 Kota Serang. Although previous studies have shown that TikTok can improve students' writing skills, no study has specifically explored its effect on the ability to write analytical exposition texts at the senior high school level. Therefore, this study aims to fill this gap by exploring the effect of using TikTok videos on students' analytical exposition text writing ability at the senior high school level. As a result, the researcher decided to set the title of this study as "The Influence of TikTok English Videos Toward Students' Writing Skills in Analytical Exposition Texts (A Quasi-Experimental Study on Eleventh Grade Students of SMAN 6 Serang)".

THEORETICAL FRAMEWORK

The theoretical framework in this study involves several key concepts that support the influence of TikTok on students' writing skills, particularly in composing analytical exposition texts. First, learning media serve as tools to deliver content, aiming to stimulate students' thoughts, emotions, attention, and motivation during the learning process (Lusiana & Maryanti, 2020). These media also assist teachers in presenting material more effectively, enabling students to learn more efficiently and achieve learning objectives (Prabawati et al., 2021). In this context, multimedia learning theory (Mayer, 2014) asserts that combining text with images or videos in learning can more effectively stimulate students' cognitive processes than using a single element alone. TikTok, as an audio-visual platform, integrates these elements, helping students comprehend and construct analytical exposition texts in an engaging manner. Additionally, writing theory, as proposed by Graham et al. (2016), emphasizes that writing skills are crucial for students to express ideas in a clear and structured way, particularly when composing analytical exposition texts that require the organization of ideas and the development of logical arguments (Afrilyasanti, 2021). TikTok, with its diverse content, can assist students in enhancing these writing skills. Previous studies also support this notion, namely, Meylina and Rahmiaty (2023) found that TikTok helped improve students' narrative writing skills, which indicates its potential effectiveness in enhancing various types of writing. Franciska (2023) further reported

similar findings, demonstrating that TikTok can improve students' writing abilities, particularly in the context of persuasive texts, which underscores its effectiveness as a tool to enhance writing skills. Finally, TikTok, as an interactive learning tool, can also increase engagement, enthusiasm, and independent learning among students, as Jannah (2022) found, stating that TikTok encourages students to actively engage in the learning process by accessing content anytime and anywhere. Thus, TikTok not only functions as an engaging learning medium but also contributes to enhancing students' writing skills, especially in the composition of analytical exposition texts.

METHODS

This study employs a quantitative methodology, which focuses on the collection, analysis, and interpretation of numerical data. According to Creswell (2018), this approach emphasizes the gathering of numerical data to understand social phenomena objectively, ensuring the validity and reliability of the research results. In addition, a quasi-experimental design was used, where participants were not randomly assigned, but rather selected through self-selection or by administrators (White & Sabarwal, 2014). This design was chosen to evaluate the influence of TikTok videos on students' writing skills. The population of this study consisted of 11th-grade students at SMAN 6 who enrolled in advanced English classes. Purposive sampling was used to select the sample, with each class (experimental and control) consisting of 25 students. Purposive sampling is used because the researcher understands that the needed information can be obtained from specific target groups that meet the criteria set by the researcher (Asrulla et al., 2023). The instruments used in this study were pre-tests and post-tests, which required students to write an analytical exposition text essay of approximately 300 words. The pre-test assessed students' initial writing skills as a baseline, the main purpose of a pre-test is to evaluate participants' understanding and abilities before a learning activity begins (Taufik et al., 2019). While the post-test was used to evaluate any changes after the intervention. The essays were evaluated using Brown's (2004) scoring framework, which focuses on four primary aspects: the organization of ideas (introduction, body, and conclusion), coherence and logical development, grammar, punctuation, spelling, mechanics, and the style and quality of expression. Subsequently, various data analysis methods were employed, including tests for content validity, reliability, normality, and homogeneity, as well as hypothesis testing (t-test) and effect size calculation. These procedures ensured the accuracy and consistency of the instruments while analyzing the influence of TikTok video interventions toward students' writing skill, particularly in analytical exposition text.

FINDING AND DISCUSSION

Finding

This aim of this study to find out the influence of TikTok English videos toward students' writing skills in analytical exposition texts at the eleventh grade students of SMAN 6 Serang. The research design comprises a pre-test, three treatment sessions, and a post-test. The descriptive data collected throughout the process are presented as follows:

Table 1. Descriptive Statistic

Group	N	Minimum	Maximum	Mean
Pre-test Experimental	25	49	75	65.44

Post-test Experimental	25	72	88	80.76
Pre-test Control	25	48	72	62.92
Post-test Control	25	60	86	75.16

The data presented in the table demonstrate a significant distinction between the pre-test and post-test scores of the experimental and control groups. In the experimental group, pre-test scores ranged from 49 to 75, with an average score of 65.44, while the control group achieved pre-test scores between 48 and 72, with a mean of 62.92. Although the initial abilities of both groups were relatively comparable, the experimental group exhibited a slightly higher mean score. After the intervention, the experimental group demonstrated substantial improvement, with post-test scores ranging from 72 to 88 and an average of 80.76. In contrast, the control group showed a more modest improvement, with post-test scores ranging from 60 to 86 and a mean of 75.16. The considerable difference in the post-test mean scores (80.76 for the experimental group and 75.16 for the control group) indicates that the treatment, which involved the integration of TikTok English videos as an instructional media, had a positive effect on the writing skills of the experimental group. Thus, it can be concluded that the utilization of TikTok English videos as a teaching tool was effective in influencing students' writing proficiency, particularly in the development of analytical exposition texts.

Furthermore, the reliability analysis of the instrument employed in this research confirmed its consistency and dependability in assessing students' writing skills in analytical exposition texts during both the pre-test and post-test phases. The kappa coefficient for the pre-test in the experimental group was calculated at 0.425, which is categorized as "Good agreement" ($0.40 \leq K < 0.75$) based on Fleiss's (1975) rating scale. Similarly, the reliability results from the post-test of the experimental group demonstrated an improvement, with a kappa coefficient value of 0.476, which also falls under the "Good agreement" category. These findings indicate that the inter-rater evaluations were sufficiently consistent throughout the study. Thus, it can be concluded that the instrument utilized in this study proved to be reliable for assessing students' writing skills in analytical exposition texts during both the pre-test and post-test stages.

Table 2. Normality Test

Group	Text Type	Statistic	Df	Sig.
Pre-test Experimental	Kolmogrov-Smirnov	.123	25	.200*
Post-test Experimental	Kolmogrov-Smirnov	.135	25	.200*

Pre-test Control	Kolmogrov-Smirnov	.135	25	.200*
Post-test Control	Kolmogrov-Smirnov	.135	25	.200*

The Kolmogorov-Smirnov test results revealed that all data from the pre-test and post-test of both the control and experimental groups had a significance value of 0.200, which exceeded 0.05. This indicates that the data in both groups, both before and after the treatment, were normally distributed.

Table 3. Independent Sample T-Test

		t-test for Equality of Means			
		Significance		Mean Difference	Std. Error Difference
		One-Sided p	Two-Sided p		
Nilai	Equal variances assumed	<.001	<.001	-5.600	1.473
	Equal variances not assumed	<.001	<.001	-5.600	1.473

		t-test for Equality of Means	
		95% Confidence Interval of the Difference	
		Lower	Upper
Nilai	Equal variances assumed	-8.562	-2.638
	Equal variances not assumed	-8.570	-2.630

The results of the T-Test showed that the significance (two-tailed) value was < 0.001, which is below 0.05. This indicates that the null hypothesis (Ho) was rejected, and the alternative hypothesis (Ha) was accepted. Therefore, it can be concluded that the use of TikTok English videos had a significant influence on the writing skills of eleventh-grade students in analytical exposition texts at SMAN 6 Kota Serang. Additionally, an effect size (d) of 1.08, which falls under the "high effect" category according to Cohen's guidelines (where $d \geq 0.8$ is considered high), suggests that TikTok English videos had a substantial and positive effect on students' writing skills in analytical exposition texts.

Discussion

The purpose of this study was to find out the influence of English TikTok videos on the writing skills of eleventh-grade students at SMAN 6 Serang in composing analytical exposition texts. Writing skills are a crucial aspect of education as they enable students to communicate their ideas clearly and structurally (Graham et al., 2016). In the writing learning process, students were expected to develop logical argumentation and effective persuasion skills, particularly in analytical exposition texts, which require the presentation of opinions supported by strong arguments (Afrilyasanti, 2021).

As technology continues to advance rapidly, social media platforms, such as TikTok, have gained significant popularity among students. TikTok allows users to access audio-visual content in an interactive and engaging manner. Due to its audio-visual format, TikTok has become a widely popular platform with potential advantages for improving students' writing skills. This study aimed to assess whether English TikTok videos could effect students' writing skills in analytical exposition texts.

The results indicated that English TikTok videos had a notable effect on students' writing skills in analytical exposition texts. The t-test analysis conducted with SPSS revealed a significance value of < 0.001 for the post-test of both the experimental and control groups, which is below 0.05. This outcome demonstrates the rejection of the null hypothesis (Ho) and the acceptance of the alternative hypothesis (Ha), confirming that the use of English TikTok videos positively affected students' writing skills, especially in writing analytical exposition texts.

The post-test results of the experimental group (students who utilized TikTok as a learning media) demonstrated notable improvement. The experimental group achieved an average post-test score of 80.76, while the control group, which did not incorporate TikTok videos, had a lower average score of 75.16. This difference in average scores demonstrates that students exposed to learning using TikTok experienced greater improvement in their writing skills, particularly in terms of structure and argumentation in analytical exposition texts. The effect size (d) of 1.08 further substantiates this conclusion, demonstrating a large effect according to Cohen's guidelines, which indicates that TikTok had a substantial influence on affecting students' writing skills.

These findings align with the research question posed, which sought to determine whether English TikTok videos could influence students' writing skills. They are also consistent with previous studies. Namely, Meylina and Rahmiaty (2023) found that TikTok helped improve students' narrative writing skills, while Franciska (2023) reported similar results in the context of persuasive texts. Both studies demonstrated that TikTok could be an effective tool for enhancing students' writing abilities.

The positive influence of TikTok on writing skills is further supported by the multimedia learning theory proposed by Mayer (2014). According to Mayer, learning that incorporates both text and visuals or videos (multimedia) can stimulate students' cognitive processes more effectively than using a single element alone. Multimedia learning helps students connect information in text with supporting visual representations, making it easier for them to understand the material being taught. In this context, the use of audio-visual media such as TikTok helps stimulate students' cognitive processes, enhances their understanding of textual elements, and makes learning more engaging and relevant. TikTok videos provide clear examples of the structure of analytical exposition texts, helping students understand how to construct strong arguments and support their theses.

Moreover, TikTok as an interactive learning tool aligns with Jannah's (2022) findings, which state that audio-visual media can increase students' engagement, enthusiasm, and independent learning. TikTok offers students the opportunity to access learning materials anytime and anywhere, facilitating self-directed learning beyond classroom hours. This is consistent with Lusiana and Maryanti's (2020) view that such media can boost students' motivation and attention, helping them learn more efficiently.

Based on the findings, it can be concluded that English TikTok videos have a significant effect on students' writing skills in analytical exposition texts. This is demonstrated by the notable difference in average scores between the experimental and control groups. The higher post-test average scores of the experimental group indicate that the use of TikTok videos in learning helps students better compose and write analytical exposition texts. However, it is crucial to recognize the limitations of this study, particularly the sample size, as it was limited to only two classes in one school and may not represent a larger, more diverse student population. Future research could involve a more extensive sample and investigate the effect of TikTok on other types of writing, as well as explore additional factors that might impact students' learning outcomes.

In conclusion, this study demonstrates that English TikTok videos can serve as an effective tool for developing students' writing skills, especially in analytical exposition texts. Learning media, like TikTok, serve as tools to deliver messages from the source to the recipient, stimulating thoughts, emotions, attention, and motivation to engage students in learning (Lusiana & Maryanti, 2020). TikTok helps teachers present materials in an engaging and interactive manner, enabling students to learn more efficiently and achieve learning objectives (Prabawati et al., 2021). This application can be incorporated into teaching to provide more engaging, interactive, and relevant learning experiences for students, in line with the characteristics of modern digital education.

CONCLUSION

Based on the research findings, it can be concluded that TikTok English videos significantly influenced students' writing skills in analytical exposition texts at the eleventh grade of SMAN 6 Serang. This conclusion is supported by the results of the Independent Samples T-Test, which showed a Sig. (2-tailed) value of <0.001, which is less than the significance level of 0.05. If the significance value (p-value) is less than 0.05, Ho is rejected and Ha is accepted. This means that using TikTok English videos as a media has a significant influence on students' writing skills in analytical exposition texts for eleventh-grade students at SMAN 6 Kota Serang. Additionally, the calculated effect size (d) was 1.08, categorized as large according to Cohen's guidelines ($d \geq 0.8$), indicating that TikTok as a learning media had a strong and significant effect on developing students' skills to write analytical exposition texts.

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