



## Exploring The TikTok Application as a Learning Tool Impacts Students' Writing Skills at Senior High School

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### ARTICLE INFORMATION

Received July 28, 2024

Revised in revised form August 21, 2024

Accepted October 1, 2024

### ABSTRACT

At this time, Indonesia has entered an era of more profound digital transformation with various trends and changes occurring. As digital technology has advanced, social media has evolved into multiple platforms and activities that can be accessed. TikTok is one of the most famous social media platforms that target younger people, such as students, to share their videos. In addition, TikTok is also used for creative education, namely as a learning tool. Furthermore, the research objective is to explore the TikTok application as a learning tool that impacts students' writing skills. A qualitative method with a descriptive approach was employed. The result of this research showed that the TikTok application as a learning tool positively impacted students' writing skills first in psychology, namely increasing students' motivation, eliminating students' fear and shyness, and relieving students' anxiety in writing a text. The second is linguistics, which includes improving sentence structure, grammar, and vocabulary acquisition. The last is cognitive, such as students noticing the use of punctuation and capitalization and paying attention to spelling when writing a text.

**Keyword:** *TikTok Application, Learning tool, Writing skill*

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## 1. INTRODUCTION

The development of the digital era continues to this day, where all activities can be carried out more sophisticated than before. At this time, Indonesia has entered an era of more profound digital transformation with various trends and changes occurring. As digital technology has advanced, social media has evolved into multiple platforms and activities that can be accessed. Sakkir and Dollah (2019) assert that social media is a group of online communication networks promoting community-based participation, engagement, sharing of content, and collaboration. The existence of social media in society provides several benefits.

As a relatively new social media, TikTok is a video and photo-sharing social media network that is very popular in Indonesia at the moment. Originally, TikTok was launched as a short-form video-sharing network that largely included lip-syncing and dancing videos. According to Ibrahim, Shafie, and Rahim (2023), the TikTok app is a Chinese social and music app that allows users to create and share multiple videos. TikTok has evolved into a full-fledged photo and video service with content suitable for all viewers. Users of the TikTok application cover various age groups, such as students. This application provides various filters and visual effects that allow adding creative layers to its users' videos.

TikTok is one of the most famous social media platforms targeting younger people, such as students, to share their videos. TikTok is also used for creative education, namely as a learning tool. Nancarrow and Aziz (2022) stated that a learning tool is a device designed for students to provide a framework for developing learning abilities and behaviors and the systematic collecting and analysis of essential information. This may include visual illustrations, simple recreations, or short stories that interest students. As we know, the objective of learning tools is to help students improve their learning experience. All tools are simple and may be accessible through a single interface, the floating button. This design is well-known and a popular option in applications.

Many previous studies have been carried out on teaching English using the TikTok application; namely, Ihcsan and Ulya (2021) found the creation of a learning tool using videos on the TikTok application in writing hortatory exposition texts for classes in a professional is an alternative for teachers. Students also rate the video contents of the TikTok application as a learning tool and recommend it for use as a learning tool. Apart from that, Sofeny, Fadhilawati, and Hidayah (2022), in their research found utilizing the TikTok application is beneficial for vocabulary mastering and should be considered an integral tool for teaching vocabulary, particularly for students in elementary schools.

Another research conducted by Gao et al. (2023) found that videos on the TikTok app improve students' learning motivation while also emphasizing the value of using videos in MICE education. Additionally, teaching using the TikTok application improves students' oral abilities and helps them speak English confidently. Jacobs, Pan, and Ho (2022) found students responded positively to using TikTok as a statistics learning platform. In addition, students reported learning new things and agreed that their interest in Microsoft Excel grew. Students also stated that TikTok videos were easy to access and learn from other platforms.

Based on the initial observation made by researchers at SMA Negeri 15 Wajo, most students struggle with writing in classroom practice. This is related to the fact that writing has various key components, including vocabulary, spelling, punctuation, and grammar. Writing texts is an issue for students, particularly tenth-grade high school students who study multiple texts. Based on the challenge of writing in teaching and learning. Tik-tok application has been applied and used as the best tool in the learning process. The TikTok app makes teaching and learning more efficient and successful. Teachers make short videos and convey important aspects that help students understand the material delivered by the teacher. From the observations that have been made, the researchers are interested to know how the TikTok application as a learning tool impacts students' writing skills. Next, the researchers became curious and tried to explore this research entitled "Exploring TikTok Application as a Learning Tool impact students' writing skill at Senior High School."

## **2. METHOD**

### **2.1. Research Design**

In this research, the researcher used qualitative research focused on descriptive qualitative. Creswell (2012) claims that qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social human problem. Qualitative research produces descriptive data in the form of written and oral words from people who are the subject or object being observed. The research is employed to know students' perceptions and impacts on the TikTok application as an English learning tool for tenth-grade students at SMAN 15 Wajo.

### **2.2. Research Subject**

This research was held from March 2024 to April 2024 at SMA Negeri 15 Wajo, in Jln. Poros Sengkang Palopo. The researcher chose SMA Negeri 15 Wajo because this school has applied and used the TikTok application in learning English. The subject of this research is second-year students who have used the TikTok application to learn English. The researcher limits the sample to only grade tenth, based on teacher recommendation X.3. This research involved 18 students to conduct the data. The students are chosen because they have higher scores in English.

The subjects of this research are chosen using purposive sampling. Arikunto (2010) mentions that purposive sampling is a technique used if the researcher has certain judgments when taking the sample. The subject of this study was chosen because the teacher applied the TikTok application as a tool for learning English in the classroom. Second-year students are selected because they have high interest, enthusiasm, and motivation in writing English based on the observation done in the classroom.

### **2.3. Research Instruments**

#### **2.3.1. Observation checklist**

Lodico et al. (2006) assert that observation is a research tool that necessitates a systematic and thorough analysis of the events under investigation. It indicates that observation collects data methodically to comprehend and analyze behaviors, interactions, or the significance of events. In this research, the researcher observed the activities of the teacher and students during the teaching and learning process from the beginning to the end of the writing learning process in the classroom. In addition, the researcher observed students' perceptions of using the TikTok application in learning writing. The researcher used an observation guide that the researcher had prepared to collect data.

### 2.3.2. Interview guide

An interview guide contains a list of questions for respondents, and this interview concludes with how the students use the TikTok application as a learning tool in English subject. Ary (2010) claims that the interview is one of the most common and basic procedures used to collect qualitative data. Interviews are dialogues conducted by interviewers to obtain information from sources. The researcher interviewed the students to gain data about the impact of the TikTok application on learning tools in English writing in the classroom to improve their writing skills. In this case, the researcher used an interview guide.

### 2.3.3. Documentation

Documentation is the instrument used for taking pictures, videos, and voice recordings in the classroom, which can be evidenced by research. Moreover, Lodico et al. (2006) declare that documentation created before the individuals' research commonly consists of public records, personal writing, and instructional resources. This research used documentation to collect information on the process and situation of learning to write English in the classroom to answer two research questions mentioned above: students' perception and its impact on students' writing skills.

## 2.4. Procedure of Data Collection

### 2.4.1 observation

The researcher observed the classroom teaching and learning writing process to collect observations. The researcher also conducted video recordings and filled in the observation guide according to the data found in the classroom. The data collected were used to answer the research questions.

### 2.4.2. Interview

An interview is a checking tool or proof of information used by a smartphone to record the voice and video that can save the result of the interview. The interview was given with open questions.

### 2.4.3. Documentation

In this research, the researcher took some pictures and videos of the observation and interview as the data support the answers to the research questions

## 2.5. Data Analysis

According to Miles, Huberman, and Saldana (2014) state that the technique of data analysis is divided into four steps as follows:

### 2.5.1. Data collection

Data collection refers to the data gathered during the research. In this research, the researcher collected the data using data collection instruments, namely observation, interview, and documentation, to answer the research questions.

### 2.5.2. Data condensation

Data condensation is the selection, concentration, and simplification of rough data found from written records in the field. Data condensation occurs continuously throughout the research process. It means that the researcher only focused on choosing relevant data for the research questions.

### 2.5.3. Data display

Data display is a set of information that can draw conclusions and take action from the data that has been compiled. Data that has been compiled will then be displayed by the researcher about the research's focus, namely students' perceptions of the TikTok application as a tool and the impact of the TikTok application on students' writing skills in learning.

### 2.5.4. Conclusion

Concluding is the process of reviewing field notes found during the observation, interview, and documentation process to draw a conclusion that can be validated. Data from the results of field research that researchers have found summarized and interpreted following the research objectives following the research objectives.

## 3. RESULTS

The research focused on how the TikTok application as a learning tool impacts students' writing skills. The collected data was from observation, interviews, and documentation conducted in the classroom. There were 18 students of X.3 class tenth grade students at SMA Negeri 15 Wajo observed and interviewed about using the TikTok application as a learning tool in English class.

### 3.1. Students' personality/ psychological in writing

The personality factor helps students develop the writing skills they need to be successful. Writing text on the TikTok application can positively influence a student's personality/psychology. This can be seen in the following statement:

### 3.1.1. Increasing students' motivation

Extract 1 (AE, 22/3/24)

*"...Aplikasi Tik-tok membuat saya termotivasi. Karena saya sangat suka nonton video dan saya suka sama aplikasinya dan membuat saya nyaman untuk mengerjakan tugas seperti tugas kemarin menulis di Tik-tok. (...Tik-tok app motivates me. Because I really like watching videos and I like the application and it makes me comfortable to do tasks like yesterday's task writing on Tik-tok).*

Extract 2 (S, 22/3/24)

*"...Saya merasa termotivasi dalam mengerjakan tugas. Karena karena saya sangat suka dengan aplikasi Tik-tok membuat saya tidak bosan dalam belajar." (...I feel motivated in doing the assignment. Because because I really like the Tik-tok application makes me not bored in learning).*

Extract 3 (LRSHT, 22/3/24)

*"...Ada motivasi yang saya rasakan. Karena saya sangat menyukai aplikasi Tik-tok. Sebelumnya juga saya sudah membuat video yang saya upload jadi saya termotivasi untuk mengerjakan tugas menulis text descriptive". (...There is motivation that I feel. Because I really like the Tiktok application. Previously I had also made a video which I uploaded so I was motivated to do the task of writing descriptive text).*

Extracts showed that students become motivated to write the descriptive text because they like the application. These applications that are familiar to students make students feel comfortable.

Extract 4 (AI, 21/3/24)

*"Iya, aplikasi Tik-tok membuat saya termotivasi. Karena terkadang saya ketika mengerjakan tugas dan butuh contoh materi terdapat pada Tik-tok. Saya juga menjadi mendapat ide baru ketika melihat video text bahasa Inggris. Saya juga bisa belajar dan berlatih membuat text bahasa Inggris seperti melatih untuk menulis kalimat dengan grammar yang benar. Editan saya juga bisa menjadi lebih baik dari pada sebelumnya" (Yes, the Tik-tok application motivates me Because sometimes I do assignments and need examples of material found on Tik-tok. I also get new ideas when I see videos of English texts. I can also learn and practice making English texts such as training to write sentences with correct grammar. My edits can also be better than before).*

The extract above showed the students' motivation for using TikTok for writing practice. TikTok is an application that helps students and makes writing more accessible. So, it allows students to get new ideas when they practice writing a correct text.

Extract 5 (OS, 1/4/24)

*"... Aplikasi itu bisa memotivasi saya. Karena di Tik-tok ada juga konten yang membahas tugas sekolah. Ada juga video yang membahas materi pelajaran yang dipelajari di sekolah. Bukan cuma satu mata pelajaran tetapi semua mata pelajaran. Jadi kita tinggal pilih yang mana yang ingin ditonton" (...The app could motivate me. Because on Tik-tok there is also content that discusses schoolwork. There are also videos that discuss the subject matter studied at school. Not just one subject but all subjects).*

The interview conducted by the participants above showed students' motivation, besides using TikTok to write, to gain new knowledge from the videos in the TikTok application.

Extract 6 (KA, 28/3/24)

*"...Karena saya melihat video orang lain tentang materi pelajaran dan saya melihat pengalaman-pengalaman belajar orang lain sehingga saya termotivasi" (...Because I see other people's videos about training material and I see other people's learning experiences so I am motivated).*

Based on the extract above, the students' motivation increased with the use of the TikTok applications for learning and gaining learning experiences from other students.

Extract 7 (SL, 28/3/24)

*"...Aplikasi Tik-tok membuat saya termotivasi,... Dan kemarin kita diminta membuat text dan melihat contoh-contoh text orang lain di Tik-tok, membuat saya termotivasi menulis text deskripsi di akun Tik-tok masing-masing. Contoh-contoh teks tersedia juga di Tik-tok dan editannya juga bagus-bagus semua" (...The Tik-tok app keeps me motivated, although initially... And yesterday we were asked to make a text and see examples of other people's texts on TikTok, making me motivated to write a description text on each TikTok account. Text examples are also available on TikTok and the edits are all good).*

The extract from the interviews above showed that learning to write text on the TikTok application can increase students' writing motivation. Using TikTok makes it easier for students to get writing ideas from the videos available on the TikTok application.

### 3.1.2. Eliminating students' fear and shyness

Extract 8 (AA, 21/3/24)

*"...Menulis di Tik-tok dan menguploadnya membuat saya lebih berani dalam membuat tulisan saya. Tentunya juga saya lebih percaya diri karena semua orang termasuk orang asing dapat melihat hasil tulisan dan hasil kerja tugas saya"* (...Writing on Tik-tok and uploading it makes me more courageous in making my writing. Of course, I am also more confident because everyone including foreigners can see the results of my writing and assignment work).

Extract 9 (S, 22/3/24)

*"...Lebih berani untuk mengupload hasil tulisan teks deskripsi di Tik-tok"* (More courage to upload the results of writing descriptive text on Tik-tok).

Based on the extracts above showed that students did not fear making mistakes in writing in front of classmates. Constantly practicing writing on TikTok affects students' confidence in sharing their videos on these applications.

Extract 10 (MF, 28/3/24)

*"Saya menikmati ketika menulis di Tik-tok tanpa harus merasa malu di depan teman-teman..."* (I enjoyed writing on Tik-tok without having to feel embarrassed in front of my friends).

The extract from the interviews above showed that learning to write text on the TikTok application affects students' self-confidence, such as not being shy to present the results of writing and videos that students have made in front of their classmates.

Extract 11 (SK, 1/4/24)

*"...Saya juga berpartisipasi dengan teman kelompok menulis teks di Tik-tok tanpa rasa canggung kepada teman kelompok saya..."* (I also participated with my group friends in writing the text on Tik-tok without feeling awkward to my group friends...).

Based on the extract above, writing using the TikTok application makes it less awkward for students to participate in text-writing activities in the classroom. TikTok is a familiar application for students, so that makes them not feel confused.

Extract 12 (NAAA, 1/4/24)

*"...Belajar menulis di Tik-tok tidak membuat saya canggung, malahan saya menjadi suka karena ada pengalaman baru..."* (...Learning to write on Tik-tok doesn't make me awkward, in fact I like it because there is a new experience of learning through Tik-tok...).

The students' extract above showed that the TikTok application supported them in learning, such as writing text without having to feel afraid of making a mistake or feeling shy about making friends with the text that has been created. It makes students dare to explore their writing abilities.

Extract 13 (A, 21/3/24)

*"...Kalau mengupload video di Tik-tok bisa jadi lebih percaya diri dan terantang untuk latihan lagi menulis kalimat dan teks bahasa Inggris"* (If you upload videos on TikTok, you can be more confident and challenged to practice writing English sentences and texts).

Extract 14 (BN, 22/3/24)

*"..., Aplikasi Tik-tok dapat memudahkan saya saat menulis teks descriptive. Karena membuat saya percaya diri menulis di media social seperti Tik-tok. Membuat tempat latihan yang menyenangkan untuk menulis.... Menulis di Tik-tok terasa nyaman jadi ketika menulis saya tidak merasa khawatir karena saya sangat menikmati proses pengeditan teks di Tik-tok"* (... The Tik-tok app can make it easier for me to write descriptive text.... Writing on Tik-tok feels comfortable so when writing I don't feel worried because I really enjoy the process of editing text on Tik-tok).

The students' extracts above showed that the TikTok application is a social media platform for students to upload texts they write and train their self-confidence. So, students are not afraid to make mistakes because they learn while enjoying entertainment.

### 3.1.3. Relieving students' anxiety

Extract 15 (AE, 22/3/24)

*"...Saya sangat menyukai dan nyaman latihan menulis teks deskripsi di Tik-tok untuk membuat konten pada akun saya"* (I really like and feel comfortable practicing writing descriptive text on Tik-tok to create content for my account).

The extract above showed that the TikTok application supported them in enjoying writing activities without feeling anxious. TikTok is a familiar application for students, so it makes practicing writing a text enjoyable.

Extract 16 (S, 22/3/24)

“... Saya nyaman ketika menulis di Tik-tok. Kemudian Tik-tok tidak membuat bosan dalam mengerjakan tugas karena bila kita merasa bingung kita bisa melihat contoh materi tugas yang tersedia yang dapat dijadikan contoh. Ada banyak teks deskripsi yang bisa dilihat dan dijadikan ide untuk menulis teks”. (I am comfortable when writing on Tik-tok. Then Tik-tok does not make you bored in doing tasks because if we feel confused we can see examples of available task materials that can be used as examples. There are many description texts that can be seen and used as ideas for writing text).

The extract above showed that students do not feel anxious when writing in the classroom. TikTok is an application that helps students and makes it easier for students when writing. These applications can be a source of information and educational resources for students. It makes it easier for students to get ideas for writing a text through the videos on the TikTok application.

Extract 17 (AA, 28/3/24)

“... Jadi saya nyaman saat menulis di Tik-tok. Kemudian Tik-tok tidak membuat bosan dalam mengerjakan tugas karena bila kita merasa bingung kita bisa melihat contoh materi tugas yang tersedia yang dapat dijadikan contoh” (... So I am comfortable when writing on Tik-tok. Then Tik-tok does not make you bored in doing tasks because if we feel confused we can see examples of available task materials that can be used as examples).

Extract 18 (LRSHT, 22/3/24)

“...Menulis tugas di Tik-tok membuat saya nyaman dan terasa tidak sulit karena seperti belajar sambil bermain sosial media”. (writing assignments on TikTok makes me comfortable and is not difficult because it's like learning while playing on social media).

Based on the explanation of the extracts above, the TikTok application helps students feel comfortable so they do not have difficulty writing a text. TikTok is very easy to use and provides many different features according to user needs, starting from filters to change video backgrounds, video stitches or duets, and many other features that students must explore. So it can be said that these features make students not feel worried.

Extract 19 (KA, 28/3/24)

“...Saya merasa nyaman waktu mengerjakan tugas seperti menulis teks bersama teman-teman dan menguploadnya di akun Tik-tok saya. Intinya menulis di Tik-tok dengan sensasinya yang menaikkan mood, jadi bagus karena ketika sedang menulis rasanya tidak seperti menulis pada umumnya. Saya tidak merasa tegang ketika menulis, tidak merasa canggung ketika berdiskusi dengan teman kelompok...” (I feel comfortable when doing tasks such as writing texts with friends and uploading them to my Tik-tok account. The point is that writing on Tik-tok with its mood-boosting sensation is good because when you're writing it doesn't feel like writing in general. I don't feel tense when writing, I don't feel awkward when discussing with group friends...)

Based on the interview above showed that students are in a good mood when using TikTok for writing practice, so they do not feel worried. TikTok is a familiar application for students, making practicing writing a text enjoyable.

Extract 20 (S, 28/3/24)

“...Saya sangat suka menulis dan saya sangat menikmati menulis di Tik-tok saya bisa mengkreasikan teks dengan lagu favorit saya”. (...I really like writing and I really enjoy writing on Tik-tok I can create text with my favorite songs).

The explanation from the extract above showed that the TikTok application helps prevent students from feeling anxious when writing. Students enjoy writing activities on TikTok. Writing text on TikTok comforts students, so they think completing their assignments is not too challenging.

### 3.2. Students' linguistic in writing skill

With good linguistics, students can develop the writing skills they need to succeed. TikTok application is a learning tool that helps students learn linguistics with enjoyment and comfort. This can be seen in the following statement:

#### 3.2.1. Improving sentence structure

Extract 21 (AA, 21/3/24)

“...Kemudian saya juga menjadi lebih perhatian dengan apa yang saya tulis seperti memperhatikan struktur kalimat ketika saya menulis”. (...Then I also become more aware of what I write such as paying attention to the sentence structure when I write).

Based on the extract above showed that the TikTok application made students more careful in writing sentences.

Extract 22(A, 21/3/24)

"...Memacu saya lebih semangat menulis text descriptive sesuai struktur kalimat yang benar di Tik-tok...".  
(...It encourages me to write descriptive texts with the correct sentence structure on Tik-tok...).

The extract above showed that students felt excited, and it encouraged them to practice writing proper sentences.

Extract 23 (AI, 21/3/24)

"...Latihan lagi cara merangkai kalimat agar dapat menjadi teks yang benar. Saya menjadi semangat untuk belajar dan latihan-latihan menulis text Bahasa Inggris seperti text descriptive". (...Practicing again how to string sentences together so that it can become correct texts. I became enthusiastic about learning and practicing writing English texts such as descriptive text).

The extract above showed that the TikTok application encourages students to practice writing sentences using the correct sentence structure. Tik-tik is a simple application with various features available so students do not feel nervous when practicing writing sentences in the classroom.

### 3.2.2. Improving grammar

Extract 24 (AL, 21/3/24)

"Saya bisa latihan menulis sesuai dengan grammer dan tenses yang benar dengan menyenangkan karena selain menulis juga menambahkan filter dan lain-lainnya..." (I can practice writing according to the correct grammer and tense with fun because in addition to writing also add filters and others).

The extract above showed that the TikTok application positively impacts students when writing texts. Indirectly, students also learn to write by paying attention to grammar and proper tense. The various features in this application make students lulled so that they feel happy when writing on TikTok.

Extract 25 (SL, 28/3/24)

"...Saya juga bisa belajar lebih cara menulis dengan memperhatikan tense dan grammar agar tidak salah sebelum diupload pada akun Tik-tok saya" (...I can also learn more about how to write by paying attention to tense and grammar so that it is not wrong before uploading it to my Tik-tok account).

Based on the extract above showed that the TikTok application had a good impact on improving students' writing skills. Using the TikTok application as a learning tool helped students write text. By writing a text on TikTok, students are more careful in writing sentences by paying attention to the appropriate verb, tense, and noun. Students also understand the use of nouns and pronouns in a sentence better.

Extract 26 (MF, 28/3/24)

"...Sambil menulis teks saya juga belajar memahami dan menggunakan noun, adjective, dan pronoun pada kalimat..." (...While writing text, I also learn to understand and use nouns, adjectives, and pronouns in sentences...).

Based on the extract above, it can be seen that students can learn with fun. The TikTok application has a positive impact on students when writing text. TikTok makes it easier for students to understand the material learned with the sensation of playing social media. This application gives students a fun feeling when practicing writing noun sentences, adjectives, and pronouns.

Extract 27 (NA, 28/3/24)

"Tik-tok membantu saya untuk latihan menulis teks deskripsi sesuai tense yang benar. Saya juga sering latihan menulis kalimat simple present tense di Tik-tok untuk membuat saya terbiasa membuat text..." (Tik-tok helps me to practice writing description text in the correct tense. I also often practice writing simple present tense sentences on Tik-tok to get me used to creating texts...).

The extract above showed that the TikTok application positively impacts students when writing texts. Practice writing on TikTok to get students used to writing sentences without stress.

Extract 28 (NAPA, 1/4/24)

"...Saya juga bisa latihan membuat kalimat atau text berdasarkan dengan simple present tense yang sesuai. Bisa juga membantu saya ketika saya mencari contoh cara membuat kalimat atau text yang tepat" (...I can also practice making sentences or texts based on the appropriate simple present tense. It can also help me when I am looking for examples of how to make correct sentences or texts).

Based on the extract above, the TikTok application provides a lot of information that educates students, such as content that discusses student subject matter, such as writing correct sentences or text.

Extract 29 (RPA, 1/4/24)

*“Sekarang, saya mampu menulis kalimat simple present dengan tepat tanpa dibantu guru. Saya latihan secara perlahan membuat kalimat simple present”* (Now, I am able to write simple present sentences correctly without the teacher's help. I practice slowly making simple present sentences).

Based on the explanation above, using TikTok in writing text, students can enjoy practicing writing sentences with the correct tense. Likewise, students can understand the simple present tense and how to use it in a sentence.

### 3.2.3. Improving Vocabulary Acquisition

Extract 30 (AE, 22/3/24)

*“...Saya bisa menulis kalimat dengan belajar menggunakan verb 1. Saya pun latihan menambah kosakata Bahasa Inggris saya agar saya dapat mudah menulis dan merangkai kalimat...”* (I can write sentences by learning to use verb 1. I also practice increasing my English vocabulary so that I can easily write and string sentences...).

Extract 31 (S, 22/3/24)

*“...Dan saya menjadi semangat latihan dalam menulis dengan kosa-kata yang benar...”* (...And I became eager to practice writing with the correct vocabulary).

Extract 32 (OS, 1/4/24)

*“...Saya juga mulai latihan menghafal dan memahami kosa-kata Bahasa Inggris agar tulisan saya dapat berkembang...”* (...I also started to practice memorizing and understanding English vocabulary to develop my writing...).

Based on the extracts, students said the TikTok application positively impacted their vocabulary mastery. As stated by the extracts above, writing a text on the TikTok application helped them memorize vocabulary. Also, it gave them a new vocabulary, so they could write sentences and text well.

### 3.3. Students' cognitive in writing skill

One of the crucial problems students face in writing texts is cognitive difficulties. Tik-tok application as a learning tool makes it easier for students to pay attention and understand while writing sentences, paragraphs, or text. This can be seen in the following statement:

#### 3.3.1. Noticing the use of punctuation

Extract 33 (LRSHT, 22/3/24)

*“...Bersemangat lagi untuk menulis dan membuat video teks Bahasa Inggris dengan tanda baca yang benar...”* (...Excited again to write and create English text videos with correct punctuation...).

Based on the extract above, students said the TikTok application positively impacted writing. As a social media platform for sharing text in video, TikTok familiarizes students with writing with proper punctuation.

Extract 34 (AF, 21/3/24)

*“...Begitu pula dengan penggunaan tanda baca terkadang terlupakan makanya saya harus lebih jeli ketika menulis seperti penempatan tanda koma, tanda petik, maupun tanda seru...”* (...Likewise, the use of punctuation marks is sometimes forgotten so I have to be more observant when writing such as the placement of commas, quotation marks, and exclamation marks...).

Extract 35 (NA, 28/3/24)

*“...Di Tik-tok saya belajar secara mandiri untuk belajar menulis teks sesuai dengan tanda baca yang tepat...”* (...On Tik-tok I learned independently to learn to write texts according to capital letters and correct punctuation...).

From the extracts above, students said that while writing text on the TikTok application, they also learned how to use punctuation. By using TikTok when writing text, students are comfortable practicing writing sentences with correct punctuation.

#### 3.3.2. Noticing the use of capitalization

Extract 36 (AF, 21/3/24)

*“...Huruf kapital yang masih terkadang terabaikan jadi harus diperhatikan juga dengan baik dan ketika menulis kata seperti nama kota dan nama tempat wisata yang dideskripsikan...”*. (... Capital letters are still sometimes forgotten so I have to be careful when writing words such as the name of the city and the name of the tourist attractions being described...).

Extract 37 (NA, 28/3/24)



*"...Di Tik-tok saya belajar secera mandiri untuk belajar menulis teks sesuai dengan huruf kapital..."*  
(...On Tik-tok I learned independently to learn to write texts according to capital letters and correct punctuation...).

Based on the statements in the extracts above, using the TikTok application in writing text makes students independently learn about capitalization when they write the text.

### 3.3.3. Noticing the use of spelling

Extract 38 (LRSHT, 22/3/24)

*"...Bersemangat lagi untuk menulis dan membuat video teks Bahasa Inggris dengan ejaan yang tepat..."*  
(..Excited again to write and create English text videos with correct spelling ..).

Based on the above explanation, students practiced spelling the words they wanted to write more by using TikTok when writing text.

Extract 39 (AE, 22/3/24)

*"...Saya bejalar untuk menulis dan membuat video teks deskriptif dengan ejaan yang tepat di Tik-tok karena akan dishare pada akun saya makanya harus tepat ejaannya ketika menulis teks deskriptif"* (...I learned to write and create descriptive text videos with the right spelling on Tik-tok because it will be shared on my account so it must be the right spelling when writing descriptive text).

According to the statements in the extracts above, writing on the TikTok application helps students learn correct spelling when writing a text.

## 4. DISCUSSION

In this section, the researchers concentrate on reviewing the result of the data collected, which is linked to various previous theories related to this research as the findings section is the main topic that will be discussed in this section, namely the Tik-tok application as a learning tool that impacts students' writing skill. The researchers found that the TikTok application as a learning tool impacts students' writing skills in personality/ psychology, linguistics, and cognition. The first student's impact is personality/psychology, which includes increasing motivation, eliminating fear and shyness, and relieving the students' anxiety. The researcher found that learning to write text on this application increases students' writing motivation. TikTok is an application that helps students and makes it easier for students when writing. In addition, this application allows students to get new ideas when they practice their writing skills. This application is interesting, familiar, and captivating for students, so they do not feel confused when they use it.

Furthermore, this desire motivates its users, such as students. In addition, various learning tools are expected to increase student motivation in a meaningful teaching and learning process in the classroom (Hutamy et al., 2021). The next step is to eliminate students' fear and shyness. Students feel that the TikTok application is a familiar one they use daily. Herlisya and Wiratno (2022) argue that the learning atmosphere becomes fun through TikTok, and the students can discuss many things familiar to their classmates. Based on the findings above, the TikTok application eliminates their fear and shyness when writing in front of their friends in the classroom. In addition, the students are not afraid to make mistakes because they learn while enjoying entertainment. The many features give students room to express themselves and their ability to create exciting video texts to watch. Students also said that writing a text on the TikTok application affects their self-confidence, such as not being shy about presenting the results of writing and videos that students have made in front of their classmates.

Herlisya and Wiratno (2022) argue that this application also dramatically increases students' confidence when writing a text in the classroom and relieves anxiety. TikTok application as a learning tool makes students comfortable and happy during learning so that students focus more on learning (Fatimah et al. 2021). The researcher found that the interview data showed that learning to write text on the TikTok application eliminates their anxiety when writing in the classroom. The students enjoy writing activities without feeling anxious. TikTok is a familiar application for students, making them feel comfortable practicing writing a text. While writing on the TikTok application, some students feel comfortable creating a text combined with music (Mango et al., 2022).

The second student's impact is linguistic, namely improving the students' sentence structure, grammar, and vocabulary acquisition. Writing text on the TikTok application made students more careful in writing sentences. This application encourages students to write descriptive texts with the correct sentence structure. Using the TikTok application enables students to practice writing sentences according to the proper sentence structure. Lestari (2023) argues that with the TikTok application, students find it easier to understand the structure of the text and how to write excellent and correct texts.

Syafaah (2023) said that by using TikTok, students have become more skilled in building their thoughts and expressing them in well-structured sentences. The following findings showed that students learn to write by paying attention to grammar and proper tense and being more careful in writing sentences. Students showed that the various features of this application make them lulled so that they feel a fun sensation when practicing writing on TikTok.

According to Kitchakarn (2016), using social media such as the TikTok application as a learning tool enables students to engage in self-study, provide feedback, submit projects, and exchange ideas to improve their grammar and writing skills. In addition, TikTok can improve students' writing skills and action-verb knowledge (Syazana et al., 2019). Another finding of linguistics is that by using the TikTok application when writing a text, students automatically master new vocabulary. The interview data showed that the acquisition of vocabulary is obtained by students through self-study when practicing writing a text, making it easier for them to write a text well. Pratiwi et al. (2021) argue that the TikTok application was claimed to help improve students' writing skills and vocabulary. Further, Virgin and Affini (2023) argue that the TikTok application could enrich students' vocabulary because they learned many new words from learning.

The third student's impact is cognitive, such as the use of punctuation, the use of capitalization, and spelling in writing a text. By using this application when writing a text, students also learn to understand how to use punctuation. The students are comfortable practicing writing sentences with correct punctuation on this application. The TikTok application is a social media for sharing text in videos and familiarizes students with writing with proper sentences. Mandasari et al. (2022) state that using the TikTok application is not complex; students can learn new skills and experiences by using this application. Next, it has been found that using the TikTok application in writing text makes students pay more attention when writing sentences using capitalization. Capitalization is important to pay attention to when writing a sentence or text. Then, the TikTok application is used in learning writing, making students practice spelling the words they want to write. Practice in writing about spelling makes students more careful so that the meaning of words or sentences is conveyed clearly. Herlisya and Wiratno (2022) argue that, when used properly, the TikTok application has many advantages that benefit students when writing a text.

## 5. CONCLUSION

Students' positive perception of the impact of TikTok application as a learning tool first impacts students' personality psychology, such as increasing students' motivation, eliminating students' fear and shyness, and relieving students' anxiety in writing a text. The second impacts students' linguistic skills, such as improving sentence structure, improving grammar, and improving vocabulary acquisition. The last is the impact on students' cognitive, such as students noticing the use of punctuation capitalization and paying attention to spelling when writing a text.

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