

## “Tik tok” application impact in english learning experience on motivation and learning student achievement

Nadila Natasya\*), Adinda Siregar, Angellia Bheriani By, Bambang Nur Alamsyah Lubis  
Department of English Education, Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara, Medan, Indonesia

\*) Correspondence Author E-mail: [natasyanadila0521@gmail.com](mailto:natasyanadila0521@gmail.com)

**Abstract:** This research aims to find out how the experience of learning English affects students' motivation and learning achievement. This research is descriptive research with a qualitative approach. The data source in this research is the students of SMAS Muhammadiyah 01 Medan whose address is Jalan Utama No. 170, Matsum II City, Medan Area District, Medan City, North Sumatra. The results of this research are that the results of data analysis show that using Tiktok can significantly increase student motivation and learning achievement. Although not all students use Tiktok as a learning medium, they only use Tiktok as entertainment. The average result of the percentage that Tiktok can have a good impact on students' English language skills is 86.7%, where this percentage was obtained from students who felt a good impact from Tiktok. Students think that Tiktok has a good impact on their English language skills. This means that pronunciation, vocabulary, tenses, speaking, reading and writing skills in learning English are increasing and Tiktok can have a good influence as social media if it is applied well by students.

**Keywords:** Tiktok, english learning, learning media, student motivation

**Article History:** Received on 22/09/2023; Revised on 19/10/2023; Accepted on 23/11/2023; Published Online: 30/12/2023.



This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited. ©2023 by author.

### INTRODUCTION

Education is a person's conscious effort to grow and develop the potential that exists within him (Grace, 2021). Educational success can be seen in the goals achieved in the educational process (Herlisya & Wiratno, 2022). Education is considered as a process of changing the attitudes and behavior of individuals or groups of people in maturing humans with educational training, methods and actions. So, a person can be said to be developing when he is better than before by taking a good level of education (Elsa & Ananda, 2022).

In the current era, innovative and unique learning is really needed in order to attract interest and motivate students' learning, so changes are needed in terms of the facilities and content of educational programs as well as appropriate learning media by utilizing technology in the learning process (Wurianto, 2019). In line with what Rosmawati stated that interesting learning will create an atmosphere that creates students who can easily interact, discuss and dialogue about the material being taught (Rosmawati, 2019).

Information and communication technology facilities are increasingly significant, in terms of making things easier and as an alternative chosen by society, especially for the

younger generation as the millennial group, one of which is in the field of education. According to Dewa, there are many benefits from information and communication technology for the millennial generation, especially those related to education, namely social media. Social media is an alternative tool that many people demand. The advantage of social media is that it is a means of friendship, has a wide and measurable reach (Dewa & Safitri, 2021). Apart from that, there are disadvantages to social media if you access it too often, such as causing a lack of socializing with the surrounding environment, a lack of concentration when studying, being easily influenced by confusing news (Doni, 2017).

In the beginning, learning media was only considered as a tool to help teachers when teaching. Tools used as visual aids, such as pictures, models, objects, and so on, can provide learning motivation and also increase students' learning absorption. However, because they focus too much attention on the visual aids used, some people pay less attention to aspects of design, production learning development and evaluation. With the advent of audio technology around the 20th century, visual tools to facilitate the learning process have been enriched with the addition of audio tools, resulting in the introduction of the concept of Audio Visual Aids (AVA). Teachers can use a variety of equipment to convey learning material to students by sight and hearing in order to avoid verbalism which is still possible if only using visual aids. Edgar Dale developed the experience cone to classify learning experiences based on levels of concreteness, ranging from the most concrete to the most abstract. This model, known as the "cone of experience", is widely used to determine the most appropriate tools for a particular learning experience (Sapriyah, 2019).

At the end of 1950, communication theory began to influence the use of audio-visual aids, making them not only as media aids but also as message transmitters or learning media. Since then, audio-visual tools have been considered not only as tools for teachers, but also as a medium for conveying messages. Although this theory is important in learning programs, its influence at that time was limited to media selection, not giving adequate attention to student factors as the main component in the learning process (Sapriyah, 2019). Then in 1960-1965, people began to show students as an important component in the teaching and learning process. Skinner began to influence the use of learning media during the learning process. In 1965-1970, the systems approach began to show its influence in educational activities and learning activities. This system encourages the use of media as an integral part of the teaching process.

In the teaching and learning process, the most important thing is the teaching method and learning media. Learning media in the teaching and learning process can arouse desire and arouse student learning motivation. Apart from that, it can also have a psychological influence on students. The use of learning media during the learning orientation period will really help the effectiveness of the learning process. Helping students improve understanding of the material presented by the teacher. Ibrahim explained the importance of learning media because learning media brings and provides a feeling of joy and excitement for students and renews their enthusiasm, helps solidify knowledge in students' minds and brings learning to life. Learning media functions as instruction where the information contained in the media must involve students both mentally and mentally. Even though the material is designed more systematically, it can be seen from the perspective of learning principles in order to provide effective instruction (Sapriyah, 2019).

Learning media can be divided into several types, graphic media such as pictures or photos, sketches, charts, diagrams or schematics, graphics, posters, cartoons, comics. Then three-dimensional media such as realia media, namely real or original objects that exist around us, there are also models, namely three-dimensional imitations of various real objects that are too big, too small, too rare, or too expensive to bring to class, for example simple about a material, then puppets, can be string puppets, hand puppets, finger puppets, stick puppets. The next learning media is projection media, there are projection media that only display visuals, or in the form of films, PowerPoint slides. Audio or radio media, can be audio cassettes (traditional audio media) and broadcast radio. Then video and television media, multimedia computer media (Kristanto, 2016). However, currently learning media does not only cover that, it can be seen that there is a lot of use of social media as learning motivation during the teaching and learning process. An example is the Tiktok application which is used as a learning medium.

The social media that is currently popular is Tiktok. With this feature, you can share videos with other Tiktok application users because Tiktok takes the form of creating and sharing video content (Warini et al., 2020). According to Venom, involving video technology in learning can increase students' learning abilities by as much as 50% (Luisandrith & Yanuartuti, 2020). Tiktok has the advantage of being popular with students by displaying interesting content with short video duration. This is a creative and entertaining method to convey oneself through video. Tiktok is one of the most popular applications in the world, including Indonesia. TikTok's popularity has increased in recent years (Erwani et al., 2022). Initially, Tiktok social media was seen as useless social media, but over time Tiktok can become a media for providing education. With this change, students can directly learn and gain new knowledge just by watching short videos.

According to most people, learning a foreign language for the first time is very difficult. This is not completely wrong because we do learn new things that we didn't know at all before. In elementary school, English lessons begin to be taught and then continue in secondary school. From research by Jusak Patty and Libreck FA Noijsa in Social Media Revolution: Tiktok's Impact on English Language Learning that social media such as Tiktok can provide opportunities for students to learn English, overcome language challenges by improving skills such as listening, speaking, writing, reading, vocabulary, and grammar, making this platform an important tool for English education in today's digital era. According to Nabilah in the world of education, perhaps the most effective use of TikTok is a video made by a teacher that students can watch repeatedly. Many TikTok videos contain English material, such as pronunciation, vocabulary, tenses, speaking, reading, and writing (Nabilah et al., 2021). Students can gain knowledge of English not only at school but also at home using the social media Tiktok, by simply searching for the desired material.

By watching pronunciation material, students will unconsciously try to pronounce the sentences in the video. By watching material about vocabulary, they will see new vocabulary that they usually never know, so this will increase their knowledge about vocabulary. Then the English tense material is material that students consider to have high difficulty because there are many types of tenses that they have to know, but by watching interesting tense videos on Tiktok, it makes them watch it repeatedly, until finally they can understand the tense material just by watching the TikTok. Apart from that, with audio

visual features and attractive graphics, students can find out how to pronounce, write in English, and just read material related to English (Yovita & Purnamaningsih, 2022). The Tiktok application can be used as a medium for learning English, namely listening skills. It can be seen that the learning media needed is audio visual, where Tiktok can accommodate the audio visual needs of the characters. Reading skills, based on two purposes of reading, reading for recreational purposes and to gather information.

Learning media is an important and influential tool in the student learning process. Learning media must be interesting and ideal so that students do not feel bored during the learning process. The development of social media TikTok as a learning medium is clearly in line with the current digital era. Lack of student motivation to learn and lack of vocabulary students tend to find it difficult to compose good and correct sentences in the use of grammar, especially in English. This is due to the monotony of the learning methods presented by the teacher. However, on the other hand, student learning achievement can decrease if social media Tiktok is used excessively, which is very disruptive to the learning process. Tiktok can be used as a good innovation in the world of education, especially in the field of English by utilizing Tiktok social media not only for entertainment but also for learning. Tiktok is very interesting and interactive as a learning medium that can foster students' motivation to learn English. The educational content offered by Tiktok can increase students' learning motivation in English such as pronunciation, vocabulary, tenses, speaking, reading and writing. The most watched accounts that discuss pronunciation, vocabulary, tenses, speaking, reading and writing, for example *kampunginggrislccom*, where this account is busy and diligent in providing English learning content that covers everything needed to learn English.

Based on the explanation above, researchers are interested in knowing the impact of implementing TikTok in the English learning experience on student motivation and learning achievement among high school students. Therefore, the aim of this research is to find out how the experience of learning English affects students' motivation and learning achievement.

## METHOD

This research is descriptive research with a qualitative approach (Sugiyono, 2021). The qualitative approach is a research approach with data that has been collected in the form of words, numbers and images. The aim of this research is to clearly describe the impact of implementing TikTok in the English learning experience on student motivation and learning achievement. This research uses data collection techniques in the form of questionnaires. Where the questionnaire contains several questions for respondents to answer.

The data source in this research is the students of SMAS Muhammadiyah 01 Medan whose address is Jalan Utama No. 170, Matsum II City, Medan Area District, Medan City, North Sumatra. The number of respondents was 15 students. This research obtained data based on the results of a questionnaire. The data analysis used in this research is descriptive statistical analysis. By going through research analysis steps which consist of data collection, then data reduction, namely by providing a brief description of the data obtained. The next step is presenting data such as the number of respondents, test results

from questionnaires, after this step the final step is drawing conclusions. The analysis in this research uses steps to calculate the percentage of the data obtained (Kurniasari, 2022).

## RESULTS AND DISCUSSION

From the previous explanation, it can be seen that having a variety of learning media can help students remember learning material longer, enable the learning process not only to occur in the classroom but also outside the classroom, make it easier for students to learn independently, help teachers convey the material. which is difficult for students to absorb. Learning media, as is known, is important to be able to clarify the delivery of messages and information so as to facilitate students' understanding, thereby increasing students' interest and attention in learning. Apart from that, the existence of learning media certainly makes the learning process more interactive and fun.

Like the Tiktok application which is currently used as a learning medium by teaching staff, and has received a pretty good response from the public's perspective. Apart from entertainment, Tiktok can provide learning motivation for students. Teachers can also share their knowledge via social media. Therefore, a teacher can use social media as a learning medium because social media has its own charm that can motivate learning and influence student achievement in learning English. Tiktok as a learning medium can make it easier for students to obtain learning material effectively.

The research results generally give an idea that Tiktok is an application that is popular among the current generation and is in demand by high school students. In relation to the possibilities and opportunities for using Tiktok as a learning medium, the following are the percentages for several categories that can be seen in the following description:

### FREQUENCY OF USE OF TIKTOK BY STUDENTS

Table 1. Frequency of TikTok Use

Description	The number of students	Percentage (%)
Have	12	80
Don't have	3	20
Total number	15	100

The research results were obtained from questionnaires conducted on high school student respondents. Questionnaire results with a total of 15 respondents. Of the 15 high school student respondents, 80% used Tiktok as daily entertainment while the other 20% did not use Tiktok at all. This means that 12 students use Tiktok and 3 students do not use Tiktok.

### PERCENTAGE STUDENTS WHO OFTEN USE TIKTOK

Table 2. Percentage of Students Who Frequently Use TikTok

Description	Percentage (%)
Often	73.3
Not often	26.7
Total number	100



Of the 12 students who use Tiktok, 10 students use Tiktok quite often for daily entertainment. It can be seen from the results of the questionnaire that as many as 73.3% often use Tiktok, and 26.7% do not use Tiktok very often.

#### PERCENTAGE STUDENTS WHO HAVE SEEN USEFUL EDUCATIONAL CONTENT ON TIKTOK

Table 3. Percentage of Students Who Have Viewed Educational Content on Tiktok

Description	Percentage (%)
Once	93.3
No	6.7
Total Number	100

#### PERCENTAGE TIKTOK CAN IMPROVE ENGLISH LANGUAGE SKILLS

Table 4. Percentage of TikTok that can improve English language skills

Description	Percentage (%)
Once	93.3
No	6.7
Total number	100

Furthermore, the results of the questionnaire showed that 93.3% of students or around 14 students had seen useful educational content on Tiktok and thought that Tiktok could improve their English language skills. This means that most students use students not just for entertainment but looking for educational content that is useful for student motivation and learning achievement.

#### PERCENTAGE USE OF TIKTOK AS A MEANS OF SPEAKING ENGLISH

Table 5. Percentage of TikTok as an English Language Facility

Description	Percentage (%)
Yes	60
No	40
Total number	100

However, from the results of the questionnaire, 60% of students used Tiktok as a means of speaking English, while the other 40% did not use Tiktok as a means of improving their English. This means that 9 students think that Tiktok can be used as a means of speaking English, while 6 other students do not think so.

#### THE PERCENTAGE OF TIKTOK CAN HAVE A GOOD IMPACT ON ENGLISH LANGUAGE SKILLS

Table 6. Tiktok can have a good impact on English language skills

Description	Percentage (%)
Yes	86.7
No	13.3
Total number	100

And as many as 86.7% of the questionnaire results think that Tiktok can have a good impact on students' English language skills, meaning that 13 students can see the good impact of using Tiktok to gain their English language skills, and 2 other students think that Tiktok does not have a good impact. on students' English language skills.

The results of data analysis show that using Tiktok can significantly increase student motivation and learning achievement. This can be seen from the percentage obtained, as many as 86.7% of students thought that Tiktok had a good impact on their English language

skills. It can be concluded that pronunciation, vocabulary, tenses, speaking, reading and writing skills in learning English are increasing.

This shows that there is an influence on the use of social media Tiktok. This answers the problem formulation used in this research, and skills in pronunciation, vocabulary, tenses, speaking, reading and writing can be improved through Tiktok social media. Students become more creative and active in the learning process because of the help of media which makes learning less boring. By implementing TikTok in the English learning experience, it can increase student motivation and learning achievement among high school students. And a fulfilling English learning experience.

The TikTok application has now become very popular, especially among students. TikTok allows users to create and share creative short videos. From the phenomena that can be seen today, Tiktok is an entertainment application that has many fans, almost 500 million people use this entertainment application. As can be seen, the content on Tiktok is mostly content from someone's daily life which can make users spend a lot of time watching and making videos on Tiktok to the point of interfering with their learning activities. Not to mention the emergence of dangerous trends and challenges on Tiktok which students participate in without considering the risks, students are also exposed to negative content on Tiktok such as hate speech, promotion of vandalism, and even pornography. Even though there are many negative phenomena, Tiktok actually also has a lot of useful content for students. Such as cooking content, tutorials that can shape children's creativity, and also learning content that attracts students' interest and motivation to learn.

From this phenomenon, it is best for students who use the Tiktok application to pay attention to several things, such as usage time by ensuring that Tiktok use does not interfere with study time, choosing positive and educational content and avoiding content that is detrimental or violates social norms, to always pay attention to privacy settings. which can endanger the security of student data, not engage in inappropriate interactions, and search for educational content that can provide additional knowledge.

## CONCLUSION

Referring to the problem formulation previously described, it can be concluded that the results of data analysis show that using Tiktok can significantly increase student motivation and learning achievement. Although not all students use Tiktok as a learning medium, they only use Tiktok as entertainment. The average result of the percentage that Tiktok can have a good impact on students' English language skills is 86.7%, where this percentage was obtained from students who felt a good impact from Tiktok. Students think that Tiktok has a good impact on their English language skills. This means that pronunciation, vocabulary, tenses, speaking, reading and writing skills in learning English are increasing and Tiktok can have a good influence as social media if it is applied well by students.

## REFERENCES

- Dewa, CB, & Safitri, LA (2021). Utilization of Tik Tok Social Media as a Promotional Media for the Culinary Industry in Yogyakarta During the Covid-19 Pandemic. *Khasanah Ilmu: Journal of Tourism and Culture*, 12(1).
- Doni, FR (2017). Social Media Usage Behavior Among Adolescents. *Indonesian Journal on Software Engineering*, 3(2).
- Elsa, A., & 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. *Style: International Journal of Social Science Education, Art and Culture*, 1(2).
- Erwani, I., Romi, MJ, Sawithy, M., Rohana, R., Ulfah, S., & Supeni, I. (2022). The Influence of Tiktok in Improving Vocabulary at Elementary School SMP 1 Muhammadiyah Banjarbaru. *ELITE JOURNAL*, 4(1).
- Herlisya, D., & Wiratno, P. (2022). Speak English well via the Tik Tok application. *Journal of Education, Linguistics and Literature Corner*, 1(3).
- Kristanto, A. (2016). *Instructional Media*. Bintang Surabaya Publishers.
- Kurniasari, D. (2022). Various Qualitative vs Quantitative Descriptive Data Analysis Techniques.
- Luisandrith, DR, & Yanuartuti, S. (2020). Interdisciplinary: Learning Dance Through the Tik Tok Application to Increase Children's Creativity. *Journal of Dance Arts*, 9(2).
- Marini, R. (2019). The Influence of Tiktok Social Media on Student Learning Achievement at SMPN 1 Gunung Sugih District. Central Lampung. UIN Raden Intan Lampung.
- Nabilah, Lazuardiyah, Syaifuddin, & Abdi. (2021). Students Perception Toward The use of Tiktok Video in Learning Writing Descriptive Text at MAN 1 Gresik. *Journal of Research on English and Language Learning*, 2(1).
- Rahmat, PS (2021). *Educational Psychology*. Literary Earth.
- Rosmawati, R. (2019). Implementation of Self-Management Techniques to Improve Student Discipline. *COUNSELING J. Research Science and Its Applications*, 1(1).
- Sapriyah. (2019). Learning Media in the Teaching and Learning Process. *Proceedings of the National Seminar on FKIP Education*, 2(1), 470–477.
- Sugiyono, D. (2021). *Quantitative Qualitative Research Methods*. Alfabeta.
- Syafri, & Kulsum. (2021). Tiktok: Alternative and Attractive Learning Media for Civics Learning During the Pandemic at SMP Negeri 2 Mertoyudan. *National Seminar Proceedings Series on Informatics Dynamics*, 5(1).
- Tahel, F., & Ginting, E. (2019). Designing a Learning Media Application for Introduction to National Heroes to Increase the Sense of Nationality Based on Android. *Technomatics*, 09(02).
- Warini, NL, Dewi, NPES, Susanto, PC, & Dewi, PC (2020). The Attraction of TikTok as an Online English Learning Media. *National Scientific Seminar on Technology, Science and Social Humanities (SINTESA)*.
- Wurianto, AB (2019). Indonesian Language and Literature Literacy Towards Professional Entrepreneurship in the Era of Industrial Revolution 4.0 and Society 5.0 (Opportunities and Challenges). *Proceedings of the National Seminar on Indonesian Language and Literature (SENASBASA)*, 3(1).
- Yovita, & Purnamaningsih, IR (2022). Using the Tiktok Application as an English Language Learning Innovation during the Covid-19 Pandemic. *Pajar Journal (Education and Teaching)*, 6(2).