

## **The Influence of Tiktok on Students' Perception in Narrative Text Learning for Vocational High School**

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### **Abstrak**

Salah satu teks fungsional yang paling sulit dipelajari siswa adalah teks naratif. Persepsi memiliki peranan penting dalam keberhasilan belajar karena seseorang akan menerima dan mendukung objek yang dirasakan jika memiliki persepsi yang positif. Menganalisis pengaruh Tiktok terhadap persepsi siswa pada pembelajaran teks naratif merupakan tujuan dari penelitian ini. Desain pre-eksperimental, satu kelompok pretest-posttest digunakan dalam penelitian ini. 35 siswa kelas X di salah satu SMK Negeri di Mojoagung, Jombang, dipilih sebagai sampel penelitian. Pre-posttest dengan empat indikator dibagikan untuk memperoleh data dari responden. Temuan dalam penelitian ini menunjukkan adanya pengaruh signifikan dari aplikasi Tiktok terhadap persepsi siswa pada pembelajaran teks narrative, dengan nilai signifikansi sebesar 0,000. Selain itu, hasil penelitian ini juga menunjukkan bahwa aplikasi Tiktok dapat meningkatkan kepercayaan diri, motivasi, dan minat siswa dalam mempelajari teks naratif. Selain itu, aplikasi Tiktok juga mempengaruhi emosi siswa secara positif, sehingga dapat membantu dalam memahami teks naratif.

**Kata Kunci:** Persepsi, Aplikasi Tiktok, Pembelajaran Narrative Text.

### **Abstract**

One of the most difficult functional texts for students to learn is narrative text. Perception has an important role in learning success because someone will accept and support the perceived object if they have a positive perception. Analyzing Tiktok's influence on students' perceptions of narrative text learning is the goal of this study. A pre-experimental, one-group pretest-posttest design was used in this study. 35 students from the X grade at one of the public vocational schools in Mojoagung, Jombang, were selected as the study's sample. Pre-posttest with four indicators distributed to obtain data from respondents. The findings in this study showed a significant influence of the Tiktok application on students' perceptions of narrative text learning, with a Significance value of 0,000. In addition, the results of this study also show that the Tiktok application can increase student confidence, motivation, and interest in learning narrative texts. In addition, the Tiktok application also affects students' emotions positively, so it can help with understanding narrative text.

**Keywords:** Perception, Tiktok Application, Narrative Text Learning.

### **INTRODUCTION**

In this era of society 5.0, Indonesians are faced technology in every job and their activity. The political, cultural, economic, art, and educational sectors have all been impacted by this era, which has a human-centered and technology-based conception of society 5.0 (Nastiti & 'Abdu, 2020). Additionally, Amelia & Nurmaily, (2021) stated that English became the most significant and commonly understood international language during the Industrial Revolution 4.0 and Society 5.0. So, in addition to technology that is the center of this era, English is also a common thing and that needs to be mastered by the society 5.0 in Indonesia.

Currently, English has an important role as a tool for communicating in various fields of life such as trade,

bilateral relations, science, technology, business, and so on (Widyasworo, 2019). The important role of this language has been demonstrated by government regulations which make English as a subject that must be studied by students at all educational levels, from elementary school levels, to level of students in higher education (Megawati, 2016). This shows how important English as a carrier of success for students in the world of education today. The English language skills possessed by students can also have a big influence in supporting careers in their jobs in the future. Especially by vocational high school students, which they are the younger generation in the workforce who are required to be directly able in their fields and able to communicate, as well as absorb the world of work both nationally and internationally (Hastuti, 2020). Therefore, English lessons at the vocational education level are one of the most important things to learn.

However, to realize optimal mastery of English for students, a professional teacher is also needed. Megawati, (2016) said that the criteria for a professional teacher is to have sufficient mastery of the material, and know the characteristics of students. Meanwhile, Sudibjo et al., (2019) said that the characteristics of students in the Industrial 4.0 and Society 5.0 era are technology-savvy where almost all of them have access to technology so that they can use it to find information easily. In the era of society 5.0, education also includes learning how to follow and use advanced information and communication technology as a tool to facilitate the learning process. (Parwati & Pramatha, 2021). The government has also regulated the need for technology in learning at the SMA / SMK level. One of them is stated in Ministry of National Education regulation (PERMENDIKNAS) No. 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies, point 5 which states that "Information and communication technologies must be used by SMA / SMK teachers to enhance teaching and learning activities".

English teachers must also be more creative and innovative while utilizing technology for learning in this society 5.0 era. Because of the influence in that era, making people in Indonesia, especially students, tend to like the development of information on digital media (Parwati & Pramatha, 2021). However, if a teacher cannot create learning according to that era, then students' perception of English learning will also be negative, eventually students will think that English is a boring lesson so that they can lose interest in learning. (Waslah et al., 2021) said that, the reduced interest of students in English language learning is caused by limited facilities for supporting the teaching learning process, this may indicate a problem that can disturb English learning.

In fact, this problem is still current in the majority of students at one of the public vocational schools in Mojoagung, where many students report feeling stressed and bored to participate in English teaching learning activities. This problem may be brought on by the students themselves or by the manner in which their teachers present the material to the class. Most of their teachers never use learning strategies or media by utilizing technology in teaching learning activities. This affects the student's perception, which they think English learning is monotonous learning. This causes them to change their focus, and not pay attention to their teacher, and choose to do another activity such as talking to their classmate, sleeping, and some even looking for entertainment by opening social media such as Instagram, Tik-tok, and all kinds of other social media on their phones. Some of the problems caused by saturation as mentioned above, still cannot be handled properly by

some teachers. If saturation in learning is not handled properly, it will cause ineffectiveness in a teaching learning process (Kusumawardhani & Mulyadi, 2018).

To solve problems previously mentioned, teachers need a technology-based learning media. Learning media is a tool to help facilitate teaching learning activities (Syarifah et al., 2022). Utilizing learning media can create an interesting learning. Afidah et al., (2021) said that teachers can provide comfort during the teaching learning process in the classroom through the various media they apply. So that by using media in learning English, activities for both teaching and learning can be carried out effectively.

Currently, there are many social media platforms that have begun to be used as learning media, such as YouTube, Instagram, and also Tiktok, which have had many users in Indonesia for two years (Bahri et al., 2022). At the end of several years there have been many studies on the application of social media in English teaching learning activities that have shown significant findings in improving experiential learning for students (Bernard, 2021). Purba & Khairunnisah, (2022) said that the ideal learning media is media that must be close to students, and make students interested, and make students easily familiar and happy. Currently, a social media application that is popular among Indonesians, especially among young people, is the Tiktok application. Tiktok is an application that presents various forms of short videos containing movement creativity with various kinds of songs (Putri, 2021). This application was launched from a Chinese company, called ByteDance. Various supporting features for creating on Tiktok application, make this application have many enthusiasts as well as users. Tiktok is increasingly utilized as a learning tool because of a significant number of users, its rich functionality, and the quantity of information it contains (Mei & Aziz, 2022). It will be possible to increase student enthusiasm in participating in class learning by using Tiktok as a learning media for English teaching learning activities.

Sharma & Chandel (2013) says that greater behavioral intentions can be influenced by student attitudes and perceptions of ease of technology users. Meanwhile, Rauniar et al. (2014) found that technology significantly and positively influences how usability and ease of use are perceived by users, both elements have positive effects that can influence behavioral intentions. Likewise, with Tiktok, the use of the Tiktok application can also make it simpler for students to find learning resources through creative video content presented on the Tiktok application they have. Therefore, if students as users of the Tikok application have an easy perception of its application during learning, it will have an impact on student's interest to participate in serious learning.

Based on the 2013 curriculum, students are requiring to study a several types of texts, such as; Narrative Text, Procedure, Descriptive, Report, and Recount. The narrative text used in tenth grade of Vocational High School was selected for this study from some of these texts. Based on Anderson's in the article Zahroh (2014), a narrative text is a text that consists of anything that tells a story to readers or listeners in order to entertain or inform them. When reading short functional texts, especially narrative texts, students at one of the public vocational schools in Mojoagung often express their failure to understand it. So, in this study, narrative texts were chosen. Which is due to the foreign or difficult vocabulary they encounter when reading the Narrative text and the monotone learning atmosphere they always experience so that it affects their perception of their behavior at the time of learning the text. Because Irwanto said in Mahreda (2017), every effort will be rejected by someone with a negative perception. Considering these problems, researcher try to solve them by attracting students' attention using the Tiktok application as a learning media with narrative text. Although in English learning at one of the public vocational schools in Mojoagung previously teachers had never used this application, researcher believe that learning using Tiktok will have a positive impact on students.

To support this study, there are also several previous studies that have examined English language learning using Tik Tok as a learning media. Afidah et al. (2021) conducted a study entitled "Investigating Students' Perspectives on The Use of Tiktok as an Instructional Media in Distance Learning During the Pandemic Era", which aims to explain students' perspectives on the use of Tiktok applications in the EFL class of the English Language Department at UNWAHA during the pandemic era. The research uses a qualitative descriptive approach, which uses questioners with descriptive statistics for data collection. The subjects of the study were second-semester students from the English Department of K.H. Wahab Hasbullah Jombang University, of whom there were 20 who participated. In addition, Salsabil (2022) also conducted a similar study entitled "Students' Perception Toward the Use of Tiktok Video in Learning Writing Procedure Text at Senior High School 2 Rambah Hilir," which aimed to determine and describe the students' perceptions on the use of Tiktok videos in learning writing procedure texts at SMA Negeri 2 Rambah Hilir. This study used a quantitative descriptive approach through questionnaires to collect data by taking 51 samples from a total of 170 members of the twelfth-grade student population at SMA Negeri 2 Rambah Hilir. The next research was conducted by Manggo et al. (2022) entitled "Students' Perception Toward Tiktok

Media to Improve Their Speaking Ability," which aims to ascertain how students perceive Tiktok as a learning media during the COVID-19 pandemic. The approach used was descriptive-qualitative, using questionnaires to collect data, and the sample in this study was 18 eighth grade students at SMP Negeri 14 Dumoga.

Related to the facts found in several previous studies, it can be assumed that most of the above studies used qualitative methods with descriptive data analysis techniques. A qualitative descriptive approach with the aim of analyzing the perception and perspective of students on the use of the Tiktok application as a media for learning English in the era of the COVID-19 pandemic and aiming to see the influence of the Tiktok application on several special skills such as writing and speaking skills. However, there has been no research with quantitative methods that uses a pre-experimental research approach with the aim of analyzing the influence of Tiktok application on students' perception of learning narrative text in class, as well as vocational high school students as research subjects. So, these things led the researcher to analyze the influence of the Tiktok application on students' perceptions of narrative text learning in vocational high school.

The explanation of the problem statements and the gaps in previous studies led to the formulation of the research question, "Does Tiktok influence students' perceptions in narrative text learning?". Therefore, the research objective in this study is to analyze the influence of the Tiktok application on students' perceptions of narrative text learning.

## **METHODS**

This study used a quantitative method with a pre-experimental design. It did not include a control group, according to Creswell (2010). One-group pretest-posttest was also used in this study. A one-group pretest-posttest design contains a pre-test, treatment, and post-test.

This study involved the collection of primary data through pretest and posttest tests given to tenth grade students at one of the Public Vocational Schools in Mojoagung. Secondary data sources refer to data that is obtained indirectly and provides as an added support resource for primary data. In this study, the secondary data sources involved English teachers and research documentation.

Tenth grade students from one of the Public Vocational High Schools in Mojoagung, consisting of 14 classes, were the population of this study. This study's sample consisted of one class from the total population, consisting of around 35 students selected by purposive sampling. Ary et al. (2010) explain that purposive sampling refers to the method which researcher choose a

sample of participants who are able to provide relevant information on the topic or setting.

The study was conducted in the tenth grade at one of the public vocational schools in the Mojoagung district, East Java. The data collection time in this study was carried out during the process of teaching and learning activities for English lessons, where there are as many as two meetings in March. The group will be given treatment and a post-test at different times. There are about 3 hours of English lessons per week, each lasting about 45 minutes.

The aim of a test is to assess the skills, knowledge, attitudes, intellect, abilities, and talents of an individual or group (Riyanto, 2010). This study measured student attitudes to determine the results of students' perceptions of Tiktok application in learning narrative text. A pre-test and post-test were given to students through a Google Form that contains 32 specific questions based on 4 indicators, which consist of 1 indicator that measures general knowledge about the Tiktok App and 3 other indicators that measure aspects of student attitudes toward learning narrative text using the Tiktok Application. The three aspects of attitude questions in this study were adapted from Salsabil's (2022) study discussing students' perceptions of learning writing procedure text using Tiktok videos, which use three components of attitudes: cognitive (attitudes related to knowledge toward an object), affective (attitudes related to feelings or emotions toward an object), and conative (attitudes based on a person's overt actions toward an object). In the test, respondents were given several scales of possible responses to each of their questions, ranging from a measure of perception of "strongly agree" to a measure of the opposite of "strongly disagree" (Wilkinson & Birmingham, 2003). In the favorable question, the score starts from 4 to 1, and in the unfavorable question, the score starts from 1 to 4.

In analyzing the data obtained, this study used the SPSS 23 program as a data analysis tool. To test the hypothesis and answer the research question, this study used the Paired Sample t-Test formula to test the difference between two paired samples. A paired sample t-Test is one of the test methods used to assess whether a treatment is effective, defined by differences between the average before and after the treatment (Widiyanto, 2013). However, before testing the hypothesis, an instrument test consisting of validity and reliability tests is performed. In addition, a normality test was also conducted as an analysis requirement test.

Ary et al (2010) stated that validity is the extent to which an instrument's accuracy can measure what it is trying to measure. In the validity test, this study used validity face and content as well as validity items. The

validity of the face and the validity of the content are necessary to clearly replace some sentences in the question in which the researcher asked a lecturer in the English language education department to check the validity of the face and the validity of the instrument contents. A Pearson Moment formula was used to test the validity of the items on the instrument. If  $r_{count} > r_{table}$ , then the instrument item can be considered valid. But if  $r_{count} < r_{table}$ , then it is considered that the instrument is invalid. The subjects of the instrument experimental group were 34 students. So, the  $r_{table}$  used in this study is 0,344. The result of this test shows that the value of  $r_{count}$  instrument question 1 to 32 is higher than  $r_{table}$ . So, it can be assumed that the test of the instrument is valid.

Ary et al (2010) stated that a reliable instrument is one that can be used in any condition and at any time with constant results. The reliability test was also referred to as the prerequisite test of an instrument to find out the extent to which the instrument is consistent to use. An instrument is reliable if the Cronbach's Alpha value is higher than 60 (Dornyei, 2007). The Cronbach's Alpha value in the reliability test of this research instrument is 0,975, which means  $0,975 > 0,60$ . So, this test is reliable to use.

The normality test is one of the prerequisite tests to meet the assumption of normality in the analysis of parametric data. Before conducting hypothesis testing, this test will be carried out. This normality test is used to determine whether or not the data distribution is normal. Normally distributed data is considered representative of the population. The sample used in this study was 35 students. So, the normality testing technique used in this study was the Shapiro-Wilk test using SPSS 23. For small sample sizes (<50 samples), as stated by Mishra et al. (2019), the Shapiro-Wilk test is a more appropriate method. The data is accepted as normal if the significant value is higher than 0,05 ( $P > 0,05$ ). The significant value in the pre-test was 0,098 and in the post-test was 0,298. It shows the scores of the pre-test ( $0,098 > 0,05$ ) and Post-test ( $0,298 > 0,05$ ). So, it can be assumed that the research sample's pre-test and post-test normality test findings are normally distributed.

This study used a paired sample t-test with a significance level of 0,05 to test the null hypothesis. The paired sample t-test is used for two independent samples with interval or ratio data types. In this study, the average student's test score before treatment (pre-test) and the average student's test score after treatment (post-test) were analyzed using the Tiktok application. The difference between these two average student test scores was determined using the paired sample t-test. To accept

or reject  $H_0$  in this test, the basis for the decision is made as follows:

1. If the significant value is  $> 0,05$  then  $H_0$  is accepted or  $H_a$  is rejected (there is no significant influence on the use of Tiktok on students' perceptions in narrative texts learning).
2. If a significant value is  $< 0,05$  then  $H_0$  is rejected or  $H_a$  is accepted (there is a significant influence on the use of Tiktok on students' perceptions in narrative texts learning).

## **RESULTS AND DISCUSSION**

Data showing the influence of Tiktok on students' perceptions in narrative text learning were obtained from a pre-test, treatment, and post-test, which the research was conducted for 3 weeks in tenth grade at one of the public vocational schools in Mojoagung.

### **1. The Result of the Implementation of Tiktok App in Learning Narrative Text**

Pre-test is given before the implementation of treatment using Tiktok media in narrative text learning. A total of 32 questions on the pre-test consisting of 1 indicator containing students' general knowledge about the TikTok application and 3 other indicators containing aspects of students' attitudes towards learning narrative texts using Tiktok media. The pre-test results on each indicator have the same score category "medium", with each student frequency and different percentage. In the answers to the Tiktok application general knowledge indicator questions, there were 21 students who had a "medium" category score with a percentage of 60%. The results found in the answers to the cognitive indicator questions in this study were 24 students classified as having a "medium" category score with a percentage of 69%. Furthermore, the results found from the answers to the affective indicator questions were that there were 20 students who had a "medium" score category with a percentage of 57%. The results of the answers to the conative indicator questions were 23 students with a score of "medium" category with a percentage of 66%.

Treatment is given after the pre-test data is obtained, using the Tiktok application in learning narrative texts in class for 2 weeks or 2 meetings. At the first meeting students watched a text folklore video on Tiktok entitled "The Legend of Malin Kundang", which continued with students being given the task of identifying the structure of the text, and some vocabulary or sentences included in the characteristics of the narrative text. In the second meeting, students again watched a folklore text video entitled "The Legend of Malin Kundang" on their mobile phones and then students were given the opportunity by the teacher to identify sentences that were lacking in one

of the narrations in the video. In addition, students were also given to watch Tiktok videos about video assignments from other schools about animated dubbing and role-playing assignments on narrative text stories. At the end of the meeting, students were given a group assignment of 5-7 people (who adjusted to the needs of the role) to create a narrative text and short video with a folklore theme with a minimum video duration of 3 minutes and a maximum of 5 minutes.

After a period of 1 week of completion of video assignments by students, they were then given a post-test to find out the extent to which the TikTok application influenced students' perceptions of narrative text learning. A total of 32 post-test questions consisting of 1 indicator containing students' general knowledge about the TikTok application and 3 other indicators containing aspects of students' attitudes towards learning narrative texts using Tiktok media. The post-test results on each indicator have the same score category "medium", with each student frequency and different percentage. In the answers to the Tiktok application general knowledge indicator questions, 34 students found to have a "medium" category score with a percentage of 97%. The same result found in the answers to the cognitive and affective indicator questions in this study was that each indicator contained 25 students with a score of "medium" category and also with a percentage of 71%. The results found from the answers to the conative indicator questions were that there were 28 students who had a "medium" score category with a percentage of 80%.

### **2. Influence of Tiktok Toward Students Perception in Narrative Text Learning**

Based on the explanation of the series of studies that have been carried out above, it can be seen that even from the results of the pre-test to post-test on each indicator has the same category is "medium". However, there is an increase of several percent in each indicator in the given test. There was an increase in the general knowledge indicator of the Tiktok application of around 37%, which at first during the pre-test, where before treatment was given, there were around 21 students who had a "medium" score category, then increased after being given treatment on the post-test to 34 students. This shows that the students who initially disagreed and strongly disagreed if Tiktok was used for narrative text learning became agreeable if Tiktok was used for learning. Therefore, this finding shows the same finding in a study conducted by Afidah et al. (2021), which found that 10 to 17 students who used the Tiktok application agreed that Tiktok was used as a learning media in EFL.

In addition, although it is known that indicators 3 attitudes; cognitive, affective, and conative have scores

that are classified as still having the same score category "medium" on the pre-test and post-test, there is an increase in the scores of the three attitudes. Refer to instrument questions number 3 to 10 and questions in number 13 to 20, regarding students' motivation, and understanding of learning narrative texts using the Tiktok application. There was an increase of about 2% in students' cognitive answer scores from before treatment (pre-test) as many as 24 students increased in (post-test) after treatment to 25 students who had a "medium" score category. It shows that Tiktok has succeeded in increasing the understanding and motivation of some students who previously had low understanding and motivation to learn narrative texts.

Referring to instrument questions number 21 to number 24, regarding the emotions that students have when learning narrative texts using the Tiktok application. There was a 14% increase in students' affective answer scores, from those before receiving treatment (pre-test), there were 20 students who had a "medium" category score, which increased to 28 students after being given treatment (post-test). This shows that Tiktok has succeeded in increasing students' positive emotions in learning narrative texts. Manggo et al. (2022) said that Tiktok can encourage students to express themselves through the use of funny and interesting filters when creating short videos. This is evidenced by the test results above which show an increase after students do assignments to make short videos of narrative text. Therefore, the findings in this study show the same results in the previous study conducted by Salsabil (2022) which found that there was a positive influence on students' emotions when using Tiktok in learning functional texts.

Based on instrument questions number 25 to 32, regarding the interest, and confidence that students have in learning narrative texts using the Tiktok application. There was also a 14% increase in students' conative answer scores, from those previously given treatment (pre-test) 23 students who had a "medium" category score increased to 28 students after being given treatment (post-test). This shows that TikTok has succeeded in increasing interest, and confidence in learning narrative texts. The finding in this study shows the same results in the previous study that conducted by Adawiyah (2020) which found that Tiktok social media users can affect a person's self-confidence, especially teenagers.

In statistical analysis, the results showed a significant influence on the use of Tiktok on students' perceptions of narrative text learning which was analyzed through the Paired-Sample t test with Sig. (2-tailed) value < 0,05 or (0,000 < 0,05). So, it can be assumed that variable X (the use of Tiktok as a medium) affects variable Y (students'

perceptions of narrative text learning). According to Mahreda (2017) someone will accept and support the perceived object if they have a positive perception. Likewise, students who have a positive perception when learning narrative texts using Tiktok in class, it will support them to be positive in class. So, it can foster students' enthusiasm of learning and support their achievements. This can be proven through a higher post-test average score of 109,03 than the pre-test average score of 65,89. So, it increased by 43,14.

## CONCLUSION

This research was carried out with the goal of analyzing the influence of Tiktok on students' perceptions in learning narrative texts at one of the State Vocational Schools in Mojoagung. The results found in this study showed a significant influence on the use of Tiktok on students' perceptions in narrative text learning, with a Significance value of 0,000. Moreover, this study also show that the Tiktok application can increase student confidence, motivation, and interest in learning narrative texts. In addition, the Tiktok application also affects students' emotions positively, so it can help with understanding narrative text.

The researcher provides the following suggestions:

1. For the Educator

Teachers should better understand the characteristics of students appropriate to their era. So, teachers can meet their needs and create a pleasant learning atmosphere. Because if students feel the atmosphere in class is fun, then their perception of learning in class is also positive which can support their enthusiasm for learning in class.

2. For the Learner

To students, train and boost your self-confidence and use the Tiktok application to learn English in a fun way.

3. To Other Researcher

Like many other studies, this study also has limitations. However, this study may be useful as a resource for other researchers who have similar research concepts or models with the hope that further researchers can complete the shortcomings in this study.

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