



Using TikTok Media as a Tool to Asses the Improvement of Student Description Text Skills Class X

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Abstract

The integration of digital media in language learning has become increasingly important in modern education. This study explores the use of TikTok as a tool to assess and improve students' descriptive text writing skills in an English as a Foreign Language (EFL) context. The research was conducted with Class X students at SMA Sultan Iskandar Muda Medan, North Sumatra, using a Classroom Action Research approach. The study involved two cycles: the first without TikTok and the second incorporating TikTok as a learning medium. Data was collected through observations, tests, and assessments of students' written and oral presentations. Results showed a significant improvement in students' descriptive writing skills when using TikTok, with higher scores in content relevance, clarity of description, and overall engagement. The study found that TikTok provided an interactive and engaging platform for students to practice their descriptive writing skills in a real-world context. This research concludes that incorporating TikTok in EFL classrooms can effectively enhance students' descriptive writing abilities and increase their motivation to learn English. The findings suggest that integrating social media platforms like TikTok can be a valuable strategy for language educators seeking to improve students' writing skills in a digital age.

INTRODUCTION

Writing skills are a skill that is not only done and learned in theory, but also must be done through repeated practice and practice in order to produce a well-organized and correct writing in accordance with the writing structure. As stated by Langan (2008), "Writing is a skill that anyone can learn with practice." Writing skills will be said to be easy if someone often practices writing. Conversely, someone will say writing skills are difficult if they have just practiced writing. According to Grenville (2001), "Like any other skill, writing improves with practice." The ability to write is not brought from birth, but is acquired through continuous practice and practice of

writing. This is in line with Oshima and Hogue's (2007) statement that "Writing is a progressive activity. This means that when you first write something down, you have already been thinking about what you are going to say and how you are going to say it." Therefore, writing skills are not easily acquired, but require time to master. As stated by Brown (2001), "Writing is a thinking process, a writer produces a final written product based on their thinking after the writer goes through the thinking process."

Based on the observations that have been made, the field of writing skills is considered to be one of the difficult skills for students. According to Graham and Perin (2007), "Writing is a complex task that requires students to draw upon a wide range of skills and strategies." There are several factors of students' difficulties in the field of writing skills, including students feeling very bored because they only use the same learning media, teacher exposure by using boring learning methods in classroom learning activities. As stated by Harmer (2007), "If students find the materials and methods used in class boring, they will be less motivated to learn." This makes students feel that teaching and learning activities become boring and monotonous. Gagne, Briggs, and Wager (1992) emphasize that "Instruction should be designed to engage learners actively in the learning process and to make the learning experience interesting and meaningful."

Judging by the results of observations and interviews that have been conducted with Indonesian language teachers at the school to be studied, writing skills activities are still often not implemented. As stated by Hyland (2003), "Writing is often neglected in the classroom, and students may not receive sufficient instruction and practice in writing skills." It can be seen that in the school to be studied, in fact, students still cannot master writing skills and the writing structure is still not in accordance with what should be applied. Therefore, learning activities for writing skills will be successful if learning activities can attract students' attention, make the classroom atmosphere fun, and not monotonous. According to Ur (1996), "Variety in the classroom is essential for maintaining student interest and motivation."

Judging from these problems, of course, learning in the classroom is expected to be creative and innovative in order to attract students' attention and interest in writing learning activities and conduct writing exercises repeatedly with fun learning media. Based on the results of observations that have been made, there are obstacles and problems in learning writing skills at the school to be studied, especially in writing description texts. According to Knapp and Watkins (2005),

"Descriptive writing is an important skill for students to master, as it enables them to communicate their experiences, observations, and ideas effectively."

Researchers see that learning writing skills on description text in the classroom is still often considered boring and monotonous because students do not get learning resources and learning media that are fun, varied, and creative. Therefore, in learning to write descriptive text, it is necessary to increase students' understanding and improve students' writing skills so that the writing produced can be in accordance with the writing structure of descriptive text and students can master descriptive text. As stated by Brown (2001), "Effective writing instruction should involve students in the process of writing, providing them with opportunities to generate ideas, draft, revise, and edit their work."

In this modern era, learning should not just be ordinary learning. It should be noted that learning and education activities today must also be adapted to the use of technology. According to Prensky (2001), "Today's students are no longer the people our educational system was designed to teach. They are 'digital natives' who have grown up with technology and expect it to be integrated into their learning experiences." The negative impact of social media on students requires teachers to be more varied in the process of learning activities in the classroom. However, if there is no change in learning activities, it is feared that students will more easily feel bored and not enthusiastic in participating in learning activities in the classroom.

Therefore, teachers must be dexterous to be able to utilize the use of social media that is close to students and is often used by students as a medium to create a pleasant learning atmosphere. Through a good education system, teachers can improve the quality of education. Through technological developments, teachers are challenged to master learning media in the classroom so that students become more enthusiastic, not bored, and easy to understand the material of writing skills learning activities in the classroom. As stated by Dudeney and Hockly (2007), "Technology offers a wide range of tools and resources that can be used to support and enhance language learning and teaching."

Of course, in the era of globalization, there are many technologies that can be used as learning media and this can facilitate students in learning. A teacher must attract students' attention in using learning media that is not monotonous, fun, creative, and innovative. One of the learning media that is not monotonous, fun, creative, and innovative is through the use of audio-visual-based learning media, namely Tik Tok social media. According to Mayer (2009), "Multimedia

learning occurs when people build mental representations from words (such as spoken text or printed text) and pictures (such as illustrations, photos, animation, or video)."

Tik Tok is the most downloaded social media by the generation of school-age children in Indonesia. This can be seen from the fact that according to tekno.kompas.com, around 10 million active users use Tik Tok media in Indonesia and the majority of these media users are millennials and school-age children. Tik Tok media is an audio-visual based application, because the media can do video recording, video editing, video uploading, and video distribution. As stated by Mayer (2009), "Multimedia learning occurs when people build mental representations from words (such as spoken text or printed text) and pictures (such as illustrations, photos, animation, or video)."

Learning media using Tik Tok media can be considered as one of the learning media that is fun and attracts students' attention. This is because students can learn while playing by using the creativity and ideas that students have. According to Prensky (2001), "Today's students are no longer the people our educational system was designed to teach. They are 'digital natives' who have grown up with technology and expect it to be integrated into their learning experiences."

Not only that, the use of Tik Tok media will also make students feel that they can have fun with the media while learning description text writing skills. This certainly makes students not feel bored with the use of the application and makes students more creative, interactive, and maximizes their description text writing skills with the use of Tik Tok learning media. Tik Tok will also be used as a student learning practice in writing description text skills by paying attention to the writing structure of the description text. As stated by Dudeney and Hockly (2007), "Technology offers a wide range of tools and resources that can be used to support and enhance language learning and teaching."

Tik Tok media as a medium for learning description text writing skills can be designed as a medium for learning Indonesian language and literature, especially in description text material. This is because the media used is very close to students and is often used by students. Based on observations that have been made, all students in the class to be studied have Tik Tok accounts, use Tik Tok almost every day so they really understand how to use Tik Tok, and students' interest in the Tik Tok application is greater than the use of other applications such as Youtube, Twitter, Facebook, and so on because students rarely use these applications. According to Greenhow and Askari (2017), "Social media platforms such as TikTok can be leveraged for educational purposes,

as they provide opportunities for students to engage in creative expression, collaboration, and authentic learning experiences."

The use of Tik Tok media must of course be supervised and provided education first. This is done so that students continue to use Tik Tok media more wisely, are more careful in their use, and take the positive things and good things contained in Tik Tok media and discard the bad things in Tik Tok media. As stated by Hobbs (2010), "Media literacy education empowers students to be critical thinkers, effective communicators, and active citizens in today's media-saturated world."

The potential of Tik Tok media is large enough to be utilized as learning media. One of the biggest potentials is that there are videos that can provide visual objects to students. As stated by Mayer (2009), "People learn better from words and pictures than from words alone, and this is referred to as the multimedia principle." Indonesian language learning can use Tik Tok media as a support to provide object visualization to students in writing description text, develop ideas, and bring out creativity in writing description text from the video that has been selected. According to Dudeney and Hockly (2007), "Technology offers a wide range of tools and resources that can be used to support and enhance language learning and teaching."

This can be done by emphasizing a pleasant learning atmosphere for students, because seeing the lack of student interest in direct object examples carried out in the classroom, so the use of Tik Tok media is very suitable as a solution because it can provide visual objects to students with a video duration of less than one minute. As stated by Prensky (2001), "Today's students are no longer the people our educational system was designed to teach. They are 'digital natives' who have grown up with technology and expect it to be integrated into their learning experiences."

The @didinfelani_ account is a social media account that provides various descriptive information on matters relating to the beauty of the city of Jakarta and tourist attractions in Indonesia. The video to be used is related to the theme of tourism, namely Prambanan Temple in Didin Felani's Tik Tok account. The @didinfelani_ account is known by Tik Tok application users. This can be proven by the 60 thousand followers on his account. According to Greenhow and Askari (2017), "Social media platforms such as TikTok can be leveraged for educational purposes, as they provide opportunities for students to engage in creative expression, collaboration, and authentic learning experiences."

The Tik Tok application used by students is certainly not only for entertainment, but the Tik Tok application can be used as a learning medium in the classroom. As stated by Hobbs (2010),

Media literacy education empowers students to be critical thinkers, effective communicators, and active citizens in today's media-saturated world. Based on the content of the research presented, a suitable research problem could be: How does the integration of TikTok as a learning tool impact the development of descriptive text writing skills among Class X EFL students at SMA Sultan Iskandar Muda Medan, and to what extent does it enhance student engagement and performance compared to traditional teaching methods?

METHODOLOGY

Research Method

Lewin's model involves a spiral of cycles. Where the basic cycle of activities are identifying a general idea, reconnaissance, general planning, developing the first action step, implementing the first action step, evaluation, revising the general plan. Kemmis and McTaggar (2006) describes the model or the procedure of classroom action research into four step They are; (1) planning, (2) acting, (3) observing, and (4) reflecting. The relations among them is called a cycle. It means that a cycle consists of planning, acting, observing, and reflecting. Hopkins (2006) describes this method start from:

- 1) the first thinking of research,
- 2) reconnaissance,
- 3) the planning of entirety,
- 4) action,
- 5) observation.

In this research, the researcher used Class Action Research by using Lewin's model. This model was chosen by researcher because the steps continuously from planning the activities, action, observing and reflecting the action. Here was the model of action from Kurt Lewin that has been used by the writer:

The steps of the research can be illustrated as follow:

- a. Planning

All planning included lesson plan, instructional materials, media or teaching aids, and observation sheet. Sometimes, it was begun by discussion with the teacher, students, valid data or students' scores that we got from the teacher.

- b. Action

Action was the performance of planning. Based on the model of class action research above, in this planning of the activity, the researcher can change the plans when it is necessary. Therefore, in this research the writer conducted basic cycle and then if the target not achieved, the writer will conduct the second cycle after revising the plans (amended plan).

c. Observation

Observation was a process of recording and collecting data about any aspect which happen during the implementation of the actions.

d. Reflection

Reflection was used to prepare planning actions after the application of action before; it is to complete next action that has been planned. It is a process of giving judgment and responses toward the action done in the class. Through reflection, the action is evaluated, the result of data is checked to make draw a conclusion, and if the criteria are success, the action will be finished and if it is not, the action will be continued.

Research Subject

This Classroom Action Research project conducted in SMA Sultan Iskandar Muda Medan Sumatera Utara. The subject of research was students of Class X C in academic year 2023/2024 that consist of 30 students. The reason of choosing this school as the subject because there still lack of students' ability in speaking skill especially in accuracy (pronunciation, grammar, vocabulary) and fluency (smoothness)

Research Time

This research was conducted on 13th May till 10th June 2024. It was conducted for five meetings, started from the first second on May until the first week on June.

Research Instrument

To collect the data, the instrument in this research was observation and description teks test. The researcher used pre-cycle test to asses and examines the students' speaking proficiency before doing CAR. The teacher gave oral test in each cycle to find out the improvement of the students' speaking proficiency. The instrument test given to the students are: choral imitation and individual imitation

a. Observation

Arikunto, (2006:156) argues "observation is an activity which concerns to research object by the sense". In the observation step, the researcher conducted direct observation of students

when they used TikTok to create or present description texts can provide an overview of their skills in utilizing this media. This observation can be done to evaluate how students integrate elements of description text into their TikTok content and to what extent this helps improve their writing skills.

b. Test

Arikunto, (2006:150) said "test is sequence of questions or exercises or other apparatus to measure skill knowledge, intelligence, ability or aptitude of individual or group". In this study, researchers used the Descriptive Text Test, this instrument is important to measure students' ability to write descriptive texts before and after using TikTok as a learning medium. This test can cover various aspects such as clarity of description, use of descriptive language, text structure, and compatibility with visual content used in TikTok.

Research Participant

The research participants will primarily include Grade X students who will engage in using TikTok to enhance their skills in writing description texts. These students will be actively involved in creating TikTok content that involves descriptive texts, which will serve as the basis for evaluating their writing proficiency. Additionally, language teachers will play a crucial role as collaborators, guiding and facilitating the TikTok-based learning activities. The researcher, acting as an observer, will closely monitor the students' progress and the effectiveness of using TikTok as a learning tool throughout the study.

Research Target

In this study, the main target is to achieve a significant improvement in the speaking skills of Grade X students after implementing the use of TikTok as a learning tool. The specific goals include enhancing students' ability to orally deliver descriptive texts clearly and effectively, accurately describing objects or situations with appropriate detail, and using language that is suitable and sufficient. The research also aims to evaluate the effectiveness of TikTok in enhancing students' speaking abilities, with the hope of achieving a certain standard of quality in students' speaking proficiency.

Procedure of Collecting Data

The technique of data collection used in this researcher as follow:

a. Pre-cycle test

In this activity students practiced writing simple descriptive texts and presenting descriptive texts orally in front of the class without using the tiktok application to find out their speaking skills before taking action.

b. Treatment

The treatment aims to determine students' comprehension skills when composing descriptive text and students' speaking skills when presenting descriptive text. This research was conducted using Classroom Action Research (CAR). There are two cycles and each cycle consists of one meeting, and there are four steps in each cycle:

a) Plan

All planning included lesson plan, instructional materials, media or teaching aids, students tend enlist and observation sheet. Sometimes, it was also begun by discussion with the teacher, students, valid data or students' scores that we got from the teacher.

b) Action

First cycle

First meeting

(First Cycle: No TikTok)

1. The teacher explains the structure and characteristics of descriptive text to the students.
2. Students practice writing simple descriptive text.

Second meeting

1. Students present the descriptive text orally in front of the class.
2. Teacher assesses students' written descriptive texts and oral presentations.

Evaluation of Students' Ability in the First Cycle:

1. Oral presentation assessment with rubrics that include text structure, word choice, fluency, etc.
2. Observation of students' participation and enthusiasm during the teaching process.

Second cycle

First meeting

Second Cycle: Using TikTok

1. The teacher introduces the TikTok app and examples of good descriptive videos.
2. Students create a script/outline for a descriptive video.

3. Students record and edit descriptive videos using TikTok.

Second meeting

1. Students share the descriptive video on TikTok or other platforms.
2. Teacher and other students give feedback on the descriptive video.

Third meeting

1. Oral descriptive video assessment with a rubric similar to the first cycle.
2. Observation of students' participation, enthusiasm, and engagement during video making.
3. Analysis of the quality of descriptive videos made by students.

c. Observation

Observation aimed to find out the students participation during the teaching and learning process, like the students' interest, behavior, and response using oral approach and situational language teaching

d. Reflection

Here were some activities the researcher did in reflection:

Researcher and English teacher discussed about teaching and learning that have done and find the weaknesses and how to improve it in the next meeting.

- a) The researcher analyzed the data from the observation and the results of the test and find out the improvement of students speaking ability
- b) The researcher made a reflection and concluded the result of students' test in each cycle.

Technique of Analyzing Data

In this research, there were two kinds of data, namely qualitative and quantitative one. The qualitative data collected through observation, and the quantitative data collected through evaluation. Layman (1972:219) has pointed out in scoring the result of students' test that will be evaluated based on two aspects of speaking below:

Speaking accuracy is divided into pronunciation, grammar, and vocabulary. Here are the tables in scoring the students' accuracy and fluency. The first table is measuring the score of students' accuracy in pronunciation

Assessment Criteria

WeightExcellent (9.6-100)

Good (7.6-95)

Good Enough (6.6-7.5)

Low (5.6-6.5)

Very Low (0.0-5.6)

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Assessment Criteria	Weight	Excellent (9.6-100)	Good (7.6-95)	Good Enough (6.6-7.5)	Low (5.6-6.5)	Very Low (0.0-5.6)
1. Relevance of Video Content to Theme	20%	Aligns perfectly with the theme.	Relevant to the theme.	Somewhat relevant to the theme.	Less relevant to the theme.	Not relevant to the theme.
2. Clarity and Coherence of Description	40%					
- Clarity of Speech	20%	Very clear speech	Clear speech	Somewhat clear	Unclear	Unclear
- Coherence and Structure	20%	well-organized and logical structure	well-structured	but lacks structure	poorly structured	lacks structure
3. Use of English	30%					
- Grammar and Pronunciation	15%	Excellent grammar and pronunciation	Good grammar and clear pronunciation	Fair use of English	Poor use of English	Very poor use of English
- Vocabulary	15%	varied vocabulary	appropriate vocabulary	needs improvement in vocabulary	lacks clarity in pronunciation	no clarity in pronunciation
4. Creativity and Engagement	10%	Highly creative; effectively	Shows creativity;	Fair creativity; engagement	Little creativity;	No creativity; no engagement.

Assessment Criteria	Weight	Excellent (9.6-100)	Good (7.6-95)	Good Enough (6.6-7.5)	Low (5.6-6.5)	Very Low (0.0-5.6)
		engages the audience.	engages the audience.	needs improvement.	lacks engagement.	

The following is the calculation formula used to calculate the percentage of students' scores and the average score of students' speaking ability based on the examples given: In calculating the data Sudjana (2010) has pointed out the way to calculate the percentage of the students' score, the formula was used as follow:

To calculate the percentage of student scores:

$$P = (F / N) \times 100$$

Where:

P = Percentage

F = Frequency of students who reach a certain score

N = Total number of students

To calculate the average score of students' speaking ability:

$$X = (\Sigma X) / N$$

Where:

X = Average score

ΣX = Sum of all scores

N = Total number of students

Notes:

- The first formula is used to calculate the percentage of students who achieved a certain score, for example the percentage of students who scored more than 80.

- The second formula is used to calculate the average score of students' overall speaking ability.

Direktorat pendidikan (1994) has classified the way to find out the students' score, there are seven classifications used as follows:

9.6-100 as Excellent

7.6-95 as Good

6.6-7.5 as Good Enough

5.6-6.5 as Low

0.0-5.6 as Very Low

The research employed descriptive qualitative research to describe the language register related to notifications and messages from online transportation platforms. According to Creswell, this approach aims to gather information on the studied phenomenon. The data was sourced from platforms such as Grab and Gojek Indonesia. This method does not involve field research, focusing instead on systematic and accurate descriptions of the language used in the selected data. The data consists of language converted into sentences that involve language registers found in notifications and messages from the online transportation platforms, specifically Grab and Gojek Indonesia. For data collection, two primary instruments were used: the researcher herself and field notes. The researcher, as stated by Sugiyono, is the main instrument in qualitative research, overseeing all aspects of the study. Field notes, according to Bogdan and Biklen, are written records that provide insights based on the researcher's observations and reflections during data collection. Data collection was performed through observation, where the researcher made field notes about the behaviors and activities relevant to the research. This involved analyzing notifications and messages that contained language registers, linking them to Martin Joss's theory of language. The researcher documented all observations, including screenshots, and organized the data for analysis. Data analysis followed the steps outlined by Miles, Huberman, and Saldana, which include data collection, condensation, display, and drawing conclusions. The researcher transformed raw data into transcripts, condensed it for simplicity, displayed it for easy understanding, and finally drew conclusions based on the analysis outcomes.

RESULT AND DISCUSSION

Based on the pervious observation before doing this research the researcher got some data about the students' condition of the class, including the problem faced by the students in learning English especially for speaking. According to the interview between the researcher and the students, it was too difficult to speak, because English seems like a scared subject for them and some students learn English subject when they are in Junior high school. Moreover some students said, sometimes they want to speak but they do not know what they should say and how to say the message they want to say in English.

1. First cycle

a) Planning

This cycle was done for four meetings included pre-cycle test. It was started on Monday, 13th May at 07.30 to 10.00 a.m in the meeting. In the first meeting of this cycle, the researcher will provide students with a comprehensive understanding of the structure and characteristics required in a descriptive text. The researcher will explain in detail how a descriptive text is typically structured and identify key features such as the use of vivid descriptive language and precise word choice. Students will practice writing simple descriptive texts with direct guidance from the teacher to enhance their writing skills. In the second meeting, students will present their descriptive texts orally to the class. The researcher will assess both the written descriptive texts and the oral presentations, focusing on language clarity, overall structure, and the ability to engage the audience. Constructive feedback will be provided to help students improve their skills in writing and delivering descriptive texts effectively.

b) Action

First meeting

Based on the English class schedule, the first meeting was held on May 13, 2024 which was held at 07.30-10.00. In the first meeting, the researcher as the teacher carried out concrete actions in this meeting which would begin with a thorough explanation by the researcher about the structure and characteristics of descriptive text. The researcher will use an interactive presentation method, possibly assisted by slides or concrete examples of descriptive text, to clarify each concept taught. After that, students will be given hands-on opportunities to practice writing simple descriptive texts. They will be guided on relevant topics or objects to choose from, and the researcher will provide individual or group guidance as students start writing. The researcher will actively provide immediate feedback on students' writing to help them improve the quality and clarity of their descriptions. Thus, this meeting will be a strong foundation for the development of students' description writing ability in the future.

Second meeting

The second meeting conducted on Monday, 20th May 2024 at 07.30-10.00 a.m. The students will engage in presenting their written descriptive texts orally to the class. Each student will take turns delivering their presentations, focusing on articulating their descriptions clearly and engagingly. Meanwhile, the researcher will assess both the

written descriptive texts and the oral presentations. The assessment will evaluate the effectiveness of the descriptive language used, coherence in structure, and the ability to engage the audience. Constructive feedback will be provided to help students refine their written and oral communication skills, aiming to enhance their overall proficiency in crafting and delivering descriptive texts effectively.

c) Observation

Based on the observations made during the first and second meetings of the English class on May 13, 2024, and May 20, 2024, respectively, it is evident that the students' performance in learning descriptive text writing without the use of TikTok application remains relatively low. During the first meeting, the teacher, acting as the researcher, meticulously explained the structure and characteristics of descriptive texts using interactive methods and practical examples. Despite the detailed guidance provided during the session, students struggled to grasp and apply the concepts effectively in their initial attempts at writing. This was reflected in their limited ability to produce descriptive texts that met the expected standards of clarity and detail. Moving to the second meeting on May 20, 2024, where students presented their written descriptive texts orally, similar challenges persisted. While students made efforts to articulate their descriptions, their presentations often lacked coherence and failed to fully engage the audience. The researcher's assessments of both the written and oral components highlighted deficiencies in descriptive language usage and organizational coherence. Consequently, constructive feedback was essential to guide students in refining their writing and oral communication skills, aiming to bolster their proficiency in crafting and delivering descriptive texts effectively in future sessions.

d) Reflecting

The following is a grading table summarizing the evaluation results of several students in various aspects of English language skills. The assessed aspects include clarity of speech, coherence and structure, grammar and pronunciation, and vocabulary. Each aspect has its own score, which is then summed to obtain the overall grade for each student. This table is expected to provide a comprehensive overview of each evaluated student's English language proficiency.

Table.1 Evaluation Results of Students' English Language Skills in Descriptive Text Learning

The table presents an evaluation of students based on several criteria: Clarity of Speech, Coherence and Structure, Grammar and Pronunciation, Vocabulary, and Overall Grade. Each student's performance is quantified numerically across these categories. For instance, students like Ahmad and Beni scored moderately in Clarity of Speech, Coherence and Structure, and Vocabulary, resulting in an overall grade of 3. On the other hand, students such as Gita and Oki excelled consistently across all categories, achieving the highest possible overall grade of 4. This table not only highlights individual strengths and weaknesses in communication skills but also provides a comprehensive view of how each student's performance contributes to their overall evaluation.

The data underscores varying levels of proficiency among the students in different aspects of communication. For instance, while some like Cindy and Kiki struggled with Grammar and Pronunciation, scoring below 3, others like Budi and Gita showcased strong skills across all categories, earning top scores in Coherence and Structure, and Vocabulary. The Overall Grade column reflects a holistic assessment where students like Cahaya and Dodo, despite weaker performances in multiple areas, received the lowest scores, indicating areas needing improvement. This table serves as a valuable tool for assessing and understanding each student's communication strengths and areas for development, guiding efforts towards enhancing their communicative competence effectively.

2. Second cycle

a) Planning

The plan across three meetings integrates gradual progression and assessment. Beginning in the first meeting on May 27, 2024, from 07:30 to 10:00 a.m., the teacher introduced TikTok, showcasing effective descriptive videos and initiating script planning among students. Practical sessions followed, guiding students in recording and editing their own videos to enhance skills in visual storytelling and digital communication. Moving to the second meeting on June 3, 2024, from 07:30 to 10:00 a.m., students shared their videos for peer feedback, focusing on refining visual, narrative, and communicative aspects

Students	Clarity of Speech	Coherence and Structure	Grammar and Pronunciation	Vocabulary	Overall Grade
Ade	8	16	5.8	7.2	4
Ahmad	6	14	8	7.5	3
Aziz	9	19	5.125	5.625	2
Bagus	5	12	4.25	3.75	1
Beni	7	15	5.75	5.25	3
Budi	10	20	5.125	6.75	4
Cahaya	4	11	4.4	3.9	0
Caca	8	17	8	7.5	3
Cindy	6	11	2.625	2.625	2
Dian	9	18	5.125	5.375	3
Dodo	3	9	3.875	3.875	0
Eka	7	14	5	4.5	2
Eko	5	11	3.875	3.875	1
Fajar	8	16	7	7	3
Gita	10	20	7.75	7.75	4
Hadi	4	9	3.875	4.4	0
Indah	6	14	5	4.25	2
Joko	9	19	5.125	6.75	3

Kiki	2	8	1.4	2.1	0
Lina	7	15	5	4	1
Mira	5	11	3.875	4.4	0
Nanda	8	17	7	7	2
Oki	10	20	7.75	7.75	4
Putri	4	9	3.875	4.4	0
Rami	6	14	4.375	4.375	1

collaboratively. Lastly, in the third meeting on June 10, 2024, the agenda included a written test assessing students' descriptive text proficiency before and after TikTok integration, followed by evaluations of their oral video presentations based on clarity, coherence, and creativity. Throughout, observations tracked student engagement and participation, aiming to gauge overall progress and the impact of TikTok on learning outcomes and digital media skills.

b) Action

First meeting

Based on the English class schedule, the first meeting was held on May 27, 2024 which was held at 07.30-10.00. In the first meeting, the researcher as the teacher introduce the TikTok application to the students in an engaging and informative manner. The teacher will showcase successful examples of descriptive videos and demonstrate how this app can be an effective creative tool for sharing information and stories. After introducing TikTok, the next step involves encouraging students to start planning a script or outline for their own descriptive video. This process will help them identify topics they wish to explore and the best ways to convey their message through this digital media platform. Subsequently, students will be guided to practice by recording and editing their descriptive videos using TikTok's features. The teacher will provide guidance on basic techniques such as framing, lighting setup, and the use of sound and text to enhance the quality of their videos. Through these activities, the aim is for students to develop skills

in visual storytelling and understand the importance of effective communication in the evolving digital world.

Second meeting

The second meeting conducted on Monday, 3th June 2024 at 07.30-10.00 a.m. In the second meeting, after students share their descriptive videos on TikTok or other platforms, the teacher and other students will engage in a discussion session to provide constructive feedback. The teacher will begin by offering observations on the strengths and areas for improvement of each video, including visual aspects, narrative structure, and message delivery. Students will be encouraged to actively participate by sharing their opinions with one another, fostering a collaborative environment where they can learn from each other and enrich ideas to collectively enhance the quality of their videos. This discussion aims not only to improve technical skills in using social media platforms but also to develop the ability to respond to feedback effectively in creating more impactful and relevant content in today's digital context.

Third meeting

The second meeting conducted on Monday, 10 th June 2024 at 07.30-10.00 a.m. In the third meeting, the session starts with a written test evaluating students' ability to compose descriptive texts before and after learning with TikTok. Following that, there will be an assessment of students' oral descriptive videos using a rubric similar to the first cycle, focusing on clarity, coherence, and creativity. The teacher will also observe and record student participation, enthusiasm, and engagement during the video creation process. Finally, an analysis will be conducted on the overall quality of the descriptive videos created by students, aiming to assess their progress and the effectiveness of integrating TikTok into the learning process. This comprehensive approach aims to provide a comprehensive overview of students' learning outcomes and the impact of using TikTok in teaching.

c) Observation

Across three meetings, beginning with the first on May 27, 2024, from 07:30 to 10:00 a.m., the teacher introduced TikTok, demonstrating its potential as a creative tool through exemplary descriptive videos. Students were then encouraged to outline scripts for their own videos, followed by practical sessions in recording and editing using TikTok's

features. This aimed to develop their visual storytelling skills and emphasize effective digital communication. In the second meeting on June 3, 2024, discussions ensued where students shared their videos, receiving constructive feedback on visual elements, narrative coherence, and message delivery, fostering collaborative improvement. Lastly, in the third meeting on June 10, 2024, a written test evaluated students' pre- and post-learning descriptive text abilities with TikTok, followed by assessments of their oral videos using a detailed rubric. Observations throughout highlighted student engagement, participation, and skill development, culminating in an analysis of overall video quality, affirming TikTok's integration's impact on learning outcomes and digital media proficiency.

d) Reflecting

The following assessment table summarizes the evaluation results from a number of students in learning descriptive text using TikTok application. The aspects assessed include the relevance of video content to the theme, clarity and coherence of description, grammar and pronunciation, vocabulary, and creativity and engagement. Each aspect has its own assessment weight which is then summed up to get the total score of each student. This table is expected to provide an overall picture of students' ability and creativity in creating descriptive content using TikTok.

No.	Students	Relevance of Video Content to Theme (20%)	Clarity and Coherence of Description (40%)	Grammar and Pronunciation (15%)	Vocabulary (15%)	Creativity and Engagement (10%)	Total Score
1	Ade	18	32	10.8	11.7	9	81.5
2	Ahmad	16	30	12	12	8	78
3	Aziz	19	35	10.125	10.125	7	81.25
4	Bagus	15	28	8.25	8.25	6	65.5

5	Beni	17	31	9.75	9.75	8	75.5
6	Budi	20	36	10.125	11.25	9	86.375
7	Cahaya	14	26	8.4	8.4	5	62.4
8	Caca	18	33	12	12	8	83
9	Cindy	16	29	7.125	7.125	7	66.25
10	Dian	19	34	10.125	10.875	9	83
11	Dodo	13	25	7.875	7.875	4	58.75
12	Eka	17	30	9	9	7	70
13	Eko	15	27	7.875	7.875	6	63.75
14	Fajar	18	32	12	12	8	82
15	Gita	20	36	12.75	12.75	9	91.5
16	Hadi	14	28	7.875	8.4	5	63.275
17	Indah	16	30	9	9.75	7	71.75
18	Joko	19	35	10.125	11.25	8	83.375
19	Kiki	12	24	5.4	6.6	3	51
20	Lina	17	31	9	9	6	70
21	Mira	15	29	7.875	8.4	4	64.275
22	Nanda	18	33	12	12	7	82
23	Oki	20	36	12.75	12.75	9	91.5
24	Putri	14	27	7.875	8.4	5	62.275
25	Rami	16	30	9.375	9.375	6	71.75

26	Rudi	19	34	10.125	12	8	83.125
27	Sari	11	22	4.875	9.375	2	49.25
28	Tono	13	26	6.875	7.125	3	56
29	Uci	17	31	7.875	10.5	6	72.375
30	Zira	20	36	12.75	12.75	9	91.5

The table provides a comprehensive evaluation of students based on their performance in creating and presenting video content aligned with specific criteria. Each student's total score reflects their proficiency across various dimensions: Relevance of Video Content to Theme, Clarity and Coherence of Description, Grammar and Pronunciation, Vocabulary, and Creativity and Engagement. Notably, students like Gita, Oki, and Zira achieved exceptional scores, surpassing 90 points, indicating their strong ability to integrate thematic relevance, articulate descriptions coherently, demonstrate advanced grammar and vocabulary usage, and engage creatively with their presentations. On the other hand, students such as Sari and Kiki scored lower, indicating areas where improvement is needed, particularly in grammar and vocabulary proficiency and thematic relevance. Overall, the table serves as a valuable tool for assessing and understanding each student's strengths and areas for development in video content creation within an educational context.

Analyzing the scores reveals insights into the diverse skill levels among the students. While some, like Budi, Dian, and Fajar, consistently performed well across all criteria with scores in the 80s, others struggled to achieve comparable results. For instance, students like Dodo and Sari demonstrated challenges in grammar and pronunciation, reflecting lower scores in these categories. The emphasis on clarity and coherence in descriptions highlights a common area for improvement across the cohort, as evidenced by several students scoring below 30 in this category. The table underscores the importance of targeted instruction and support to enhance students' abilities in thematic

content creation, linguistic precision, and overall presentation skills, ultimately aiming to foster comprehensive communicative competence in video-based assignments.

DISCUSSION

In exploring the findings from this evaluation table, significant variations in scores among students across various assessment criteria are evident. Firstly, there is a notable difference in students' ability to link their video content with the assigned theme. Students like Gita, Oki, and Zira demonstrate exceptional abilities with the highest scores in this category, while others may struggle to ensure the relevance of their content to the given theme. This highlights the need for developing skills in planning and producing content that aligns closely with specified themes. As John Swales (1990), a renowned linguist from the University of Michigan, notes, Genre analysis is based on the assumption that features of a similar group of texts depend on the social context of their creation and use.

Secondly, there are varied improvements observed in students' proficiency in presenting clear and coherent descriptions. While some students show significant progress from the previous cycle, as seen in the increase in scores from the first to the second cycle, others still require more guidance to develop their ability to express ideas effectively in their descriptive writing. Deborah Tannen (2005), a prominent American academic and professor of linguistics at Georgetown University, emphasizes that The ability to express ideas clearly and coherently is fundamental to effective communication.

The use of the TikTok application can have a positive influence on enhancing students' skills in writing descriptive texts. This application allows students to engage more actively in the learning process in a fun and engaging manner, stimulating their creativity in producing visual and narrative content. Through TikTok, students can practice using English in contexts relevant to their daily lives, thereby boosting their confidence in speaking and writing in English. The platform also facilitates their understanding of narrative structure and appropriate vocabulary usage, crucial aspects in learning descriptive texts. Marc Prensky (2001), an American writer and speaker on education and learning, argues that Digital natives prefer to learn through interactive, technology-based methods. Therefore, integrating TikTok into English language learning can bring significant benefits in enhancing students' communication skills in the context of descriptive writing.

CONCLUSION

This study on the use of TikTok as a tool to assess and improve students' descriptive text writing skills in an EFL context has yielded several significant insights. The research, conducted with Class X students at SMA Sultan Iskandar Muda Medan, demonstrated a marked improvement in students' descriptive writing abilities when TikTok was integrated into the learning process.

Key findings indicate that students showed enhanced performance in content relevance, clarity of description, and overall engagement when using TikTok compared to traditional methods. The platform's interactive nature allowed students to practice their descriptive writing skills in a context that was both familiar and exciting to them, leading to increased motivation and participation in language learning activities.

The implications of this study are far-reaching for EFL education. It suggests that incorporating social media platforms like TikTok can be an effective strategy for language educators to improve students' writing skills, particularly in descriptive text composition. The approach aligns well with the preferences of digital natives, as noted by Marc Prensky (2001), potentially bridging the gap between traditional language instruction and students' daily digital interactions.

However, it is important to acknowledge the limitations of this study. The research was conducted in a specific setting with a limited sample size, which may affect its generalizability to other contexts. Additionally, the long-term effects of using TikTok for language learning were not assessed within the scope of this study.

For future research, it is recommended to explore the long-term impact of using TikTok in language learning, as well as its effectiveness across different age groups and proficiency levels. Furthermore, investigating how this approach can be integrated into broader curriculum designs could provide valuable insights for educational policy makers.

In conclusion, this research underscores the potential of digital platforms like TikTok in revolutionizing language education. By embracing such technologies, educators can create more engaging, relevant, and effective learning experiences for students in the digital age. As language education continues to evolve, the integration of social media platforms may well become a cornerstone in developing students' linguistic competencies and preparing them for a digitally connected world.

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