Using Video in the Tiktok Application to Improve Persuasus Text Writing Skills

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Abstract

The use of problem-based learning can open students' minds so that they can convey and express desired ideas in an effective manner. TikTok media is used as a tool to convey controversial issues.. The purpose of this study is to use the TikTok application for video media to help students become more proficient in writing persuasive texts. The method used is a collective action method with a quantitative research type. The research subjects were 28 students of class VIII G. The data achieved is the result of persuasive writing skills synthesized by students by applying problem-based learning with the help of TikTok videos. The results of writing activities are persuasive. This research action was carried out in two cycles with two meetings. The results of the PBL model persuasive writing skills training with TikTok media were 67.6 and Cycle II 76.2. Acquisition results increased by 8.6, while the median score for pre-operative surgery was 55.3. This increase is due to students being able to follow. The learning process went well and was stable, their reading and writing skills had improved, but at the previous stage they still did not understand the structure and language of persuasive texts. After applying models and media, students will more easily understand the text and be able to process words in writing persuasive texts. Problem-based learning model with the support of TikTok media, the application of learning is in accordance with the RPP which is prepared and implemented appropriately. . This is evidenced by the positive impact on student learning outcomes.

INTRODUCTION

Explaining the background, problems, importance of research, brief literature review that relates directly to research or previous findings that need to be developed, and ended with a paragraph of research purposes (Pratomo & Shofwan, 2022; Shofwan, et. al., 2021). A balance must be kept between the pure and applied aspects of the subject (Shofwan et al., n.d.).The introduction is presented in the form of paragraphs of approximately 1000 words. The rapid development of technology from year to year is unavoidable (Hasanah & Latiffani, 2020). This can be seen in many new application platforms such as Facebook, WhatsApp, Instagram, TikTok, Twitter, etc (Appel et al., 2020). If you don't keep up with technological developments, you will be left behind and replaced. Especially in the world of education, as a teacher you have to be able to adapt and keep learning, because when a teacher stops learning, he stops being a teacher (Apdillah et al., 2022). Most high school students use the TikTok app. Both as a means of entertainment and encouragement. The use of TikTok in the school environment is also intended for activities that promote schools, For example, at the end of the school year, all students who use gadgets are encouraged to document this moment and then upload it to the media with the intention of spreading it. word about school. Seeing this phenomenon, the TikTok application seems to be an important part of academic activities in schools (Godoy-Martin, 2022; Hadiyanti et al., 2023).

However, the TikTok application also has a negative impact. Based on the research results, users of the TikTok application affect one of the developmental tasks of adolescents, namely self-esteem. The high use of the TikTok application among young people under the age of 18 affects their attitudes and thoughts (Dilon, 2020; Oktarini et al., 2022). Based on the preliminary research conducted, the researchers interviewed three people, namely teachers, the community and parents of teenagers. They found that most teenagers use the TikTok app not only in their free time or during breaks, but also in class. The negative impact of TikTok users can actually be minimized by developing new ways of using the application, especially for high school students. Some of them like to make TikTok as a learning tool, talent exhibition media, and means of publication of student works. Based on the phenomenon and the potential of the TikTok application, this application can take advantage of learning Indonesian which is often not paid enough attention to by students, it can also improve student competence, especially in writing procedural texts. Language skill that is difficult to master because writing is a practice-based activity that requires precision and intelligence (Daulay et al., 2023; Dilon, 2020; I Putu Hendika Permana & Ni Putu Suci Meinarni, 2021).

Writing is a conscious activity or effort to express thoughts, opinions or thoughts. Expressive activity of ideas through the medium of language (Pham, 2021; Rofiqoh et al., 2022). Writing is about the ability to translate spoken language into written form. Writing is very important because it can develop critical thinking and broaden understanding. Writing is also a place to develop one of the four language skills. That's how writing becomes the basis of language proficiency or creative self-expression. Writing skills definitely have a structure that must be met (Parra & Calero, 2019; Sabti et al., 2019). Therefore, it is necessary to deepen the problem, think critically and formulate the right words in writing. Writing also plays a separate role in the world of education. Every learning that takes place in school cannot be separated from writing skills. Each level of education fulfills writing skills because it is based on core and basic skills that students must possess.Furthermore, writing skills are included in literacy which means the ability to express thoughts, opinions and feelings to other parties through written language (Sari et al., 2021; Sugondo et al., 2021).

The 2013 curriculum for learning Indonesian uses a text-based approach. Texts are written and compiled from the results of expressing students' ideas and thoughts. One of the texts that students must learn and master is persuasive speech text. The ability to write persuasive speech text is very necessary to explain the topic to be written and provide answers to students. Persuasive

speech texts help students think clearly and logically when they convey their initiatives. Convey constructive opinions to readers and listeners (Erwin Akib et al., 2020; Priyono, 2018).

Persuasive text is the process of influencing the opinions, attitudes and actions of people by using psychological manipulation, someone acts voluntarily to agree (Kolesnikova, 2020; Melogno, Ruzza, et al., 2020). Persuasive text involves asking the listener/reader if the writer wants to see an action that changes perspective (Simatupang, 2022; To et al., 2020). So it can be said that the purpose of persuasive speech is to persuade and influence someone with opinions in the form of field facts so that they can change the actions of the warrior/reader in a mediated manner (Dignath et al., 2022; Melogno, Pinto, et al., 2020).

Researchers worked in class VIII G of SMPN 1 Saradan in the 2021/2022 learning based on observations showing that the persuasive writing skills of students in this class still needed to be developed. This is because students still often struggle to produce invitational texts that convince the audience. If seen from the results, the value obtained does not give the desired results until it reaches or exceeds the Minimum Perfection Criteria (KKM) during Indonesian language learning KD understands persuasive text writing, the teacher then evaluates the results of the writing. Tasks are made based on the imagination of students without knowing how to get information from students so they can write texts. The reason for selecting the problem-based learning model as the creator of TikTok media is that persuasive spoken text invites to convey ideas. However, students should be encouraged to convey and present these ideas in written form.

The use of problem-based learning can open students' minds so that they can convey and express desired ideas in an effective manner. TikTok media is used as a tool to convey controversial issues. Discuss student essays and persuasive communication tools that students have written or composed. Selecting TikTok media based on its usability and impact. The TikTok app is a social network and music video platform that can be used by all entertainment, educational and business groups. Making TikTok a learning tool capable of influencing student activity in one of them. Due to several existing features, it is very possible to design it as a learning environment, especially for learning Indonesian, because TikTok media is very close to students' daily lives.

METHODS

The type of research to be conducted is classroom action research (Sugiyono, 2019). That classroom action research is a form of inquiry that reflects taking specific actions to improve and enhance the learning process in the classroom in a professional manner. Action research in the classroom focuses on problems in the classroom where this research seeks to fix these problems. The research method used in this study is the interpretation of the SPSS analysis results (Sugiyono, 2018). This research was conducted at SMPN 1 Saradan. This study was conducted in the 2022/2023 school year which was carried out in several periods. The subjects of this classroom action research were Indonesian language teachers and class VIII students in class G, totaling 28 students, consisting of 13 male students and 15 female students. This research was conducted in grade VIII G based on the Indonesian teacher's confirmation that students' writing skills were still lacking. With two cycles, each cycle has 4 steps. Data collection techniques are the steps used to collect data in a study. Data collection techniques in this study were tests and non-tests (observation/observation and documentation techniques). The test is a method of measurement and assessment in education. The purpose of the test used in this study was to measure students' writing ability. Researchers used tests by asking multiple choice questions to students separately. The non-test used in this study is in the form of observation and documentation. Observation techniques aim to collect information, references, events, actions and ongoing processes carried out in tertiary institutions. Documents are records of past events. Documents can be in the form of text, pictures.

RESULTS AND DISCUSSION

This research was conducted at Saradan 1 Public Middle School using a problem-based approach supported by social media (tiktok) for Class VIII G students. The research process was carried out through several research activities. The series of research consists of planning, implementation, observation and reflection. The results of this classroom action research are explained by using the learning outcomes carried out in the classroom. This research was conducted in several stages consisting of Cycle I and Cycle II, and each cycle was completed in one session.

Before conducting the research in Cycle I and Cycle II, the researcher first spoke to the teacher through observational interviews. so that researchers know the level of student success, then what learning model the teacher uses, the number of students, student understanding to understand the substance of the procedure text. After that the researcher also made observations of students in class by distributing a questionnaire with 10 questions about the Tiktok application, aiming to find out whether class VIII G students of SMP Negeri 1 Saradan used the Tiktok application as a learning tool, and surveyed whether students agreed if learning the procedure text used the application tiktok The results of interviews with the homeroom teacher for class VIII G about learning in class are always guided by the textbook, explaining from the book, then asking, dividing into groups can be said to be always monotonous and have not used the application as a learning tool.

Therefore students get bored easily and don't like learning Indonesian in a familiar way of learning like this. Furthermore, researchers use applications as new learning media, because learning media is an integral part of the learning system and cannot be separated. Without using school supplies, the teaching and learning process will not change. Therefore, the researcher chose the tiktok application as a learning medium by uploading procedural text-based content accompanied by music so that students are more interested and ready to learn Indonesian. Therefore students get bored easily and don't like learning Indonesian in a familiar way of learning like this. Furthermore, researchers use applications as new learning media, because learning media is an integral part of the learning system and cannot be separated. Without using school supplies, the teaching and learning process will not change. Therefore, the researcher chose the tiktok application as a learning medium by uploading procedural text-based content accompanied by music so that students are more interested and ready to learn Indonesian. Therefore students get bored easily and don't like learning Indonesian in a familiar way of learning like this.

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The results of the implementation of the first cycle were based on the results of the activity "Persuasive Writing Skills" namely an increase in pre-activity writing results and cycle I writing results, namely 55.3% to 67.6%, an increase of 12.3%. Points for each part of Cycle I are Content 20.6, Structure 14, Vocabulary 12.9, Sentences 13 and Mechanics 6.9. However, many students achieved less than the Minimum Completeness Criteria (KKM) for the Indonesian language subject, namely 75. The number of VIII G students at Saradan State Middle School was 28 students. From the results of observations (observations) about the implementation of learning it can be concluded that

the implementation of learning has not been optimal. Not optimal implementation of the learning means that student learning outcomes have not developed optimally. This is due to 1) students who do not understand the learning process, 2) there are still students who are bored with learning Indonesian, and 3) some students are still not focused on learning so that other friends feel disturbed. The solutions obtained from the results of discussions with the teacher who work together are 1) making a better and optimal lesson plan, 2) the teacher explains the lesson clearly and consistently, 3) the teacher guides and leads students better and 4) the teacher. even more persuasive to reprimand students who make mistakes. 3) the teacher guides and leads students better and 4) the teacher. even more persuasive to reprimand students who make mistakes. 3) the teacher guides and leads students better and 4) the teacher. even more persuasive to reprimand students who make mistakes.

The results of the implementation of Cycle II showed that there was growth in learning to write persuasive texts. The average score for this second cycle was 76.2 with an average assessment of each aspect, namely content 24, structure 15, Vocabulary 14.6, Propositions 15.2, and Mechanics 9. This average shows an increase from Cycle I to Cycle II of 8.6. The data shows that in Cycle II, students' writing skills increased in particular, persuasive text writing increased. This is evidenced by the achievement of student perfection, namely 12 out of 28 students while 16 students did not pass. underperforming students Perfection is used in teacher evaluations because it improves persuasive writing skills.

Based on the results of the Cycle II learning implementation process, the teacher is known to have maximized the implementation of Indonesian language learning, especially the ability to write persuasive texts using Tiktok media. In general, this can also be seen from the results of observations of students who follow the learning well and do not experience too many difficulties. Based on these things, it can be concluded that learning Indonesian, especially writing persuasive texts with the Tiktok media problem setting, shows optimal success.

The result of the lowest student score in Cycle I was 54 students named Ragil Dimas and the highest was 78 from Estellida . The lowest score in Cycle II was given to Bondan Toty Prado with a score of 78. From these results it can be seen that the learning motivation of a student named Bondan Toty prado developed well during Cycle II, as evidenced by a fairly good improvement in writing. score. persuasive text. In cycle II, various students achieved the lowest grades. This can happen because the motivation of a student named Ragil Dimas s only gets more than 60 points. Thus it can be seen that students still believe in what can be done without making changes that can help increase their grades.

The assessment of persuasive text writing consists of five aspects, namely content aspect, structure aspect, vocabulary aspect, sentence aspect and mechanical aspect. Each evaluation area has its own criteria. When evaluating persuasive conversational texts, the scores obtained from each angle are added up to give the students' persuasive text scores. This can help researchers find improvements in each area before the end of the cycle. It is known that the average persuasive text skills increased from Cycle I to 12.6, which increased from 67.6 to 76.2 in Cycle II.

Table 1. Results of Pre-action and Cycle I average scores based on text viewing indicators

Aspect	Preaction	Cycle II	Enhancement
Structure	11,6	14	2,4
Vocabulary	11,2	12,9	1,7
Sentence	11,4	13	1,6
Mechanic	6	6,9	0.9
Fill	15,3	20,6	2,4
Amount	55,3	67,6	12,3

Table 2. Results of the Average Scores of Cycle I and Cycle II on Each Text Assessment Indicator

Aspect	Cycle I	Cycle II	Enhancement
Fill	20,6	24	4,6
Structure	14	15	1
Vocabulary	12,9	14,6	1,7
Sentence	13	15,2	2,2
Mechanic	6,9	9	2,1
Amount	67,6	76,2	8,6

Based on the table it can be seen that the results of the pre-activity writing Cycle I increased from 55.3% to 67.6%, an increase of 12.3%, with student completeness in 5 out of 28 students. Based on the table, it proves that there was an increase in writing results from cycle I to cycle II, namely 67.6 to 76.2, an increase of 8.6 with the completeness of 18 students from cycle I. The results of cycle II student scores experienced a significant increase, because students those who use the tiktok application as a learning tool get grades after the exam for all students who get a complete score and understand the lesson. TikTok has become one of the most popular social media platforms for sharing short videos. Many relevant studies have suggested that social media integrated with short videos can help increase their mastery of English.

The result showed that the improvement percentage was 95%, which means that the TikTok application effectively affects students' learning outcomes in mastering vocabulary. Based on the interview results, the participants showed positive attitudes toward learning English through the TikTok application. Therefore, this result of this study could give an alternative strategy to the teacher by using the TikTok application in the classroom due to the students' positive attitudes (Rahmawati & Anwar, 2022).

The use and selection of learning media is one way to improve learning. Tiktok as a video entertainment application has many features that allow it to be used as an audiovisual learning medium. The results of other studies show that using and selecting learning media is one way to improve learning. Tiktok, as a video entertainment application, has many features that allow it to be used as an audiovisual learning medium (Ardiana & Ananda, 2022).

CONCLUSION

By using a problem-based learning model with the support of TikTok media, the application of learning is in accordance with the RPP which is prepared and implemented appropriately. . This is evidenced by the positive impact on student learning outcomes. The use of the PBL model with TikTok media in learning Indonesian especially writing aims to help students' understanding of writing skills. With a problem-based learning model combined with TikTok media, students can learn critically and analyze how to deal with problems by solving everyday problems, recognizing the meaning of persuasive texts, inferring the structure of persuasive texts and understanding the language features of persuasive texts. . text and compose it from text according to the structure and linguistic characteristics of persuasive text. (2) Based on the available information, student learning outcomes have seen a good improvement. In the pre-measurement based on the TikTok media problem, the pre-use test gave an average of 55.3, so the researcher discussed the use of the proposed model in partnership with an Indonesian teacher. The average of Cycle I was 67.6, this average showed a pretty good improvement, but many did not meet the minimum completeness criteria and got low scores for each aspect. Based on the results of the deliberation the researcher and the accompanying teacher agreed to do cycle II again. The average score of Cycle II was 76.2 and the assessment of each aspect showed a very good improvement. From these data it can be seen that the average score increased by 20.9 on the results of the pre-intervention and implementation of Cycle II. Therefore, the application of a problem-based learning model assisted by TikTok media can improve the skills of writing persuasive texts for Class VIII G students of SMPN 1 Saradan.

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