

**THE EFFECTIVENESS OF CARTOON CLIP ON TIKTOK
INTEGRATED WITH GEMINI AI TO TEACH SIMPLE PAST
TENSE FOR THE TENTH GRADE AT SMA 1 KEDUNGADEM**

SKRIPSI



Presented to
IKIP PGRI Bojonegoro
In partial fulfilment of the requirements
For the degree of Sarjana in English Education

By:
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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS EDUCATION
IKIP PGRI BOJONEGO**

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2026**

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MOTTO

“Don’t wait for opportunities, create them”

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In the name of Allah SWT, the most Gracious, the Most Merciful.

All praise belongs to Allah SWT, the weaver of destiny and the gentle light in my moments of doubt. It is only by His divine grace that these pages have finally found their shore. Peace and blessings be upon the Prophet Muhammad SAW, the eternal beacon of inspiration. This thesis, entitled **“THE EFFECTIVENESS OF CARTOON CLIP ON TIKTOK INTEGRATED WITH GEMINI AI TO TEACH SIMPLE PAST TENSE FOR THE TENTH GRADE AT SMA N 1 KEDUNGADEM”** a quiet witness to sleepless nights, whispered prayers, and tears that turned into triumphs. The author would also like to give special thanks to:

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- g. To My treasured friends, thank you for being the laughter in between the stress, the listening ears during late night breakdowns, and the constant reminders that I was never alone in this fight.
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May Allah SWT reward their kindness and sincerity with boundless blessings. I am fully aware that this humble creation is far from perfection. Therefore, I welcome any

constructive critique with open arms and grateful hearth. Finally, I entrust this simple endeavor to the almighty, hoping it may spark a glimpse of utility in the world of literacy.

Bojonegoro, 13 July 2026 .
The Researcher



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STATEMENT OF AUTHENTICITY

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In order to uphold academic integrity, sincerely and without coercion from any parties, I hereby declare that the thesis entitled:

THE EFFECTIVENESS OF CARTOON CLIP ON TIKTOK INTEGRATED WITH GEMINI AI TO TEACH SIMPLE PAST TENSE FOR THE TENTH GRADE AT SMA 1 KEDUNGADEM

Is the result of my own original work, and all sources of information used have been clearly cited in the reference list according to the scientific and academic code of ethics. I am aware that if any violations of scholarly ethics regarding to the authenticity of this work are found, **I personally** accept the consequences in accordance with the applicable regulations and am prepared to bear legal sanctions

Bojonegoro, 13 July 2026



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ABSTRACT

Munthohar, Siti Ainur'Rohmah. 2026. The Effectiveness of Cartoon Clip on Tiktok Integrated with Gemini AI To Teach Simple Past Tense for the Tenth Grade at SMA 1 Kedungadem. Skripsi, English Education Departement, Faculty of Language and Arts Education. IKIP PGRI Bojonegoro, Advisor (1) Oktha Ika Rahmawati. M.Pd., (II) Ayu Fitrianingsih. M.Pd.

English grammar teaching methods, specifically the simple past tense material, frequently face serious obstacles at the senior high school level as a result of orthodox and tedious teaching approaches. This study aims to measure the effectiveness of using TikTok cartoon clip media integrated with the artificial intelligence Gemini AI to teach the simple past tense to students. Through the intermediary of this technological integration, learning is expected to become more situational, relevant, and also adaptive for the current digital generation. This study applies a quantitative method with a quasi-experimental model. It involves two tested groups, namely the group receiving the treatment (experiment) and the control group as a comparator. The participants of this research are tenth-grade students of SMAN 1 Kedungadem, with the sample selected randomly. The data collection process is carried out structurally through a pre-test and post-test. The subsequently obtained data results are analyzed utilizing a series of parametric statistical tests. These encompass the normality test, homogeneity test, and hypothesis testing using the T-Test. This hypothesis testing functions to meticulously determine whether or not there is a significant difference in the students' pre-test and post-test score results after the implementation of the treatment. The data processing results indicate a significant surge in the experimental class. Thus, the collaboration between TikTok cartoon clips and Gemini AI is proven effective and feasible to be realized as a revolutionary medium in teaching the simple past tense at the senior high school level.

Keywords: TikTok, cartoon clips, Gemini, Grammar, Simple past tense.

ABSTRAK

Munthohar, Siti Ainur'Rohmah. 2026. The Effectiveness of Cartoon Clip on Tiktok Integrated with Gemini AI to Teach Simple Past Tense for the Tenth Grade at SMA 1 Kedungadem. Skripsi, English Education Departement, Faculty of Language and Arts Education. IKIP PGRI Bojonegoro, Advisor (1) Oktha Ika Rahmawati. M.Pd., (II) Ayu Fitriyaningsih. M.Pd.

Metode pengajaran tata Bahasa Inggris, yang khususnya materi simple past tense, kerap kali menhadap rintangan serius di tingkat sekolah menengah atas akibat dari pendekatan pengajaran yang ortodoks dan juga menjemukan. Telaah ini bertujuan untuk menakar efektivitas penggunaan media klip kartun TikTok yang diintegrasikan dengan kecerdasan buatan manusia Gemini AI dalam digunakan untuk mengajarkan simple past tense siswa. menggunakan perantara integritas teknologi ini, diharapkan pembelajaran dapat menjadi lebih situasional, relevan, dan juga adaptif bagi generasi digital saat ini. Telaah ini menerapkan metode kuantitatif dengan model kuasi-eksperiment. Melibatkan dua kelompok yang diujikan, yaitu kelompok yang mendapatkan perlakuan (eksperiment) dan kelompok control sebagai komparator. Partisipan penelitian ini adalah siswa kelas seluruh SMA N 1 Kedungadem, dengan sample yang dipilih acak. Proses pengumpulan data dilaksanakan dengan terstruktur melalui pre-test dan post-test. Hasil data yang diperoleh berikutnya dianalisis dengan memanfaatkan serangkaian uji statistik parametrik. Mencakup uji normalitas, uji homogenitas, dan uji hipotesis dengan memakai uji T-Test. Pengujian hipotesis ini berfungsi untuk mengetahui secara seksama ada atau tidaknya perbedaan signifikansi pada hasil skor pre-test dan post-test siswa setelah diterapkannya treatment. Hasil pemrosesan data menunjukkan adanya lonjakan yang signifikan pada kelas eksperiment. Dengan demikian, kolaborasi antara klip kartun tiktok dan Gemini AI terbukti efektif dan layak direalisasikan sebagai media yang revolusioner dalam pengajaran simple past tense ditingkat SMA.

Kata kunci: Tiktok, klip kartun, Gemini, Grammar, Simple past tense

PREFACE

This undergraduate thesis, entitled “*The Effectiveness of Cartoon Clip on Tiktok Integrated with Gemini AI to Teach Simple Past Tense for the Tenth Grade at SMA 1 Kedungadem*”, is submitted as a partial requirement for the completion of the Bachelor’s degree in English Education at the Faculty of Language and Arts Education, IKIP PGRI Bojonegoro. The primary objective of this study is to examine the effectiveness of cartoon clip media collaborated with Gemini AI to teach simple past tense material to students. This research is expected to provide an innovative and revolutionary contribution to academic research in the field of English education, particularly in the utilization of social media and technology as learning media tailored to the digital era. The implementation process of this study has provided highly valuable academic and personal growth, enabling the author to engage critically with digital learning theories, as well as to develop a deeper understanding of grammar learning strategies relevant to the current generation. The completion of this thesis would not be possible without the guidance of the advisors, the support of the school where the research was conducted, lecturers, peers, and the continuous encouragement from the author’s family. Although every effort has been made to ensure the validity and quality of this research, the author fully acknowledges the many existing limitations and welcomes any feedback for future refinement. It is hoped that this thesis can provide new insights and also contribute practically to students, educators, and researchers interested in developing social media and AI based English learning media.

Bojonegoro, 13 July 2026

The Researcher



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CHAPTER I

INTRODUCTION

A. Background of Study

Generation today grows up and lives alongside social media, causing their behavior to shift from conventional patterns toward visually oriented, digital-based approaches. As teachers, their responsibilities are not limited to teaching in the classroom; they must also adapt to students' needs. Teachers are required to adjust to social media in classroom instruction, as students are now fully connected to the internet (Sitompul, 2022). Rahman et al., (2023) state that, as a form of learning media, social media can guide the learning process to become more efficient and effective in the future. The use of social media as a learning tool can also facilitate activities for both students and educators in the classroom (Ameliya & Reni Indriani, 2024). Furthermore, using social media as a learning medium can guide students to use it wisely and more beneficially, especially for Gen Z learners (Pujiono, 2021). Students can also gain broader insights through social media, learn while playing, increase their enthusiasm for learning, and enhance their motivation (Habibah & Putri, 2023). This approach can achieve both cognitive and pedagogical objectives in the classroom (Matin & Rozak, 2026). In addition, the use of social media in learning can help students understand how to utilize it more effectively as a learning tool, rather than merely as a source of entertainment. At home, students can easily access and review lessons they do not understand at school through the social media they use.

One of the social media platforms that is currently trending is TikTok. TikTok is one of the platforms frequently used by the public, especially teenagers.

According to statistical data (2025), the number of TikTok users in Indonesia has reached 108 million. Among these users, unfortunately, many use TikTok solely as a means of entertainment. In fact, upon closer examination, there are already many educational content creators on the platform. Much of this educational content presents learning materials in a more engaging and creative way, making it easier for students to understand the subject matter. Moreover, many teachers have begun using TikTok as a learning medium because it is considered attractive and innovative. TikTok serves as an effective medium for delivering learning through videos or content appearing on users' feeds (Wijaya, 2023). According to Anggraeni et al., (2024), TikTok can be used by teachers in learning because it makes the learning process less monotonous, and the delivery of material becomes more engaging through its various features. Research conducted by Wibowo & Kurniawan, (2024) also shows that TikTok is highly suitable for use in learning and can significantly improve students' learning outcomes. Using TikTok in learning can help students focus more on the material because of its visually appealing and easily understandable content (Hakim et al., 2025). From the many studies mentioned, it can be concluded that TikTok has been widely used by teachers as an effective learning medium. TikTok contributes positively to student engagement in understanding learning materials due to its visual, concise, and easily digestible content characteristics. In addition to providing various visual content templates, TikTok also offers short animated cartoon videos that can be used in learning. The use of animation videos based on TikTok is designed to enhance critical thinking skills (Yulianti et al., 2025). Cartoon animation media has long been recognized as an effective learning tool due to its attractive visuals. Learning through animated

videos can capture students' attention. The visually engaging presentation can make students more comfortable during the learning process. Furthermore, animation plays an important role in education because it can simplify abstract concepts, making them easier to understand (Pradana, 2025). By using cartoon videos, students can easily simplify concepts in their minds according to their imagination. Animated films can also provide examples of real-life situations outside the classroom, such as conversations or other forms of interactive language (Azzahra, 2023). Additionally, the use of animation can help strengthen students' long-term memory through dynamic and repeated visualizations, which often make it easier for students to remember compared to reading texts or listening to lectures (Juwairiah et al., 2024). Cartoon animation also allows the presentation of contextual stories reflecting real-world situations. Thus, animation media is not only a source of entertainment but also an effective visual tool for explaining complex learning concepts.

At the same time, rapid technological advancement has led to the development of artificial intelligence, cloud services, internet connectivity, and various smart devices. One of these advancements is artificial intelligence (AI). One of the most recent and interesting forms of generative AI is Gemini AI. Gemini is one of the most advanced AI systems today and can be used for free. Moreover, it is accessible across various devices, including smartphones, tablets, laptops, and computers. Gemini is designed to understand text, audio, images, and videos quickly and simultaneously. Gemini opens significant opportunities in the field of education. AI also provides opportunities for teachers to design more varied and creative learning experiences tailored to students' needs (Dinata et al., 2025).

Gemini is not only an efficient AI tool but also revolutionizes how users interact with and access information through more advanced and contextually accurate responses (Team et al., 2025). According to Rojabi (2025), Gemini has advanced capabilities in understanding, explaining, and reasoning, as well as strong multimodal abilities. Ahmad & Nasution, (2025) add that learning processes using Gemini have a positive impact, as it supports learning through advanced features and high flexibility. The integration of Gemini in learning can improve effectiveness, as it functions as an online tutor capable of providing immediate corrections, re-explanations, and additional exercises tailored to students' needs. Therefore, Gemini can not only explain but also provide relevant examples based on current phenomena. These three phenomena (TikTok, animated videos, and Gemini AI) are highly relevant to the current educational landscape, particularly in learning grammar in English.

Grammar is a set of rules that includes structures and patterns used to form meaningful sentences in order to convey meaning in a language (Rahmawati & Tirtanawati, 2024). Grammar structure functions as a fundamental component in language learning and is one of the most essential aspects that cannot be avoided (Dzimar et al., 2025). However, many studies indicate that students face difficulties in learning grammar. According to data from Rahayu et al., (2024), grammar ranks first as the most difficult aspect of English learning at 56%, followed by speaking (22%), listening (9%), writing (8%), and reading (5%). (Azizah et al., 2024) also states that many teachers consider grammar to be the most difficult material for students to learn. These findings clearly indicate that many students struggle with grammar. (Muharromah & Holida, 2024) It is also added that many teachers state

that grammar is the most difficult material for students to learn. Data from these studies further clarifies that many students have difficulty learning grammar. Grammar is considered the most difficult subject, so many students are not interested in learning it (Fajarwati et al., 2022). There are many factors contributing to difficulties in learning grammar. One common issue is the difficulty in distinguishing between different tenses (Sadiq et al., 2025). English tenses consist of 16 forms, each with different formulas and meanings. Most students struggle to differentiate among these tenses, which requires proper integration of materials, curriculum, activities, teaching strategies, and assessment (Kholidah et al., 2025).

Previous studies have examined TikTok and animated cartoon videos as learning media. For example (Alfiyana et al., 2024; Natasya et al., 2023), focused on students' motivation and experiences using TikTok in learning. Suprihatin, (2022) studied the use of TikTok in science learning. Meanwhile, research on animation has primarily focused on its visual effects on understanding learning materials (Pradana, 2025; Yulianti et al., 2025). Other researchers have explored the use of AI (Artificial intelligence) in learning. (Imran Sinaga et al., 2025) examined the use of AI in mathematics learning, whereas (Huda & Suwahyu, 2024) examined how AI is used in Islamic education. Although many studies have investigated TikTok and AI, few have specifically integrated cartoon clips within TikTok combined with Gemini AI in learning past tenses. Most studies focus on only one aspect, either TikTok or AI, without combining both. In fact, integrating the two has significant potential in education.

Based on observations conducted at SMA N 1 Kedungadem, it was found that many students are still confused about the use of tenses in English. Students

tend to use present tense forms even when describing past events. Additionally, teaching methods that are still dominated by lectures contribute to this issue. Conventional learning methods, centered on lectures, question-and-answer sessions, memorization, and exercises, often fail to effectively address students' learning styles (Irianti et al., 2025). Students tend to feel bored when teachers only explain, write on the board, and assign tasks. This repetitive pattern can lead students to underestimate the learning process. Teachers who rely heavily on conventional methods also make students passive learners, preventing them from fully understanding the learning context. Conventional learning places students as passive recipients of information rather than active participants who construct knowledge through direct experience and exploration (Mansyuriadi et al., 2024). For example, students may know that "went" is the past form of "go," but they are unable to use or explain it correctly when describing past events. They can memorize, but they do not fully understand when asked to express or write sentences in the correct past form. Therefore, teachers are required not only to teach but also to think innovatively in delivering lessons (Fitrianingsih et al., 2020).

Therefore, this study needs to be conducted to fill this gap. The purpose of this research is to determine the effectiveness of cartoon clips on the TikTok platform integrated with Gemini AI in teaching past tenses to tenth grade students at SMA N 1 Kedungadem. This combination is expected to create a creative, modern, and student centered learning experience. Furthermore, this study aims to contribute to the development of learning strategies that are relevant and technology-based, in accordance with current developments and the characteristics of students in the digital era.

B. Formulation of the Problem

Based on the background above, the formulation of the problem in this study is How effective is the use of cartoon clip on TikTok integrated with Gemini AI to teach the simple past tense mastery of tenth grade students at SMA 1 Kedungadem?

C. Objective of the Study

In line with the formulation of the problem, this study aims to determine the effectiveness of using cartoon clip on TikTok integrated with Gemini AI in teaching simple past tenses to tenth grade students at SMA 1 Kedungadem.

D. Significances of the Study

The benefits of this research are as follows:

1. Theoretical Significance

Theoretically, this study is expected to contribute to the field of English language teaching, particularly in grammar instruction. The findings of this study will enrich academic literature and provide additional insights regarding the effectiveness of animated cartoon videos on TikTok integrated with Gemini AI as an innovative learning medium. Additionally, the results may strengthen and develop theories related to technology-based English language learning and the application of AI-assisted tools in teaching past tenses.

2. Practical Significance

a. For Teachers

This study may serve as a reference for teachers in utilizing digital technology, particularly animated cartoon videos on TikTok supported by Gemini AI, as an engaging and innovative alternative learning medium for

teaching past tenses. The findings may also help teachers develop technology-based teaching methods suitable for the digital era.

b. For Students

Through learning past tenses using animated cartoon videos integrated with Gemini AI, students are expected to understand the use of past tenses more easily and contextually.

c. For schools or educational institutions

This study provides new ideas and considerations for schools in developing technology and AI based learning policies.

d. For future researchers

This study can serve as a reference for future research on the use of social media and AI in digital era learning.

E. Definition of Terminologies

1. Grammar

Grammar is a set of rules in every language that governs sentence structures and patterns to convey meaning accurately. According to (Binh, 2024), grammar is the study of rules and structures that regulate the use of the English language, including words, phrases, syntax, and morphology, which are then arranged to form meaningful sentences.

2. Simple past tense

Past tenses are forms of English verbs used to describe events that occurred in the past. According to (Azimjon & Qizi, 2025b), past tenses are used to describe any action or event that began and ended at a specific time in the past.

3. Cartoon animation

Animated cartoons are learning media in the form of short, visually appealing videos featuring cartoon characters designed to explain lesson materials visually, interactively, and innovatively. These videos contain images that clarify material that students may not yet understand (Arsyad et al., 2024). Animated cartoons also include audio, making them feel more vivid, thus enabling students to retain learning messages more effectively (Yulianti et al., 2025).

4. Tiktok

TikTok is a social media platform commonly used as a means of entertainment. It allows users to create content, share tips, and watch short videos often accompanied by audio or music. TikTok enables users to record their own videos or express themselves using available music or sound clips, and these recordings can be edited freely using various features (Adnan et al., 2021). Videos on TikTok range from a few seconds to 60 seconds; originally limited to 15 seconds, TikTok now allows videos up to 60 seconds or even longer (Khlaif & Salha, 2021).

5. Gemini AI

Gemini AI is an artificial intelligence system with advanced reasoning, comprehension, and multimodal capabilities that can support the learning process. Gemini is trained using image, audio, video, and text data to build a model capable of processing various data types simultaneously (Team et al., 2025). This tool is useful for reinforcement learning, deep learning, and various tasks related to digital education (Imran & Almusharraf, 2024). In this study, Gemini functions to provide explanations, examples, and automatic feedback to students in learning past tenses.