

THE PHENOMENA OF STUDENTS' RESPONSES TOWARD THE USE OF TIKTOK VIDEOS IN LEARNING SIMPLE PRESENT TENSE AT SMK AL-MUSTAWA IN RANDUBLATUNG

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Abstract: *This study aims to find out the students' responses toward the use of TikTok videos in learning Simple Present Tense at SMK Al-Mustawa Randublatung, Blora. The study was conducted in study case by using descriptive qualitative as method. The subject of this study were 17 students of twelveth grader in academic year of 2020/2021. The instruments to collect the data were questionnaire and interview. This study adopted only one dimension of response theory by Steven M. Chafe, namely the affective. Affective response is a response that relates to emotions, attitudes, and judging a person's something. The results of this study were positive response in affective dimension. Affective dimension has several aspects in this study including happiness, motivation, interest, participation and curiosity which is the average percentage reached 90,22 %.*

Keyword: *Students' Responses, TikTok Videos, Simple Present Tense.*

Abstrak: *Penelitian ini bertujuan untuk mengetahui tanggapan siswa terhadap penggunaan video TikTok dalam pembelajaran Simple Present Tense di SMK Al-Mustawa Randublatung, Blora. Penelitian dilakukan dalam studi kasus dengan menggunakan metode deskriptif kualitatif. Subjek penelitian ini adalah 17 siswa kelas XII tahun ajaran 2020/2021. Instrumen untuk mengumpulkan data adalah angket dan wawancara. Penelitian ini hanya mengadopsi satu teori dimensi respon dari Steven M. Chafe, yaitu afektif. Respon afektif merupakan respon yang berhubungan dengan emosi, sikap, dan penilaian seseorang terhadap sesuatu. Hasil penelitian ini adalah respon positif dalam dimensi afektif. Dimensi afektif memiliki beberapa aspek dalam penelitian ini antara lain kebahagiaan, motivasi, minat, partisipasi dan rasa ingin tahu yang rata-rata persentasenya mencapai 90,22%.*

Kata Kunci: *ResponSiswa, Video TikTok, Simple Present Tense.*

INTRODUCTION

The educational process is a determinant of success in achieving educational goals. Students who study are expected to experience changes in the fields of knowledge, understanding, skills, values and attitudes. These changes can be achieved if supported by various factors, one of which is the student's response to the learning process. In the process of learning English, positive responses from students play an important role in increasing students' curiosity about learning English. Students who have positive learning responses tend to be more active, creative, and dare to take every opportunity, for example in asking questions, giving ideas and explaining to their friends if there are things that are not understood by their friends.

According to Aisyah (2006:15-16), Student responses are very supportive in the learning process that take place. Grow student responses during teaching and learning activities need a situation where there is a student's attention focused on the material taught, so that students are ready to follow the lesson. The response is expected to be raised by students as a result of good learning according to the learning objectives.

Furthermore, according to Eberhard et. al (2019: 22), English is the widely spoken language in the world, it is the mother tongue of 379 million people worldwide. Every day millions of people speak English at work and in social lives. At the world conferences, English is the language that is often used. To master English, there are 4 skills that should be mastered, namely: Listening, Speaking, Reading, Writing. These four elements are certainly related to each other. However, it has significant differences in the process.

One of the skills that should be mastered is writing skill. According to Nurgiyantoro (2001: 273), writing is a language skill that is classified as

productive skills where English teachers are required to ask learners to express themselves in a form of written language which requires language skills such as correct word choices, spelling of words, writing sentences and grammar. In writing skills, there are several aspects that must be considered, one of which is grammar. Grammar is a writing procedure in English. There are several rules which are often referred to as tenses. There are at least 16 grammar formulas in the form of tenses in English namely, simple present tense, present continuous tense, simple past tense, past continuous tense, simple perfect tense, perfect continuous tense, etc. Tenses are a grammatical category that emphasizes the use of verbs in relation to the timing use. In other words, tenses are differences in the form of a verb to express the difference in time and duration of an action or event.

However, according to Darsiana (2018), a lot of students feel reluctant to learn structure because they feel grammar is difficult to be understood. For students what are important is learning to speak. Therefore, students argue that the best way to master English is practice speaking with foreigners, whereas grammar is needed in order that learners can easily understand English.

Consequently, the teacher is required to discover other alternative media and techniques in learning grammar specially in learning simple present tense. Quoting from Grammarly, simple tenses usually indicate an activity. It is used to show activities that are happening right now and used to denote habits. This tense also shows general truth. General truth means facts which are well known to many people.

With the existence of innovative learning media, it is expected that it will arouse student's activeness and motivation in learning simple present tense. Media and techniques in learning play an important role, the media can be an

introduction to clarify the material, even it can simplify something complex. Arsyad (2013: 19) suggests that the utilization of instructional media in learning can generate new desires and interests, generate motivation, stimulate learning activities, and even have a psychological influence on students. To overcome this problem, the researcher used TikTok videos as a medium for learning simple present tense.

TikTok is a social media network on a video platform introduced by Zhang Yiming in 2016 and owned by ByteDance. This application's name is Douyin which was an explosive in China. Because it is famous, Douyin has expanded to various countries with a fresh name, namely TikTok. TikTok is a social media network in the form of videos. Within 15 seconds, the users can create videos with special filters and apply songs that currently being famous. In addition, they can also share videos made to other applications such as Twitter or Instagram. Teachers should follow current trends that are being followed by students. Therefore, the teacher should utilize it as a learning medium to make students feel they do not have difficulties in learning simple present tense.

Concerning the application of TikTok videos, Harmer (2003: 282), states that one of the main advantages of video is that learners do not only hear the language, they also see it. TikTok videos create strong a contribution to both entertainment content and the language learning process for students; mainly contributing to interests and motivation, understanding of language context, and points of reference or specific stimuli.

In addition, the researcher used descriptive qualitative as the method. In this research. The purpose of the research is to find out students' responses toward the use of TikTok videos in learning Simple Present Tense.

METHOD

This study was conducted in study case by using descriptive qualitative as method. According to Schreiber & Asner-Self (2011), states that qualitative researchers tend to study in their natural setting, attempting to make sense of or interpret phenomena in terms of the meaning people bring them. According to Rossman and Rallis (1998: 31-60), qualitative research is systematic, it is not formulaic, and so there is no requirement that researchers follow a set of prescribed research steps. This method was used because the data of the study was in the form of words in written language rather numbers, taken in natural setting, and explained descriptively.

According to Yin (2008:18) study case is an empirical inquiry that investigates phenomena in real-life contexts, when the boundaries between phenomena and contexts are not clearly defined and where: multiple sources of evidence are used. As an inquiry, a case study does not have to be carried out in a long time nor does it have to depend on ethnographic data or participant observation.

Meanwhile, according to Bogdan (1980:72) case study is a detailed study of setting or subject or document repository. The implementation of this case study is focused, where data collection and research activities are narrowed to the research place, subject, material, topic and theme

The sources of data in the research were the seventh grader students of SMK Al-Mustawa Randublutung in academic year of 2020/2021. The researchers used questionnaires and interview to collect data, it would make easier for students to provide information. Those result of data then were analysed to check if indicators had been achieved. There were three indicators, data condensation, data display, and drawing conclusion.

FINDING AND DISCUSSION

Finding

In this study adopted only one dimension of response, namely the affective. The researcher wanted to find out students' responses related to students' emotions, judges and attitudes in learning Simple Present Tense using TikTok videos. The data are collected from the results of the questionnaires and interviews. The researcher discusses whether the students have positive or negative response toward the use TikTok in learning Simple Present Tense. The questionnaire consisted of five closed question items.

Table 4.1 Questionnaire results of students' responses toward the use TikTok videos in learning Simple Present Tense

No	Statement	SD	D	A	SA
1	I am happy to learn Simple Present Tense by watching TikTok videos	(0 %)	(0%)	(76,5 %)	(23,5%)
2	I am motivated to learn Simple Present Tense if I see the TikTok videos	(0 %)	(0%)	(59 %)	(41%)
3	By the use of TikTok videos, I became interested in learning Simple Present	(0 %)	(11,8 %)	(53 %)	(35,2%)

	Tense				
4	Watching the TikTok videos makes me to participate in learning Simple Present Tense	(17,6 %)	(0%)	(64,8 %)	(17,6%)
5	By watching TikTok videos adds to my curiosity to learn Simple Present Tense	(0 %)	(29,5 %)	(29,5 %)	(41%)

Table 4.1 shows the results of students' responses toward the use TikTok videos in learning Simple Present Tense. In statement number one, represented thirteen students (76,5%) agreed and four students (23,5%) strongly agreed. It indicated that the majority of students felt happy to learn simple present tense by watching tiktok videos. In statement number two, indicated that there were ten students (59%) chose "agree" and seven students (41%) chose "strongly agree", resulted that the most students motivated to learn Simple Present Tense when they watched the TikTok videos. Next, statement number three, showed two students (11,8%) chose "disagree", nine students (53%) chose "agree" and six students (35,2%) chose "strongly agree". It indicated that the students were interested in learning Simple Present Tense through watching TikTok videos.

Furthermore, fourth statement, there were three students (17,6%) chose "strongly disagree", eleven students (64,8%) chose "agree" and three students

(17,6%) chose “strongly agree”. It described that most of students felt that watching TikTok videos made them to participated in learning Simple Present Tense. And the last question, there were five students (29,5%) chose “disagree”, and five students (29,5%) chose “agree” and seven students (41%) chose “strongly agree”. It showed that most of students felt like to increase their curiosity about Simple Present Tense material by watching TikTok videos.

Interview results are used by the researcher to convince and strengthen students' responses in the questionnaire. The researcher asked three questions to the informant, namely respondents' opinion, respondents' participation and respondents' suggestions.

Discussion

The results of the students' responses show that the affective dimension gets a positive response. In this study, affective dimension has several aspects including happiness, motivation, interest, participation and curiosity which indicated that average result of positive response is stronger than a negative response. It can be seen from the percentage result below.

Table 4.2 Percentage result of students' responses

No	Dimension	Indicator	ΣPercentage%	
			Positive	Negative
1	Affective	Happiness	100%	-
2		Motivating	100%	-
3		Interesting	88,2%	11,8%
4		Participating	82,4%	17,6%
5		Curiosity	80,5%	19,5%
	Average		90,22 %	9,78%

Furthermore, the result of interviews showed that majority of students felt happy and enthusiastic to take part in learning Simple Present Tense using TikTok videos. It can also be seen from the results of questionnaire which

indicates that average of pleasure result reached 100% and participation reached 82,4%.

CONCLUSION

Based on the results of the research that has been done, it can be concluded that the student's response toward the use of TikTok videos in learning simple present tense at seventh grader of SMK Al-Mustawa in academic year 2020/2021 has positive response in affective dimension, which is the average percentage reached 90,22 %. Meanwhile, the students also were very happy and enthusiastic in learning Simple Present Tense using TikTok videos because this is their first experience learning through it.

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