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STUDENTS' PERCEPTIONS ON THE USE OF TIKTOK APPLICATION FOR DIGITAL STORYTELLING AS SPEAKING LEARNING MEDIA

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Abstract

This study examined how students perceived using the less well-known and understudied TikTok application for digital storytelling in their combined learning. This research was conducted using a quantitative method. One of the Senior High Schools in Bengkulu recruited a sample of 19 students from the 12th grade. The Likert scale was used to do a quantitative analysis of it. The study's findings indicated that most students had a favorable opinion of using the TikTok application to help them learn how to speak. They had positive feelings about Tiktok. They thought of tiktok as an engaging, fascinating, inspiring, and enjoyable learning tool. Based on how the students felt utilizing TikTok affected them, TikTok was the ideal learning tool for them. Additionally, Tiktok had an impact on the students' utilization of a variety of features and tools in an application for digital storytelling. It demonstrated that the pupils gave the learning process more consideration. Based on the findings, the researchers fervently advised teachers to start using Tiktok to learn English, especially for speaking.

Keywords: TikTok Application, Digital Storytelling, students perception.

INTRODUCTION

The poor quality of education is a result of the employment of inappropriate methods and media, poor evaluation methods, and material that is not suited for the students' cognitive abilities. The learning process will be positively impacted by the use of appropriate learning resources, and student learning achievement will rise. It has been discovered that using educational games as teaching resources or media promotes students' social, emotional, cognitive, and motivational outlooks (Papastergiou, 2009).

There is a need for teachers who can grasp a variety of teaching tools and select those that are best suited for use in the classroom. To solve that issue, teachers must develop another speaking method that offers a joyful and enjoyable environment. Everyone agrees that learning should be entertaining and fun for students in order for them to comprehend and

retain the information more easily, especially for students in senior high school. English teachers might be able to include media technology in their ELT classes, according to Sari et al. (2018), in order to boost student enthusiasm, integrate language skills, and foster independent learning among students. It was connected to Ahmad's (2012) assertion that the way EFL students use media technologies may enhance the accentual patterns of particular English words.

The TikTok Application is one platform used for speaking in the digital age. In three earlier experiments, researchers found the same thing. The first research endeavor of Anggi Pratiwi is titled "Using the TikTok app as an English pronunciation learning tool" (2020). According to the outcomes of this survey, respondents gave good responses. Participants in the survey expressed a great willingness to view and comprehend information using the TikTok app. There are different approaches to basic English proficiency. The study's topic is pronunciation, and it used the qualitative method.

Enhancing Undergraduate EFL Learners' Speaking Ability Through Project-Based Learning with Presentation (Ubaedillah, 2021). The results of this study show that after project training, students' speaking abilities greatly increased. Students often use presentations to demonstrate how happy they are with project training and better dialogue. The interviewer came to the conclusion that the use of presentations, outdoor games, and integrated technologies benefited students' conversational skills. It is acknowledged that the collaborative learning environment helps students perform more technologically. However, research is severely hampered by time constraints. To contextualize the community and hone communication abilities, more study is required.

Zam Zam Al Arif (2019) According to EFL students, using tiktok media to learn English might increase their motivation and drive to speak and become fluent in the language. According to a previous study, most English learners think that self-directed learning on well-liked topics covered by English teachers can help them develop their English communication skills through the use of short videos and integrated social media.

Through the use of cutting-edge technology, 21st century students can create presentations and stories with deep significance, enhancing the co-construction of knowledge. This method is known as digital storytelling. The possibilities for traditional storytelling have increased, according to Yang and Wu (2012), as a result of the widespread availability of inexpensive, user-friendly digital recording technologies. Additionally, when storytelling is done in this way, students are better able to thoughtfully design and manage projects to

support co-learning. Student cooperation chances can be improved with the help of digital storytelling. Such cooperation aids in the collaborative synthesis of knowledge.

Xu, Park, and Baek (2011) identified three key features of digital storytelling: flexibility, universality, and interactivity in terms of community building. In a digitally focused education, digital storytelling is flexible in that stories can grow non-linearly, offering the storyteller a range of communicative options. Universality refers to the ability of a huge number of individuals to use digital storytelling since recording technologies have rapidly and widely expanded in the first decade of the twenty-first century. Interactivity with reference to the development of communities serves to describe the method by which digital stories can be produced using current technology. This is typically accomplished through the practical sharing of knowledge and resources in a way that encourages the co-construction of knowledge among various members of the learning community. Due to their capacity to improve learning objectives, digital stories have begun to be used in a variety of contexts.

Among other places, higher education has also used digital storytelling (Center for Digital Storytelling, 2013). The Ohio State University Digital Storytelling Leadership Team and the Information Technology Services at Swathmare College are two examples of initiatives made to establish a community of practice for digital storytelling. Researchers have previously highlighted the benefits of digital storytelling for pre-service teachers and medical students (Sandars & Murray, 2009; Tendero, 2006). High school student research is, however, rarely updated. In a study they did, Guajardo, Oliver, Rodriguez, Valadez, Cantu, and themselves used digital storytelling in a curriculum for educational leadership (2011). These authors contend that digital storytelling may produce, analyze, and synthesize data while including media. The researchers went on to say that by giving students the chance to carry out these internal activities in a meaningful and clear way via the TikTok application, the process of digital storytelling solved the problem of education not participating in internal, personal reflection. The TikTok application for digital storytelling, according to the creators, is a powerful tool for assisting students in educational settings to develop more fully as they prepare to take on responsibilities in educational settings.

To stimulate and encourage learning in speaking with tiktok media, digital storytelling has been used. As a result, the goal of this study is to investigate how college students perceive digital storytelling as a tool for teaching meaningful self-reflection and communicative media comprehension. The research question for the study was: What are students' perceptions of the use of the TikTok Application for digital storytelling as a speaking learning medium?

METHODOLOGY

This research used quantitative methods. An investigation into how students view the digital storytelling app Tiktok as a spoken learning tool 19 students from Senior High School No. 11 in Bengkulu Province, Indonesia, made up the population. They were taking an English course as part of their senior high school curriculum in 12th grade. In order to obtain access to their reflections for this study, students were contacted before the course ended. 19 students made the decision to take part in the research. Ages ranged from 15 to 16 for the respondents.

The researchers used a questionnaire as the instrument for collecting data. A questionnaire, according to Roopa and Rani (2012), is a list of inquiries sent to people in order to gather data that is statistically significant on a particular subject. The questionnaire was created to collect the students' answers regarding their perception of the TikTok Application. It was adapted from Basuki & Hidayati (2019), which consisted of 15 items that were then categorized by the researcher into three indicators: students' perceived feelings, students' perceived effects, and students' perceived engagement. Choices used are strongly disagree,' 'disagree,' 'neutral, 'agree,' and 'strongly agree.' All participants received the questionnaire online, which was then used to assess it using the Likert scale. The researcher employed a closed-ended questionnaire to improve the uniformity of the responses and facilitate and expedite the tabulation. All the information required to address the research problem was covered by the fifteen closed-ended items that were presented. The data obtained from the results of the questionnaire were assessed by the researchers before being analyzed. The Likert scale in the questionnaire scale consists of five statements: strongly agree (SA), Agree (A), Neutral (n), Disagree (D), and Strongly Disagree (SD). Each statement has different points: 5 for SA, 4 for A, 3 for N, 2 for D, and 1 for SD. After that, the researchers calculated the score range for each questionnaire as follows:

Table 1. The score range of questionnaire

Maximum Score	Minimum Score	Score Range
15 x 19 x 5 = 1.425	15 x 19 x 1 = 285	1425 – 285 = 1.167

Following that, the researchers chose the standards for interpreting each set of questionnaire results. The researchers then gave a narrative description of the data.
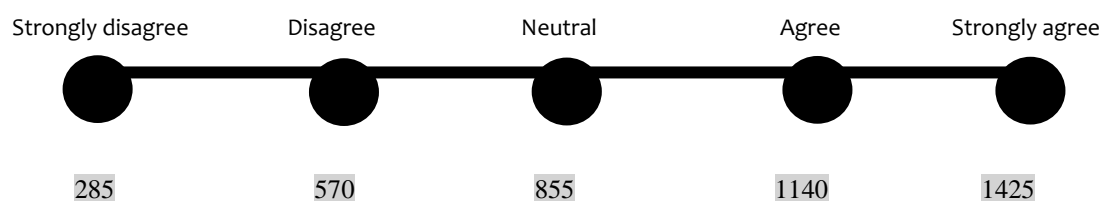

Figure 1. continnum diagram

Table 2. Total Scores

Score	Degree of Agreement	Interpretation
1141-1425	Strongly Agree	Positive
856-1140	Agree	Positive
571-855	Neutral	Neutral
286-570	Disagree	Negative
285	Strongly Disagree	Negative

FINDINGS AND DISCUSSIONS

Findings

Based on the research question before, the main objective of this study was to investigate how high school students perceived digital storytelling as an educational tool for participating in meaningful self-reflection and comprehension of speaking media. Below, these are questioner data from students expressing their opinions on using the TikTok application for digital storytelling as a speaking learning tool. For the results the researcher try to divides 3 categories of. which is related to the theory of perception by Montague (1997), items 1-5 disscus about students' perceived feelings using tiktok app digital story telling ,items 6-10 disscus about the students' perceived effects after using tiktok app digital story telling. And last,items 11-15 disscus the students' perceived engagement.

Table 3. Students perception TikTok digital storytelling as learning speaking media

Item	1 (SD)	2 (D)	3 (N)	4 (A)	5 (SA)	interpret
Students' Perceived Feeling (1-5)						
1. I feel positive when playing TikTok	-	-	1	2	16	P
2. I am motivated to watch all of videos about digital story	-	1	1	4	13	P
3. I think TikTok with digital story are exciting, interesting, motivating & fun	-	-	2	2	15	P
4. I like the collaboration of feature in tiktok.	1	-	3	5	10	P
5. tiktok app creates an energetic classroom atmosphere	-	2	2	5	10	P
Students' Perceived Effects (6-10)						
6. Tiktok must be used in the daily learning process	-	1	2	10	6	P
7. I don't want to miss any tiktok digital story	-	1	2	4	12	P
8. I prepare better to learn with video digital story in tiktok.	-	-	1	7	11	P
9. I am eager to learn via tiktok app for digital storytelling	-	2	3	6	8	P
10. I look forward to playing tiktok application for digital story telling	-	-	4	6	9	P

Students' Perceived Engagement (11-15)

11.	I focus on the content in each tiktok digital story telling	-	1	1	5	12	P
12.	I respond as fast as possible to each content in digital storytelling	-	-	1	6	12	P
13.	I respond as accurately as possible to each content of digital story telling of tiktok	-	-	2	6	11	P
14.	I pay more attention during teacher using tiktok app digital story telling	-	1	1	4	13	P
15.	I watch the videos that teachers have given	-	1	1	2	15	P

Total score	1	10	27	74	173
Total score x option value	1	20	81	296	865
Total score tiktok app		1263			

1263

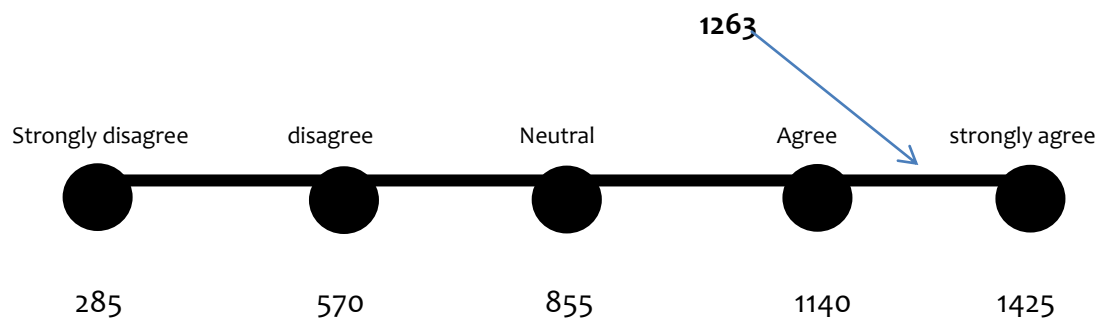| Strongly disagree	disagree	Neutral	Agree	strongly agree
285	570	855	1140	1425

Figure 2. continnum diagram of TikTok App digital storytelling total score

Students perception was showed in table 2.There are 3 categories statements of students. First, Students' Perceived Feeling (1-5) :

Statement 1:

I feel positive when playing TikTok. The researchers found that, students choosedstrongly Agree (SA) 16 students or 84,2%, Agree (A) 2 students or 10,5%, Neutral (n) 1 student or 5,3% Disagree (D) none or 0%, and Strongly Disagree (SD) none or 0% it means that TikTok application has positive impact to students.

Statement 2:

I am motivated to watch all of videos about digital story. The researchers found that, students choosed strongly Agree (SA) 13 students or 68,4%, Agree (A) 4 students or 21,1%, Neutral (n) 1 student or 5,3% Disagree (D) 1 or 5,3%, and Strongly Disagree (SD) none or 0% it means that TikTok application has increased students motivation.

Statement 3:

I think TikTok with digital story are exciting, interesting, motivating & fun. The researchers found that, students choosed strongly Agree (SA) 15 students or 78,9%, Agree (A) 2 students

or 10,5%, Neutral (n) 2 students or 10,5% Disagree (D) none or 0%, and Strongly Disagree (SD) none or 0% it means that TikTok application is an application that exciting,interesting,and motivating for students

Statement 4:

I like the collaboration of feature in tiktok. .The researchers found that, students choosed strongly Agree (SA) 10 students or 52,6%, Agree (A) 5 students or 26,3%, Neutral (n) 3 students or 15,8% ,Disagree (D) none student or 0%, and Strongly Disagree (SD) 1 student or 5,3% it means that TikTok application has collaborative feature for more engage learning process to be better.

Statement 5:

Tiktok app creates an energetic classroom atmoshere. The researchers found that, students choosed strongly Agree (SA) 10 students or 52,6%, Agree (A) 5 students or 26,3%, Neutral (n) 2 students or 10,5% Disagree (D) 2 or 10,5%, and Strongly Disagree (SD) none or 0% it means that TikTok application could create the envirenmont of learning more energetic .

Second, Students' Perceived Effects (6-10) :

Statement 6:

Tiktok must be used in the daily learning process. The researchers found that, students choosed strongly Agree (SA) 6 students or 31,6%, Agree (A) 10 students or 52,6%, Neutral (n) 2 students or 10,5% Disagree (D) 1 or 5,3%, and Strongly Disagree (SD) none or 0% it means that students agreed for TikTok application as a media of learning.

Statement 7:

I don't want to miss any tiktok digital story. The researchers found that, students choosed strongly Agree (SA) 12 students or 62,3%, Agree (A) 4 students or 21,1%, Neutral (n) 2 students or 10,5% Disagree (D) 1 or 5,3%, and Strongly Disagree (SD) none or 0% it means that students did not want to miss any of contant for digital story in tiktok.

Statement 8:

I prepare better to learn with video digital story in tiktok. The researchers found that, students choosed strongly Agree (SA) 11 students or 57,9%, Agree (A) 7 students or 36,8%, Neutral (n) 1 student or 5,3% Disagree (D) none or 0%, and Strongly Disagree (SD) none or 0% it means that students make a better preparation with tiktok app .

Statement 9:

I am eager to learn via tiktok app for digital storytelling. The researchers found that, students choosed strongly Agree (SA) 8 students or 42,1%, Agree (A) 6 students or 31,6%, Neutral (n) 3 students or 15,8% Disagree (D) 2 or 10,5%, and Strongly Disagree (SD) none or 0% it means that TikTok application could make a fun learning

Statement 10:

I look forward to playing tiktok application for digital story telling. The researchers found that, students choosed strongly Agree (SA) 9 students or 47,4%, Agree (A) 6 students or 31,6%, Neutral (n) 4 students or 21,1% Disagree (D) none or 0%, and Strongly Disagree (SD) none or 0% it means that students have agreed with tiktok look forward playing tiktok for next schedule .

Third, Students' Perceived Engagement (11-15) :

Statement 11:

I focus on the content in each tiktok digital story telling. The researchers found that, students choosed strongly Agree (SA) 12 students or 63,2%, Agree (A) 5 students or 26,3%, Neutral (n) 1 student or 5,3% Disagree (D) 1 or 5,3%, and Strongly Disagree (SD) none or 0% it means that students are agree they are focus on content of tiktok application.

Statement 12:

I respond as fast as possible to each content in digital storytelling. The researchers found that, students choosed strongly Agree (SA) 12 students or 63,2%, Agree (A) 6 students or 31,6%, Neutral (n) 1 student or 5,3% Disagree (D) none or 0%, and Strongly Disagree (SD) none or 0% it means that they are respond as fast as possible to each content in digital storytelling .

Statement 13:

I respond as accurately as possible to each content of digital story telling of tiktok. The researchers found that, students choosed strongly Agree (SA) 11 students or 57,9%, Agree (A) 6 students or 31,6%, Neutral (n) 2 students or 10,5% Disagree (D) none or 0%, and Strongly Disagree (SD) none or 0% it means that they are respond as accurately as possible to each content of digital story telling of tiktok .

Statement 14:

I pay more attention during teacher using tiktok app digital story telling. The researchers found that, students choosed strongly Agree (SA) 13 students or 68,4%, Agree (A) 4 students or 21,1%, Neutral (n) 1 student or 5,3% Disagree (D) 1 or 5,3%, and Strongly Disagree (SD) none or 0% it means that students agree with tiktok pays more attention during teacher using it ..

Statement 15:

I watch the videos that teachers have given. The researchers found that, students choosed strongly Agree (SA) 15 students or 78,9%, Agree (A) 2 students or 10,5%, Neutral (n) 1 students or 5,3% Disagree (D) 1 or 5,3%, and Strongly Disagree (SD) none or 0% it means that students agree with they always I watch the videos that teachers have given.

And last, figure 2 shows that total score of students perception on the use of TikTok application for digital story telling as media speaking learning was 1263. It means students have agreed. Because the result is include in 'agree' range of the total score.

Discussion

Since a few decades ago, ELT academics have paid close attention to foreign-language television shows and online media. Previous studies have found a positive association between media exposure and learning a foreign language in both adults and children. It is also clear that watching videos in the target language helps secondary school students improve their knowledge of other languages (Baranowska, 2020).

The TikTok application was well received by the pupils as one of the games they used to practice speaking. The results of the questionnaire's overall score show it. It can be seen from the total score of the questionnaire result. The total score was 1.263, which was interpreted as agree. The result of this study was similar to the previous study conducted by Rahmadan (2022), which had a positive attitude toward a TikTok application as a learning medium. In this research, the participants also expressed a strong desire to use a TikTok application to watch and understand all the content associated with basic English skills, especially English-speaking skills.

From the perspective of students' perceived feelings about using TikTok, it was found that the students enjoy the media. The statement supported the idea that they were motivated to watch and learn videos of the TikTok digital story. Most participants found that using TikTok was exciting, interesting, motivating, and fun. This result is in line with the research conducted by Pratiwi (2020), which showed that students were satisfied with the use of TikTok since it helped them achieve the lesson's objectives.

As one of the entertaining applications in their speaking education, the kids reacted favorably to TikTok. It is clear from this study that the students' feelings, reactions, and levels of involvement with TikTok as their speaking learning material were all favorable. When looking at how students perceive themselves to feel when using TikTok, it was discovered that they love the tools that allow them to combine their desires. TikTok was engaging, interesting, motivating, and fun, according to the majority of participants. It is in line with Zam Zam Al Arif's (2019) suggestion that using tiktok media to learn English might increase their motivation and drive to speak and become fluent in the language. This engagement is proven by the students' Perceived Engagement (11–15) statements in Table 2.

This study offered an alternative viewpoint on how TikTok affects students' perceptions of its effects. The findings showed that students enjoy viewing and copying the TikTok videos as part of their everyday speaking practice. Students try speaking with foreigners on Omegle TV because they think they are imitating how they pronounce the words on the video. This increases their motivation to interact with other students in the classroom. It shows up in Students' Perceived Effects (6–10) in Table 3.

From the data acquired, it could be seen that the students showed good responses to the application. From the questionnaire, the total score shows that students agree to enjoy this application, meaning that they experienced a positive perception of the use of the TikTok Application for digital storytelling as a medium of learning English, especially speaking skills.

CONCLUSION AND SUGGESTION

The purpose of this study was to learn what the students thought about using TikTok as a language learning platform. This study discovered that students had positive opinions about utilizing TikTok for learning. TikTok as their spoken learning medium received favorable feedback from the majority of students. It was suggested that using TikTok in their speaking learning led to pupils achieving and increasing a variety of positive outcomes. They saw TikTok as a fun, engaging, inspiring, and thrilling way to learn how to speak. It was clear that TikTok was the ideal application for the students as a learning medium based on the perceived impacts of utilizing the platform. Additionally, pupils are thought to have mimicked the way the phrases were pronounced in the video, which has strengthened their enthusiasm to interact with other students in class by having them attempt to speak. The pupils appeared to have given the learning process more attention, as evidenced by this. According to the experts, TikTok might be used in the classroom to teach English. In accordance with the outcome, the students believe TikTok to be entertaining and social. Thus, in order to increase the engagement of students' language learning, English teachers must understand applications.

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