

THE INFLUENCE OF SOCIAL MEDIA (TIKTOK) TOWARDS INTEREST IN ENGLISH LEARNING AT TEN GRADE OF SMA YADIKA 13 TAMBUN

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Abstrak: Cara yang digunakan oleh teknologi informasi saat ini memberikan pengaruh yang besar terhadap banyak aspek kehidupan, termasuk dalam bidang pendidikan. TikTok menjadi salah satu situs jejaring sosial yang banyak disukai terutama di kalangan anak muda. TikTok merupakan salah satu aplikasi media sosial yang semakin populer di kalangan pengguna internet. Aplikasi ini memungkinkan pengguna untuk membuat dan berbagi video pendek berdurasi 15 hingga 60 detik (Mavellyno, 2023). Selain sebagai hiburan, TikTok juga bisa menjadi sarana penyebaran informasi dan pembelajaran. Dalam konteks pembelajaran bahasa Inggris, TikTok menawarkan peluang menarik untuk diintegrasikan sebagai media pembelajaran. Penelitian ini akan membandingkan efektivitas penggunaan TikTok dalam meningkatkan minat belajar bahasa Inggris. Penelitian ini bertujuan untuk mengetahui apakah ada hubungan antara penggunaan media sosial (TikTok) dengan minat belajar siswa SMA dan seberapa kuat hubungan keduanya. Penelitian ini dilakukan di SMAS YADIKA 13 TAMBUN dengan cara mengisi angket yang diisi oleh siswa kelas 10. Hasil pengumpulan data diperoleh nilai hitung sebesar 0,693 dan pada taraf signifikansi 5% diperoleh nilai sebesar 0,230. Hasil penelitian menunjukkan bahwa semangat belajar siswa dipengaruhi secara signifikan oleh penggunaan media sosial TikTok. Temuan penelitian menunjukkan bahwa penggunaan media sosial dapat meningkatkan motivasi siswa dalam belajar bahasa Inggris.

Kata Kunci : Media Sosial, TikTok, Minat Belajar

Abstract: The method that information technology uses today has a big influence on many aspects of things in life, including education. TikTok has become one of the most well-liked social networking sites, especially among younger people. TikTok is a social media application that is increasingly popular among internet users. This application allows users to create and share short videos lasting 15 to 60 seconds (Mavellyno, 2023). Apart from being for entertainment, TikTok can also be a tool for disseminating information and learning. In the context of English learning, TikTok offers interesting opportunities to be integrated as a learning medium. This research will compare the effectiveness of using TikTok in increasing interest in learning English. This research aims to determine whether there is a relationship between the use of social media (TikTok) and high school students' interest in learning and how strong the relationship between them is. This research was conducted at SMAS YADIKA 13 TAMBUN by filling out a questionnaire filled in by grade 10 students. The data collection results obtained a calculated value of 0.693 and at a significance level of 5% a value of 0.230 was obtained. The results indicate that students' enthusiasm for learning is significantly impacted by their use of TikTok social media. The study's findings indicate that using social media can increase students' motivation in learning English.

Keywords : Media Social, TikTok, Interest Learning

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INTRODUCTION

The method that information technology uses today has a big influence on many aspects of things in life, including education. TikTok has become one of the most well-

liked social networking sites, especially among younger people.. TikTok is a social media application that is increasingly popular among internet users. This application allows users to create and share short videos lasting 15 to 60 seconds (Mavellyno, 2023). Apart from being for entertainment, TikTok can also be a tool for disseminating information and learning. In the context of English learning, TikTok offers interesting opportunities to be integrated as a learning medium. This research will compare the effectiveness of using TikTok in increasing interest in learning English.

Under ideal conditions, the English learning process requires interesting and interactive tools and methods so that students can easily understand and practice the material being taught. Conventional learning methods which include presenting material face-to-face in class often feel monotonous and less interesting, especially for students who have a visual or kinesthetic learning style (Arsyad, 2011). Therefore, an innovative learning approach is needed to increase students' interest and motivation in learning English.

However, factual conditions in the field show that interest in learning English among students is still relatively low. One of the main causes is students' disinterest in the learning methods used. This is proven by a survey conducted by the Ministry of Education and Culture in 2020 which showed that 65% of students felt bored with the English learning methods applied in formal schools (Kemendikbud, 2020). Therefore, students need other, more varied media to increase their interest in learning.

Here the researcher lists some previous research. Journal by Yeni Rahma Safitri, 2022 with the title The Influence of the Tiktok Application on Social Studies Students' Interest in Learning. The purpose of this study is to evaluate how senior high school students' motivation in learning is impacted by using TikTok social media. Research of this kind is quantitative. In this study, questionnaires, interviews, and observation are the methods used to collect data. The study's findings indicate that students' enthusiasm for learning is significantly impacted by their use of TikTok social media. As scholars, we are both examining how interest in learning is impacted by TikTok social media. Previous researchers focused more on studying interest in studying social studies subjects, while researchers were interested in studying English.

Based on these conditions, the use of social media such as TikTok in the English learning process can be a rational and innovative solution. TikTok, with its various creative features, makes it possible to create educational content that is interesting and easily accessible to students. Short video recordings that can be accompanied by music, text and visuals are effective in attracting students' attention and making learning an enjoyable experience. Moreover, TikTok provides space for students to interact and collaborate with other users, so that it can facilitate more active and interactive language learning. With TikTok, learning is no longer monotonous, but becomes a colorful and interactive adventure. The introduction of TikTok as a learning medium brings us to a dynamic and interesting world of learning, where knowledge is conveyed in a contemporary and relevant style (Bilqis, 2023).

This research aims to determine the use of TikTok as an application in increasing interest in learning in class X SMA YADIKA 13 TAMBUN. Many students often cannot make

good use of this application, so students must understand that this application has many benefits. What happens in the current era is the opposite, namely that students do not get the benefits because they cannot use them properly. In this research, it is hoped that students can maximize the use of this application to increase interest in learning English. because if this application is used optimally students will get benefits that are useful for students to continue to increase their interest in learning English in the future.

METHODS

The type of research used in this research is quantitative. Quantitative research is research that uses calculations. According to Sugiyono, quantitative methods can be interpreted as research methods based on the philosophy of positivism which are used to research certain populations or samples, sampling techniques are generally carried out randomly, data collection uses research instruments, quantitative data analysis with the aim of testing data that has been determined (Sugiyono, 2013).

To collect data through questionnaires used by researchers. Data collection was carried out over several days until 30 students had completed the survey. The Google Form website was used to generate the questionnaire. Based on the responses provided by students regarding the impact of social media (TikTok) on their interest in studying, precise data analysis will be gathered from this questionnaire.

A collection of statements known as a questionnaire is used to ask respondents questions on how social media affects students' enthusiasm in learning. Social media's impact on pupils' enthusiasm for learning. The author will distribute a questionnaire consisting of 20 statements. which researchers took from several sources, Facilitating social interaction. The questionnaire instrument uses a Likert scale where the answers to each instrument item have a very positive gradation to a very negative gradation, as the author uses according to (Sugiyono, 2013).

RESULT AND DISCUSSION

The data described in this research is in the form of score data on the influence of social media (X) on interest in learning (Y) which was conducted at SMAS YADIKA 13 TAMBUN class 10. This research was conducted to determine the relationship between variable X (Influence of social media) and its variables. Y (towards interest in learning). In this research, the instrument for the influence of social media on interest in learning asks students to fill out a questionnaire that has been given. The questionnaire contains 14 questions about the use of social media (TikTok) and 6 questions about interest in learning which have been tested for validity. Furthermore, descriptive statistical analysis is a description of the average value (mean), standard deviation, maximum and minimum values. The data used in this analysis amounted to 35. The results of descriptive statistical tests are presented in the following figure:

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Penggunaan Media Social TikTok	71	49.00	82.00	67.0000	5.44059
Minat Belajar	71	22.00	36.00	29.4930	2.54600
Valid N (listwise)	71				

(Figure 1. Descriptive Statistics)

Based on the results of the descriptive test, the distribution of data for the Social Media Use variable (X) shows a minimum value of 49, a maximum value of 82, and an average of 67, with a standard deviation of 5.44. For the Interest in Learning variable (Y), the data indicate a minimum value of 22, a maximum value of 36, and an average of 29.49, with a standard deviation of 2.55.

The objective of the normality test is to ascertain whether or not the sample data is regularly distributed. The normalcy test results, obtained with IBM SPSS version 27 and the One Sample Kolmogorov Smirnov approach, are displayed in the following table. The following is how the results of the normalcy test appear:

One-Sample Kolmogorov-Smirnov Test				Unstandardiz ed Residual
N				71
Normal Parameters ^{a,b}	Mean			.0000000
	Std. Deviation			1.83536891
Most Extreme Differences	Absolute			.090
	Positive			.090
	Negative			-.069
Test Statistic				.090
Asymp. Sig. (2-tailed) ^c				.200 ^d
Monte Carlo Sig. (2-tailed) ^e	Sig.			.158
	99% Confidence Interval	Lower Bound		.149
		Upper Bound		.168

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

e. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.

(Figure 2. Sample Kolmogorov)

Based on the results of the data normality test above, it can be seen that the significance carried out using (Asymp.Sig) with a result of 0,200 makes the data normal.

Then the results of the data normality test were tested again using (Monte Carlo Sig), namely 0.158. Data is normally distributed if the significance value is > 0.05 . If you look at the table above, the Monte Carlo significance value obtained is $0.158 > 0.05$, which means the data is normally distributed.

The linearity test is used to select the regression model to be used. The linearity test is used to determine whether there is a relationship between the dependent variable and each independent variable to be tested. If there is a model that cannot meet the linearity requirements, then the linear regression model cannot use linear regression. This test is used as a prerequisite in Pearson correlation analysis or linear regression.

This research aims to find out whether there is a relationship between the use of social media (TikTok) and high school students' interest in learning and how strong the relationship between the two is. The research was conducted at SMAS YADIKA 13 TAMBUN by filling out a questionnaire filled in by grade 10 students.

The method used in this research is quantitative correlational. The data collection technique uses a questionnaire whose validity and reliability have been tested. The results of the statements in the questionnaire are all valid and reliable statements.

After carrying out descriptive analysis, the researcher then used prerequisite analysis tests using normality and linearity tests. In the normality test, it is known that both variables are normal and linear. The correlation value obtained was 0.693, indicating that there is a strong relationship between the use of social media (TikTok) and interest in studying at SMAS YADIKA 13 TAMBUN. Based on the results of the correlation test on the use of social media (TikTok), the r count was 0.693 and the r table value was 0.230, which means the r count $> r$ table with a significance of 0.01 using Monte Carlo Sig (2-tailed) < 0.05

In the linearity test, it is known that the relationship between the two variables is linear with a sig deviation value from linearity of 0.152. This value has a sign. deviation from linearity > 0.05 . Next, data analysis was carried out using data using product moment correlation.

After carrying out correlation analysis using the product moment model, a correlation coefficient value of 0.693 was obtained, which indicates that the relationship between variables has a low relationship. The coefficient of determination of the use of social media (TikTok) on interest in learning is 48% and the remaining 52% is influenced by other factors. These findings indicate that although there is a positive relationship, the strength of the relationship is not significant enough. Researchers used a limited sample of 71 students, which could influence the results and interpretation of the study.

CONCLUSION

Based on the results of research on the use of social media (TikTok) on interest in studying at SMAS YADIKA 13 TAMBUN which was explained in the previous chapter, the author can conclude that there is a low relationship between the use of social media (TikTok) and interest in studying, with a Pearson correlation coefficient of 0.693. These findings show that although the use of social media (TikTok) has an impact on interest in learning, this relationship is strong. The limitations of this research are related to time and the small sample size, namely 71 students, which can influence the results and

interpretation of the data. Therefore, the results of this study must be interpreted carefully, and this research needs to be followed up with more in-depth research.

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