REVOLUTIONIZING EFL EDUCATION: ENHANCING WRITING SKILLS AND CREATIVITY IN DESCRIPTIVE TEXTS THROUGH TIKTOK IN PROJECT-BASED LEARNING FOR 10TH-GRADE STUDENTS IN SEMARANG PUBLIC HIGH SCHOOL

CHAPTER I

INTRODUCTION

A. **BACKGROUND OF THE STUDY**

The world of education faces the challenge of preparing high-quality human resources, as it affects various aspects of society. To achieve this, a learning process that supports students' quality is necessary. Effective collaboration between teachers and students is crucial for a quality learning process. Nowadays, teachers are not only required to master their subjects but also to be innovative and creative in the learning process. Nengah (2020) explains that teachers must innovate and apply different learning models that align with the learning objectives, rather than sticking to one model. The students' learning outcomes measure achieving the learning objectives during the learning process.

The ability to communicate through language is crucial for human interactions. In today's globalized world, English proficiency has become a necessary skill for students, university students, and professionals. English is an international language, which means that it is essential for communicating with the international community. According to Sri Handayani (2016), mastering English is critical for success in facing the ASEAN Community. Without proficiency in English, individuals cannot communicate effectively with the international world. Thus, mastering English at the upper secondary level is crucial. The hope is that individuals with excellent English proficiency will be ready to actively participate in the global competition.

In today's world, the way English is taught in schools has undergone significant changes due to technological advancements. Teachers now use technology as a tool to aid students in comprehending the material. This is because English is a language widely spoken across the globe and is the primary language of many countries. Students must learn English effectively. Byslina's (2019) research supports this, stating that English is only used as a subject of instruction in educational institutions, and not in daily interactions or as a primary language in any country.

It appears that English language education is mainly focused on theoretical knowledge, which may leave students with limited practical skills for learning English. After conducting initial observations on 10th-grade students at a public high school in Semarang, it is evident that these students face challenges expressing themselves effectively in writing English. Therefore, there is a need to optimize their writing skills and creativity in the language.

English as a Foreign Language (EFL) is a distinct form of English. It is widely used as a lingua franca among speakers of foreign languages and is considered a common language across the globe. Therefore, many studies focus on teaching English as a foreign language, with research exploring approaches such as flipped learning (Kırmızı & Kömeç, 2019) and computer-assisted learning (Enayati & Pourhosein Gilakjani, 2020). These studies aim to investigate the role of teaching English as a foreign language.

It would be helpful to conduct a content analysis study that summarizes and synthesizes existing research on teaching English as a foreign language. This study could reveal trends in the literature. I searched for articles on the Scopus database using the Publish or Perish application and found four relevant articles from 2020 to 2022 when using the keywords "Content Analysis teaching English as a foreign language." However, none of these articles specifically discuss the research design for teaching English as a foreign language.

Writing is the act of expressing thoughts and ideas through written language (Yarmi, 2014). This involves conveying information, narrating stories, describing events, explaining concepts, persuading readers, and more. Writing is essentially a means of communication. According to the four elements of communication, writing is a form of self-expression, a way of conveying information, subject to rules and conventions, and a tool for learning. As a form of self-expression, writing allows ideas to be shared across time and space, making it a flexible and accessible form of communication that can be done anywhere and at any time (Lazulfa, 2019).

As per Nurjan (2018), creative thinking is a vital skill for students to possess. It enables them to explore new ideas, methods, and models that can help them in their learning process. Creative thinking is a mindset that can be honed by paying attention to intuition, activating imagination, and expressing novel ideas. Amalia (2017) recognizes creative thinking as an essential goal of national education. It is necessary for solving unforeseen problems in daily life, and students should be able to come up with various broad concepts to tackle questions or issues. Munandar (2014) states that creative thinking is the ability to solve problems, discover new concepts and create something innovative in learning activities. Fluency, flexibility, and originality in thinking and interacting are the hallmarks of creative thinking. In English language learning, creative thinking is particularly essential as it is a subject that demands a creative approach to excel.

When learning English, it is important to consider assessment. During writing lessons, students may make mistakes in grammar and syntax. For instance, a student may write "We all like to come to school so can we all pick the good ones," when they meant "We all like to come to school early so we can pick all the good ones." There are also sentences like "I bought a shirt new" or "The shape of the temple is like the shape of Bali Island," which should be "I buy a new shirt" or "The shape of the temple is like that of Bali Island." These errors can lead to confusion or a lack of meaning in writing (Chrisnawati, 2022; Fahmi, 2015; Khaerani et al., 2020). Through English language learning, students can gain the skills necessary to improve their

writing abilities and creativity when crafting written announcements in English (Fahmi, 2016; Af'idayani et al., 2018).

Schools need to prioritize English language learning to ensure that students can learn it effectively. Research conducted by Byslina (2019) confirms that English is considered a foreign language in educational institutions and is not commonly used in social interactions or daily life, nor is it the primary language of any country. As Indonesian students typically learn English as a second language, it is crucial to implement a tailored learning approach that takes into account their motivation and attitudes towards the material.

Learning a second language refers to the process of acquiring a new language after mastering the first one. The effectiveness of this process is influenced by three factors: desire in the learning environment, motivation, and self-confidence, as stated by Krashen (1985). Essentially, an individual's attitude, motivation, and level of interest play a crucial role in their success in learning a new language.

It has been observed that English language learning is primarily focused on theory and knowledge, which results in students facing limitations in their ability to learn English. After conducting initial observations on 10th-grade high school students, it is clear that their writing skills and creativity in English need improvement, as they struggle to express themselves effectively in written English.

This research emphasizes the importance of writing skills. Students often struggle to express their knowledge and observations in writing. Therefore, this research aims to enhance students' writing abilities, as the fundamental goal of language learning is to foster continuous development in listening, speaking, reading, and writing. Ultimately, the goal of learning is to enable students to use language for learning, communicate ideas fluently and clearly, and interact effectively with others (learning to use language, learning about language, and learning through language). For those learning English, particularly secondary education students, the ability to understand and produce English texts is crucial.

Based on the description above, the researcher is interested in conducting classroom action research related to one of the sub-topics in the material of announcement texts. Therefore, the researcher proposed the title of the research as Enhancing Writing Skills and Creativity in Descriptive Texts through TikTok in Project-Based Learning for 10th Grade Students at Public High School in Semarang City.

B. **PROBLEM OF THE STUDY**
Based on the background description above, the research problems in this study can be formulated as follows:

1. Can learning through TikTok media enhance students' writing skills and creativity?
2. What are the learning outcomes after implementing TikTok-based learning media?

3. Is there any improvement in students' learning outcomes after using project-based learning methods?

C. **THE OBJECTIVE OF THE STUDY**

The main objective of this continuous classroom action research is to explore how writing skills and creativity can be planned, implemented, and improved among 10th-grade students at a public high school in Semarang. To achieve this hypothesis, the research employs the use of EFL (English as a Foreign Language), particularly integrating TikTok media and a project-based learning model.

CHAPTER II

THEORETICAL REVIEW

A. **LITERATURE REVIEW**
1) **Students Skill**

Skills are practical abilities or expertise that individuals have to accomplish specific tasks or achieve particular goals. These abilities require a combination of knowledge, technical capabilities, and an understanding of real-life situations (Miranti et al., 2022). Analytical skills are the ability to analyze information, identify patterns or trends, and make rational assessments. This includes critical thinking, problem-solving, and decision-making based on logical reasoning.

The capability to generate new ideas, think outside the box, and come up with unique and innovative solutions is known as creativity. Students must learn how to enhance their creativity through various activities and tasks that promote creative thinking (Rinawati et al., 2020). Additionally, academic skills include the ability to read, write, calculate, think critically, think analytically, solve problems and communicate ideas. Academic skills lay the foundation for learning in various subjects and assist students in honing their understanding and thinking abilities (Darmuki & Hariyadi, 2019).

2) **Students Creativity**

The skill of creativity involves generating fresh ideas, original answers, or unique creations that carry significance and relevance. It requires thinking beyond traditional boundaries, combining unorthodox ideas, and recognizing new possibilities (Yasiro et al., 2021). Creativity also means linking unrelated or unusual ideas directly. It involves the ability to perceive new connections, forms unexpected associations, and merge different concepts (Pratiwi et al., 2021).

Being creative requires seeing problems or situations from various angles. This allows individuals to avoid conventional thinking and find unexpected or unusual solutions. Creativity is sparked by a strong sense of curiosity and a desire to explore new things. Creative people are often driven to explore new ideas, discoveries, and experiences (Sumarni, 2019).

3) **Descriptive Text**

Description text is a form of written communication used to convey a detailed description (Maisharah, 2023). The purpose of a description text is to describe or depict an object in detail. These objects can be people, animals, things, or places (Barutu, 2021).

4) **Writing**

In a curriculum that prioritizes critical thinking through a genre-based approach, students are encouraged to acquire knowledge and skills through writing (Indrilla & Ciptaningrum, 2018). Writing serves various purposes. It can express thoughts that cannot be spoken, relieve boredom, or record important

information to prevent forgetfulness. Dalman (2015) classifies writing purposes into three categories: writing for academic purposes, writing for professional purposes, and writing for personal enjoyment and entertainment. Furthermore, Kaplan (in Ghazali, 2013) identifies four types of writing activities: 1) Writing without composing, which involves filling in blanks in texts, completing forms, transcribing conversations, or making word lists; 2) Writing for informational purposes, which includes taking notes, creating reports, and making summaries; 3) Writing for personal purposes, such as keeping a diary or writing personal notes; and 4) Writing for imaginative purposes, such as creating stories, dramas or poetry.

5) **TikTok**

TikTok is a social media platform that allows users to create, edit, and share short videos. Launched in 2016 by the Chinese technology company ByteDance, TikTok has become incredibly popular worldwide, especially among teenagers and young generations (Rosdiana & Nunazmi, 2021).

The main feature of TikTok is the ability to record short videos, typically ranging from 15 to 60 seconds, accompanied by background music or original audio. Users can add various creative effects, filters, and stickers to their videos to make them more engaging. TikTok also provides a range of user-friendly video editing tools, such as trimming, merging clips, adding text, and more (Fauzan, 2021).

6) **Project-based Learning**

Project-based learning is a teaching method that focuses on projects or tasks involving students in solving real-world problems or situations. In this approach, students are actively engaged in planning, implementing, and evaluating their projects (Dini, 2022).

This method of learning offers several advantages. Students have the opportunity to apply their knowledge and skills in real-life situations. They can see how what they learn in the classroom can be applied in everyday life. Project-based learning encourages collaboration and teamwork. Students often work in groups to complete projects, which helps them learn to cooperate, communicate, and appreciate others' perspectives. Additionally, this method enhances students' critical thinking and problem-solving skills. In carrying out projects, students need to think of creative solutions, analyze information, and make informed decisions (Abidin, 2020).

However, there are also challenges in project-based learning. One of them is effective planning and time management because students must ensure that they can complete their projects within the given time frame.

B. **Previous Studies**

Several previous studies related to this research are as follows:

1. Luluk Rachmatul Y., Fitria Eka W., & Fahmi (2021) entitled "Analysis of Students' Creative Thinking Ability in Solving Problems on Global Warming Material Based on Student Achievement." In this research, creative thinking ability is an essential skill for students to discover or create something new that is useful for their learning process. The study aims to reveal students' creative thinking ability in global warming material based on their achievements. The research method used is qualitative with a phenomenological approach. The study was conducted at SMP Negeri 1 Jabon, Dukuh Sari Jabon Sidoarjo. Data collection techniques used were tests and interviews. The subjects in this study were 3 high-achieving students in grade VIII, ranked 1-3. The results show that the student ranked 1 is creative, the student ranked 2 is moderately creative, and the student ranked 3 is highly creative.

2. Kadek Ratnawati (2020) entitled "Application of Project-Based Learning Model in Making Comic Strips to Improve English Writing Skills." This classroom action research aims to improve students' writing skills through the application of project-based learning (PJBL) in making comic strips. The study was conducted in class X IPS 2 SMA Negeri 2 Kuta in the second semester of the 2019/2020 academic year, involving 36 students. The research consisted of 2 cycles with the material "Expressions." Writing assessment data were collected using a writing assessment rubric, while student responses to the application of PJBL on the comic strip project were collected through questionnaires. The research is considered successful if the average score of students' writing is at least in the good category, and the average score of students' responses to the application of PJBL on the comic strip project is in the positive category. The results show that (1) the average score of students' writing in cycle I is 77.36 in the good category, while in cycle II, the average score of students' writing is 80.56 in the good category, (2) the average score of students' responses to the application of PJBL on the comic strip project is 43.78 in the positive category. The results indicate that the application of PJBL on the comic strip project can improve students' writing skills in English in class X IPS 2 SMA Negeri 2 Kuta in the 2019/2020 academic year.

3. Hidayatun Nur (2021) entitled "The Influence of Learning Motivation on the Ability to Write Regional Language Pantun." The research aims to determine the influence of learning motivation on the ability to write regional language pantun. This study used multiple linear regression analysis. The results show that learning motivation is in a good category, and the ability to write regional language *pantun* is in a good category as well. Learning motivation has a significant influence on the ability to write *pantun*, with a significance value of 0.000, which is smaller than the probability of 0.05. The results indicate that learning motivation contributes to 49.4% of the ability to write regional language *pantun*, while the remaining 50.6% is influenced by other factors.

4. Holiyani (2019) entitled "The Effect of Mind Mapping Learning Method with Learning Motivation on the Ability to Write Investigation Report Text of Grade VI Students at SD Yayasan Iba Palembang." The research aims to determine the effect of the mind mapping learning method on the ability to write investigation report texts of students with high and low learning motivation. The research method used is a 2x2 factorial experiment. The population of the study consisted of 132 students of grade

VI, and the samples were taken from 32 students as the experimental class and 32 students as the control class using the two-stage cluster sampling technique. Data were collected through questionnaires and tests, and the data were analyzed using t-test and two-way ANOVA. The results show that there is an influence of the mind mapping learning method on the ability to write investigation report texts. There is a difference in the ability to write an investigation report texts between students with high and low learning motivation when taught using the mind mapping learning method compared to conventional learning. Furthermore, there is an interaction effect between the learning method and learning motivation on the ability to write investigation report texts of grade VI students at SD Yayasan IBA Palembang.

BAB III

METHODOLOGY

A. **Methodology of the Study**

      As per Sugiyono (2016, p. 6), a research method is a scientific approach to gathering reliable data to discover, develop, and verify certain knowledge which can be applied to comprehend, solve, and prevent issues in the education field. The research method utilized in this study is Classroom Action Research (CAR), also known as Classroom Action Research. The reason behind choosing CAR is that it can provide techniques and steps that have a direct impact on improving and enhancing teachers' professionalism in managing the learning process in the classroom. CAR is a research method that explains the reasons and outcomes of treatments, while also documenting the entire process from the beginning of the treatment to its effects. Hence, it can be concluded that CAR is a research method that illustrates both the process and the results, conducted by the teacher in their class to enhance the quality of learning. The selection of CAR in this study is based on its potential to provide approaches and procedures that can lead to improvements and enhancements in teachers' professionalism in managing the learning process in the classroom.

B. **Design of the Study**

      Classroom Action Research (PTK) has specific procedures or rules that need to be considered. These procedures are beneficial for teachers who will conduct Classroom Action Research. According to Arikunto (2013, p. 17), as cited in Iskandar (2015, p. 23), one cycle of Classroom Action Research consists of four steps, namely: (1) planning, (2) implementation, (3) observation, and (4) reflection.

      Similar to any research, Classroom Action Research (PTK) also follows specific procedures or rules that are essential for teachers conducting the research. In this study, the researcher adopts the research model proposed by Kemmis and Mc. Taggart (2015, p. 17), which involves four stages: (1) planning, (2) acting, (3) observing, and (4) reflecting.

      Planning: In this stage, the researcher designs the research plan, formulates research questions or objectives, and outlines the steps to be taken in conducting the research.

      Acting: This stage involves the implementation of the planned actions or interventions in the classroom setting. The researcher carries out the teaching and learning activities according to the planned strategies.

      Observing: During this stage, the researcher observes and collects data on the effects of the interventions or actions. Data may be collected through various methods such as observation, tests, interviews, or questionnaires.

      Reflecting: In the final stage, the researcher analyzes the data collected and reflects on the outcomes of the actions taken. The findings are then used to make adjustments, improvements, or further modifications to the teaching and learning process.

The cycle may be repeated several times until the desired improvement or change is achieved in the teaching and learning process. The purpose of this research model is to ensure a systematic and comprehensive approach to improving the quality of education through Classroom Action Research.

C. **The Subject and Object of the Study**

1. The Subject of the Study

    The subjects of this study are 36 participants consisting of high school students in grade X from various schools in Semarang City. The subjects are highly heterogeneous in terms of their academic abilities, with some students having high, moderate, and low abilities. Additionally, the students come from diverse social and economic backgrounds, including those from high, middle, and low socioeconomic-status families.

2. Research of the Study

    The main objective of this study is to enhance the skills and creativity of students in writing descriptive texts through the use of TikTok in a project-based learning approach. The data collected in this study pertains to the learning outcomes of grade X students in high schools in Semarang City, which indicates that their academic performance is currently low. In this research, students are guided to learn about the descriptive text. The researcher addresses this issue by using the Problem-based learning model to improve students' attitudes towards learning and their academic outcomes.

D. **Data Collection Technique**

Data collection techniques involve activities conducted in the field to gather data that will be used to address the research questions. Choosing the appropriate technique is crucial in obtaining accurate data. Data collection is necessary to gather information and test hypotheses to answer the research problem. According to Arikunto (2010, p.76), data collection is the process used by researchers to uncover or capture phenomena, locations, or conditions that align with the scope of the research.

Following the above statement, the researcher can conclude that tests are a series of questions or tasks used to measure the success or achievement of students' learning outcomes with the aim of learning. Tests are designed based on the intended learning objectives.

E. **Research Procedure**

The research procedure in classroom action research (PTK) consists of several stages, as follows:

1. Planning Stage (Planning): Before conducting the research, the planning stage needs to be done, which includes:
    a. Selecting the class to be used as the research location, which is Class X of SMA Negeri 16 Semarang.
    b. Reviewing the curriculum of Class X to determine the competency standards.
    c. Developing the general learning design, and assessment instruments to collect data related to the learning syllabus, lesson plans (RPP), learning materials, and student worksheets.

d. Preparing interview guidelines to assess students' responses and observations during the learning process. e. Preparing questionnaires to gather information about students, and identifying supporting and inhibiting factors during the thematic learning and the PTK activities.

2. Action Stage (Action): In this research, the planned actions are carried out through a cyclical learning process, which can be outlined as follows:

   a. Cycle 1 Activities conducted in cycle 1 are as follows:
      - Preparing the learning plan based on the reflections from the preliminary research and implementing the learning activities according to the action plan.
      - Observing the learning process and student activities using the provided format to assess student engagement in the learning process.
      - Conducting collaborative research involving teachers as observers to obtain data on teacher and student activities during the learning process.
      - Conducting learning evaluations in the form of tests to measure students' understanding.
      - Reflecting on the formulated problems that need to be addressed in the action plan for the next cycle.

   b. Cycle 2
      - Preparing the learning plan based on the reflections from cycle 1 and implementing the learning activities according to the action plan.
      - Observing the learning process and student activities using the provided format to assess student engagement in the learning process.
      - Conducting collaborative research involving teachers as observers to obtain data on teacher and student activities during the learning process.
      - Conducting learning evaluations in the form of tests to measure students' understanding.
      - Reflecting on the formulated problems and planning actions to address them.

   c. Cycle 3
      - Preparing the learning plan based on the reflections from cycle 2 and implementing the learning activities according to the action plan.
      - Observing the learning process and student activities using the provided format to assess student engagement in the learning process.
      - Conducting collaborative research involving teachers as observers to obtain data on teacher and student activities during the learning process.
      - Conducting learning evaluations in the form of tests to measure students' understanding.
      - Conducting analysis and reflection on the actions taken and the results of students' learning tests to obtain information on the overall research outcomes.

3. Observation Stage (Observation): The observation stage is carried out simultaneously during the action implementation. It involves direct observation of the learning process in each action. The observation activities aim to recognize, record, and document every aspect of the process and outcomes achieved from the planned activities. The observation is conducted to assess whether any changes occur as a result of the ongoing actions.

4. Reflection Stage (Reflective): The reflection stage involves analyzing, synthesizing, interpreting, and explaining the data obtained during the action. Aspects analyzed include the effectiveness of learning, teaching methods, media usage in learning, evaluation, and field notes results.

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