

TikTok: How the Application Became the Motivation for Online Learning for EFL Students During the COVID-19 Pandemic in Indonesia

Euis Yanah Mulyanah

English Education Department, Muhammadiyah University of Tangerang, Indonesia

Ahmad Amarullah

Primary School Teacher Education Department, Muhammadiyah University of Tangerang, Indonesia

Ishak

English Education Department, Muhammadiyah University of Tangerang, Indonesia

Abstract—This research aims to determine whether the social media application TikTok effectively increases the motivation for English as a Foreign Language (EFL) students to learn English using senior high school students in Tangerang, Indonesia, for the study. As 2022's sixth most often used social media application in the world, TikTok provides many features that can be easily used for teaching and learning EFL. As a result, the researchers chose TikTok as a medium in the English teaching-learning process. A quantitative approach using a quasi-experimental design and data collection through pre-tests and post-tests was used by the researchers along with quantitative descriptive research used in the data analysis, normality test, homogeneity test, and hypothesis testing (Mann-Whitney U). The results can be seen from the pre-test and post-test analysis using the Mann-Whitney U test, namely $\text{sig} < 5\%$ ($0.000 < 0.05$), and H_0 was rejected which means that there is a significant difference in students' motivation when learning English between the experimental class who were taught using the TikTok application and the control class students who were not taught using TikTok.

Index Terms—TikTok application, EFL students' motivation, online learning, COVID-19 Pandemic

I. INTRODUCTION

The recent COVID-19 pandemic forced students from all around the world to study from home (Winanti et al., 2022), affecting the students' learning process (M. Amin, 2023). As a result, it created the need for a medium that makes learning easier for students, meaning learning resources that can be developed through audio, visual, and audiovisual technology (Syamsiani & Munfangati, 2022). The role of this learning medium should be to clarify material and help accelerate student understanding (Yusuf, 2022). Additionally, teachers and students must master the medium used. Therefore, because the learning medium greatly affects the student's learning process, the teacher must choose the correct medium that helps them reach their learning goals (Gartung, 2023), and one of those mediums can be the TikTok social media application.

As one of the most popular social media platforms in communities around the world, TikTok is used to create, edit, and share short videos with filters or music as support with near-professional results (Alghameeti, 2022; Winanti et al., 2022). Therefore, through video uploads, TikTok can be used as a learning medium to support or increase student learning and motivation. Moreover, the TikTok application can facilitate the distribution of learning materials, making it easier for teachers to interact with students in a positive way with technological tools (Setya et al., 2022). Additionally, just like YouTube, TikTok grabs the public's attention (Wannas & Hassan, 2023), which can attract students' interest in learning and can be accessed at any time (Revesencio et al., 2022). Thus, in this way, TikTok is not only a social medium platform but is also a learning media in the education field that can be used to motivate EFL Students in the learning process (Amilia et al., 2022).

In education, student motivation is very important for increasing learning success (Sabiq et al., 2021). Students who are motivated tend to be more enthusiastic about learning because it encourages them to achieve their learning goals (Sadikin, 2023). Likewise, students who lack motivation will feel discouraged because they do not have this positive push to be successful. On the contrary, they will become disinterested in what the teacher is teaching, careless with assignments, and lose their curiosity for learning (Dania & Adha, 2023). Therefore, the importance of student motivation is a factor that greatly determines learning outcomes. Learning outcomes are results used to measure students' abilities to learn what they have been taught through learning experiences (Irhamia, 2021).

This research focuses on the effectiveness of the TikTok application on EFL students' motivation regarding online English learning during the pandemic, such as discovering and understanding what motivates students. Moreover, the

research aims to obtain information about the effectiveness of the TikTok application and find out how online learning affects it.

II. LITERATURE REVIEW

A. *EFL Students Motivation*

Students of English as a Foreign Language (or EFL) refer to individuals who are learning English (Pan et al., 2022) in a country where the language is not the primary or official language (Jiang et al., 2022). Furthermore, in these same countries where English is not the mother tongue, EFL students typically learn English in non-English-speaking environments such as schools or language institutes (Yu et al., 2022). Nonetheless, just like any other subject, EFL students sometimes need something to motivate them to learn the language.

Motivation makes every student learn with enthusiasm, initiative, creativity, and purpose (Alamer & Khateeb, 2021). Students who are motivated to learn will try to achieve their learning goals and will want to be seen as students who are successful both in school and in their environment (Li et al., 2021). Meanwhile, students who do not have the motivation to learn tend to show a lack of sincerity in their studies (Dörnyei & Ushioda, 2021). Indeed, a lack of motivation will affect the learning outcomes obtained.

Motivation comes from both inside and outside of everyone. Two internal factors motivate students to learn: (Van Nguyen & Habák, 2021) self-awareness and understanding the importance of learning to develop the self-ability to successfully provide for what they need in life (Septiani et al., 2021). Alternatively, external motivational factors come through stimulation from other people or the surrounding environment, which can also affect the person's psychology. Therefore, the motivation that grows in students is seen through these internal and external factors. Furthermore, student learning motivation can also be classified into several categories of indicators put forth by Hamzah (2011):

1. the desire to succeed,
2. the drive and need for learning,
3. the hopes and aspirations for the future,
4. the existence of appreciation in learning,
5. the existence of interesting activities in learning, and
6. the existence of a conducive learning environment.

B. *Pandemic*

A pandemic is an outbreak of a disease that spreads rapidly around the world and usually affects many people. One of the impacts of the COVID-19 pandemic was social distancing, where people had to distance themselves from one another by at least one meter when out in public spaces, including schools. Additionally, based on Circular Number 4 of 2020 concerning the implementation of educational policies during the emergency period of the spread of the virus, the Minister of Education and Culture urged all educational institutions not to carry out the teaching and learning process directly or face-to-face but rather carry out teaching and learning indirectly or remotely. As a result, educational institutions had to change the learning method used to either directly online or through an online network. When the COVID-19 pandemic first occurred in Indonesia, nearly all public activities were forced to adapt to a new way of doing everyday tasks under quarantine, such as working from home, learning from home, and worshipping from home.

All of this was done to reduce the risk of spreading the COVID-19 virus as the number of people infected with the coronavirus increased every day. According to the WHO, the coronavirus was able to spread through tiny droplets that came from the respiratory tract of an infected person when they coughed or sneezed. However, these droplets did not only come out when sneezing or coughing but also when someone spoke. Moreover, the spread of the COVID-19 virus also occurred when someone touched an item that may have been contaminated by other people's droplets and then touched their nose, mouth, or eyes afterward. As a result, it was also very important to maintain cleanliness by washing hands with soap, bringing hand sanitizer, and keeping a social distance of at least one meter.

C. *Online Learning*

Online learning during the pandemic was carried out through two approaches: PJJ Online and PJJ Offline (PJJ in certain parts of Southeast Asia such as Malaysia and Indonesia are the equivalent of "long-distance learning" in English and most often uses a Learning Management System (LMS)). Online learning can be done using several mediums including printed (books) and non-printed (audio and video) materials (Syarifudin, 2018).

Along with the medium, there is also the management of the online learning process, such as planning, organizing, actuating, controlling, and evaluating. Planning for online learning is crucial for creating a successful and effective educational experience (Alasagheirin et al., 2023). Whether it is the instructor, the instructional designer, or a student, careful planning can enhance engagement, learning outcomes, and overall satisfaction (Gao et al., 2022). Organizing online learning involves structuring and managing various elements of the learning experience to enhance clarity, accessibility, and engagement (Ong et al., 2022). Indeed, effective organization is key to a successful online learning environment. Actuating in the context of online learning involves implementing plans and strategies to ensure that the designed learning experiences are put into action effectively (Ezzeddine et al., 2023). This applies to educators and students, with each having a role in the actuation process (Ibidunni et al., 2023). In online learning, "controlling" refers

to monitoring, managing, and regulating various aspects of the learning environment to ensure that educational goals are met efficiently (Khoa & Huynh, 2023, pp. 44-46). Again, both educators and learners play roles in controlling aspects of online learning (Ezzeddine et al., 2023). Evaluation in online learning involves assessing various aspects of the learning process to determine the effectiveness of the educational experience (Hosseini et al., 2022), and once more, both educators and learners can play important roles in the evaluation process (Han, 2023).

D. TikTok Application

TikTok is among the most popular social media applications and is in great demand by various groups. TikTok is a music video and social networking application from China that really took over the social media industry in Indonesia (Rahmawati, 2018). The TikTok app was first launched in September 2016 by Zhang Yiming. TikTok gives its users a platform to express themselves through video content, usually a short 15-second video platform supported by music that allows users to record, edit, and upload a video for anyone to see.

What distinguishes TikTok from other applications is that it has various features that make it easy to use, such as the special effects feature consisting of shaking and shivering effects, which function to create an interesting video. Features include the ability to:

(a). *Add music*: By using this feature, users can add various types of music according to the video content created and add songs, which can increase students' motivation to learn English.

(b). *Use various filters*: Users can find a wide selection of effects, whether they are one that is trending, new, or funny. This filter aims to make videos seem more creative and interesting.

(c). *Change your voice*: This feature can change the sound in the created video into different sound effects. In teaching English, the voice changer feature can increase student motivation by changing the original voice to sound like a robot or the voice of a squirrel.

(d). *Beautify yourself*: This filter can make users more confident in every video they make; TikTok provides beautify filters that make the user's face look more beautiful or handsome. This feature can adjust the face shape-and eye color and smooth out the face.

(e). *Time yourself*: This feature helps keep time when making a video.

(f). *Collaborate*: This feature makes it easy for TikTok users to collaborate with other users.

(g). *Go live*: The live feature found in the TikTok application can help students gain a broader insight into the English language.

These features are what make TikTok popular with many users, especially children and teenagers.

III. RESEARCH METHODOLOGY

The hypotheses resulted from this research, indicated significant differences between the experimental class and the controlled class when it comes to students' motivation to learn English online during the COVID-19 pandemic. The research was conducted at PGRI 11 Vocational School in Tangerang, Indonesia. This research sample was divided into two classes: class XI AKL 2 as the experimental class and class XI AKL 3 as the control class. Research data was obtained from pre-tests and post-tests. The pre-test was given before the researchers gave treatment to the students. The post-test was given after the researchers gave treatment to the students. The research population was made up of 150 students in the first grade at PGRI 11 Vocational School in Tangerang, Indonesia. Sampling was done using a simple random sampling technique in which two classes were selected from three. From the results of the random selection of samples, classes XI AKL 2 and XI AKL 3 were selected as a sample; then, the two classes were randomly selected to determine one class as the experimental class and one class as the control class, each consisting of 50 students, and using the tests as an instrument for this research. The research was conducted in three meetings each week for four weeks. The duration of the research was 2x35 minutes each time it was conducted in class.

The data was collected from all instruments, as follows: A pre-test was conducted before being given treatment. It aimed to find out the student's motivation to learn. The researchers tested the students with a pre-test. Then, the researchers provided the students with three steps. In the first step, the researchers explained the material given. In the second step, the researchers asked questions related to the material given. In the last step, the researchers provided opportunities for students to answer questions according to the explanation that was given.

The post-test was carried out after treatment. The aim was to find out the students' learning motivation and whether there was a difference between the pre-test and the post-test. The results of the post-test were used to answer the problem of this research.

Finally, a conversation test was given to students after treatment in the form of a dialogue. The researchers made a video on TikTok that featured a dialogue about greetings. Afterward, students were asked to use the "Duet" feature on the TikTok application to converse with researchers and students using the greeting material. The aspect through which the students were assessed was used to measure the effectiveness of the TikTok application on student motivation related to learning English.

IV. RESULTS AND DISCUSSION

A. Findings

(a). Data Descriptions

The researchers gave different treatments to the two classes. For the experimental class, the researchers used TikTok as a learning medium, and for the control class, the researchers used conventional learning. The description of the experimental and control class data can be seen in Table 1.

TABLE 1
EXPERIMENT AND CONTROL CLASS DESCRIPTIONS STATISTICS

		Pre-Test Experiment	Post-Test Experiment	Pre-Test Control	Post-Test Control
N	Valid	20	20	20	20
	Invalid	0	0	0	0
Mean		38.50	77.00	45.50	47.00
Median		40.00	80.00	40.00	45.00
Mode		40	70 ^a	40	30 ^a
Std. Deviation		8.751	10.809	12.763	16.575
Variance		76.579	116.842	162.895	274.737
Range		30	30	40	50
Minimum		20	60	30	20

1. Students' Pre-Test Results for the Experimental Class

Based on the calculated results from Table 2, the lowest score in the pre-test was 20.00, and the highest score was 50.00. The range is 30.00 from data (n) 20. The number of classes used is four, and the class interval is 1. From the results of the statistical calculations of the central tendency data, the average score (\bar{X}) of the data is 38.50, the median value (Me) is 40.00, the value of the mode (Mo) is 40.00, and the value of the standard deviation (S) is 80.75. The value of the variance (S^2) is 76.57. The results of the pre-test scores of students in the experimental class can be seen in Table 2 and the histogram.

TABLE 2
THE RESULT OF THE PRE-TEST OF THE EXPERIMENT CLASS

Pre-Test Experiment					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20	2	10.0	10.0	10.0
	30	3	15.0	15.0	25.0
	40	11	55.0	55.0	80.0
	50	4	20.0	20.0	100.0
Total		20	100.0	100.0	

Based on Table 2, the researchers found that most of the students in the experimental class had learning motivation. Only two students got a score of 20.00. Three students scored at the interval of 30.00. Eleven students scored at the interval of 40.00. Finally, four students scored at the interval of 50.00.

2. Students' Post-Test Results for the Experiment Class

Based on the calculated results, the lowest score in the post-test was 60.00, and the highest score was 90.00. The range is 30.00 from the data (n). The number of classes used is four, and the class interval is 1. From the results of the statistical calculations of the central tendency data, the average score (\bar{X}) of the data is 77.00, the median value (Me) is 80.00, the value of the mode (Mo) is 70.00, the value of the standard deviation (S) is 100.80, and the value of the variance (S^2) is 116.84. The results of the post-test scores of the students in the experimental class are shown in Table 3.

TABLE 3
TABLE OF THE RESULTS OF THE POST-TEST IN THE EXPERIMENT CLASS

Post Test Experiment					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	3	15.0	15.	15.0
	70	6	30.0	30.0	45.0
	80	5	25.0	25.0	70.0
	90	6	30.0	30.0	100.0
	Total		20	100.0	100.0

Based on Table 3, the researchers found that most of the students in the experimental class had learning motivation. Only three students got a score of 60.00. Six students scored at an interval of 70.00. Five students scored at an interval of 80.00. Finally, six students scored at the interval of 90.00.

3. Students' Pre-Test Results for the Control Class

Based on the calculated results, the lowest score in the pre-test was 30.00, and the highest score was 70.00. The range is 40.00 from the data (n). The number of classes used is five, and the class interval is 1. From the results of the statistical calculations of the central tendency data, the average score (\bar{X}) of the data is 45.50, the median value (Me) is 40.00, the value of the mode (Mo) is 40.00, the value of the standard deviation (S) is 120.76, and the value of the variance (S^2) is 162.89. The results of the post-test scores of students in the experimental class can be seen in Table 4.

TABLE 4
TABLE OF THE RESULTS OF THE PRE-TEST FOR THE CONTROL CLASS

Pre-Test Control					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	30	4	20.0	20.0	20.0
	40	8	40.0	40.0	60.0
	50	3	15.0	15.0	75.0
	60	3	15.0	15.0	90.0
	70	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

Based on Table 4, the researchers found that most of the students in the control class had learning motivation. Only four students got a score of 30.00. Eight students scored at the interval of 40.00. Three students scored at the interval of 50.00. Three students also scored at the interval of 60.00. Finally, two students scored at the interval of 70.00.

(b). *Students' Post-Test Results for the Control Class*

Based on the calculation results, the lowest score in the post-test was 20.00, and the highest score was 70.00. The range is 50.00 from the data (n). The number of classes used is six, and the class interval is 1. From the results of the statistical calculations of the central tendency data, the average score (\bar{X}) of the data is 47.00, the median value (Me) is 45.00, the value of the mode (Mo) is 30.00, and the value of the standard deviation (S) is 160.57. The value of the variance (S^2) is 274.737. The results of the post-test scores of students in the control class can be seen in Table 5.

TABLE 5
TABLE OF THE RESULTS OF THE POST-TEST FOR THE CONTROL CLASS

Post Test Control					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20	1	5.0	5.0	5.0
	30	6	30.0	30.0	35.0
	40	3	15.0	15.0	50.0
	50	1	5.0	5.0	55.0
	60	6	30.0	30.0	85.0
	70	3	15.0	15.0	100.0
	Total	20	100.0	100.0	

Based on Table 5, the researchers found that most of the students in the control class had learning motivation. Only one student got a score of 20.00. Six students scored at the interval of 30.00. Three students scored at the interval of 40.00. One student scored at the interval of 50.00. Six students scored at the interval of 60.00, and three students scored at the interval of 70.00.

(c). *Data Analysis*

1. *Normality Test*

A normality test is used to determine whether the data obtained is normally distributed or is not normally distributed. The hypothesis testing used in statistics and parametric analysis will influence the normality test results by applying the Kolmogorov-Smirnova and Shapiro-Wilk formulas.

2. *Normality Test of the Experiment Class Pre-Test*

Based on the pre-test scores obtained from class XI AKL 2 as the experimental class, with a sample of 20 students, the data calculation obtained a statistical value of 0.318 and a significance value of 0.000 for the Kolmogorov-Smirnov test, and a statistical value of 0.833 and a significance value of 0.003 was recorded for the Shapiro-Wilk test with a significance level of 5% or 0.05. The data is not distributed normally if the significance value is > 0.05 . From the data above, it can be concluded that the results of the pre-test class XI AKL 2 are distributed only sometimes. The results of the normality test (pre-test) of the experiment can be seen in Table 6. Based on this result, it can be concluded that the data is not normally distributed in either the Kolmogorov-Smirnov test or the Shapiro-Wilk test.

3. *Normality Test of the Experimental Class Post-Test*

A sample of 20 students from class XI AKL 2 were used as the experimental class. The post-test scores showed a statistical value of 0.191 and a significance value of 0.053 for the Kolmogorov-Smirnov test and a statistical value of 0.868 and a significance value of 0.011 for the Shapiro-Wilk test at a significance level of 5%, or 0.05. If the

significance value is > 0.05 , the data is normally distributed. From the data above, it can be concluded that the post-test class XI AKL 2 results are normally distributed.

4. Normality Test Pre-Test Control Class

A sample of 20 students from class XI AKL 3 were used as the control class. The data analysis showed that the Kolmogorov-Smirnov test had a value of 0.267 and a significance value of 0.001, and the Shapiro-Wilk test had a value of 0.879 and a significance value of 0.017, with a significance level of 5%, or 0.05. If the significance value is > 0.05 , the data is not normally distributed. From the data above, it can be concluded that the pre-test class XI AKL 3 results are not normally distributed. The results of the normality test (pre-test) of the control can be seen in Table 6. Based on this result, it can be concluded that in both the Kolmogorov-Smirnov test and the Shapiro-Wilk test, the data is not normally distributed.

5. Normality Test Post-Test Control Class

Based on the post-test scores obtained from class XI AKL 3 as the control class, with a sample of 20 students, the data calculation obtained a statistical value of 0.234 and a significance value of 0.006 for Kolmogorov-Smirnov and a statistical value of 0.874 and a significance value of 0.014 for Shapiro-Wilk with a significance level of 5% or 0.05. The data is not distributed normally if the significance value is > 0.05 . From the data above, it can be concluded that the results of the pre-test class XI AKL 3 are not distributed normally. The results of the normality test (post-test) of the control can be seen in Table 6. Based on this result, it can be concluded that the data is not normally distributed in both the Kolmogorov-Smirnov test and the Shapiro-Wilk test.

TABLE 6
NORMALITY TEST KOLMOGOROV-SMIRNOV AND SHAPIRO-WILK

Student Learning Outcomes	Class	Tests of Normality					
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
	Pre-Test Experiment	.318	20	.000	.833	20	.003
	Post Test Experiment	.191	20	.053	.868	20	.011
	Pre-Test Control	.267	20	.001	.879	20	.017
	Post Test Control	.234	20	.006	.874	20	.014

a. Lilliefors Significance Correction

The normality test results show no normality in the data, so there is no need to do a homogeneity test or a comparison test to determine the difference between the experimental and control classes.

(d). Hypothesis Testing

Hypothesis testing was performed using the Mann-Whitney U formula. The Mann-Whitney U test is a non-parametric test that can be used instead of an unpaired t-test. It is used to test the null hypothesis of two samples that come from the same population (i.e., have the same median) or whether the observations in one sample are likely to be larger than the observations in another. Although this is a non-parametric test, it assumes that the two distributions are similar in size. Therefore, the sample data obtained is from a population that is not normally distributed. The hypothesis criteria are that if sig. $< 5\%$ (0.05), then H_0 is rejected, meaning that there is a significant difference in student learning motivation between experimental class students who use the TikTok application and control class students who do not use the TikTok application.

On the other hand, if sig. $> 5\%$ (0.05), then H_1 is accepted, meaning that there is no significant difference in student motivation between the experiment class students who use the TikTok application and students in the control class who do not use the TikTok application.

The explanation of the results of hypothesis testing will be explained as follows:

(e). Data Analysis

From the post-test data analysis, it is known that the data are not normally distributed. The results of the pre-test analysis using the Mann-Whitney U test obtained a sig. of 0.000. From the calculated results, if sig $< 5\%$ ($0.000 < 0.05$), then H_0 is rejected, or there is a significant difference in student learning motivation between experimental class students taught using the TikTok application and control class students not taught using the TikTok application. The results of the Mann-Whitney U test can be seen in Table 7.

TABLE 7
MANN-WHITNEY TEST

Test Statistics ^a	
	Student Learning Outcomes
Mann-Whitney U	27.000
Wilcoxon W	237.000
Z	-4.755
Asymp. Sig. (2-tailed)	.000
Exact Sig. [2*(1-tailed Sig.)]	.000 ^b
a. Grouping Variable: Class	
b. Not corrected for ties.	

The Mann-Whitney U test is a test to determine whether there is a significant difference between the means of the two populations whose distribution is the same through two independent samples taken from both populations. According to Kurniawan (2007), non-parametric statistics are distribution-free statistics (they do not require the size of the distribution of population parameters, whether normal or not). Non-parametric statistics are usually used to analyze nominal or ordinal data. Types of data, such as nominal and ordinal, do not spread normally.

B. Discussion

(a). Results of the Pre-Test of the Experiment Class and the Control Class

Based on the results of the pre-test data calculation using Mann-Whitney U for the experimental class and the control class, the results showed that the learning motivation of both the experimental class and control class students was initially different by using a significance level of 5%. ($\alpha = 0.05$).

Data analysis begins by calculating the central tendency of the pre-test data. From the calculation of the central tendency of the pre-test data, the mean value in the experimental class was 38.50, while the central tendency of the pre-test data obtained a mean value of 45.50 for the control class. The standard deviation of the experimental class is 87.51, while the standard deviation of the control class is 12.763.

After that, the researchers tested the hypothesis using the Mann-Whitney U test, sig.000 then sig. < 5% ($0.000 < 0.05$). It showed that H_0 is rejected, which means there is a significant difference in student learning motivation between the experimental class students who were taught using the TikTok application and the control class students who were not taught using the TikTok application. The researchers chose the AKL 3 class as the control class because, as seen in the results of previous observations, student motivation to learn English in the AKL 3 class was poor; in contrast, the experimental class, namely the AKL 2 class, needed encouragement to increase their motivation to learn English.

(b). Post Test Results of the Experiment Class and the Control Class

After conducting the pre-test in the experimental and control classes, the researchers treated the experimental class using the TikTok application as a medium for learning English. Meanwhile, in the control class, researchers did not use the TikTok application as a learning medium but used conventional teaching methods. After completing the treatment, the researchers gave a post-test to the experimental and control classes. Based on the results of post-test data calculations from the experimental class and control class, the researchers obtained the result that students' learning motivation in the experimental class increased by using the TikTok application compared to the control class, which did not use the TikTok application but used conventional teaching methods.

Post-test data analysis begins with calculating the central tendency. After calculating the central tendency from the post-test data, the mean value in the experimental class was 77.00. In contrast, the results from the calculation of the central tendency from the post-test data show that the mean value in the control class was 47.00. The standard deviation of the experimental class was 10.809, while the standard deviation of the control class was 16.575. After that, the researchers tested the hypothesis using the Mann-Whitney U test and obtained a sig. of 0.000. From the calculation results, sig. < 5% ($0.000 < 0.05$), then H_0 is rejected, which means there is a significant difference in student learning motivation between the experimental class students taught using the TikTok application and the control class students who were not taught using the TikTok application. Based on the results of hypothesis testing in the experimental and control classes, the results showed that using TikTok as a learning medium was more effective in increasing students' learning motivation in the experimental class than in the control class. Therefore, using TikTok as a learning medium can increase students' motivation to learn.

V. CONCLUSION

The research was conducted at PGRI 11 Vocational School in Tangerang, Indonesia, from August 9, 2022, to August 31, 2022. Both the pre-test and post-test were validated first before they were given to students using measuring instruments or instruments of research. The study sample included 40 students in class XI AKL, 20 students in XI AKL 3 as an experimental class, and 20 students in XI AKL 2 as the control class. The sampling technique used by researchers in taking this sample is a purposive sampling technique.

Based on the analysis results using the SPSS 26 program data processing methods, the research showed that there were significant differences between the experimental class and the control class when it came to the students' motivation to learn English. The results also showed that there are differences in students' learning motivation when the TikTok application is used and when it is not. Students who used the TikTok app were more motivated to learn than students who did not use TikTok.

A significant effect was seen that was smaller than 0.05, which means that H₀ is rejected and H₁ is accepted. In other words, using the TikTok application is more effective in growing students' motivation to learn English at PGRI 11 Vocational School in Tangerang, Indonesia. The researchers showed that using the TikTok application as a learning medium was proven effective in increasing students' motivation to learn English. Moreover, the increase in learning motivation in the experimental class was much greater than in the control class. In the control class, there was an increase, but the results were still below the experimental class.

The TikTok application, which is quite easy to use, makes it easier for students and teachers to access it from anywhere and at any time. The material delivered through the TikTok application by the teacher attracts students and increases their learning motivation. Further, the material presented is easier to understand, and most importantly, the learning material provided by the teacher can be seen and listened to by students many times over.

The results can be seen in the test results of the instrument, which state that the TikTok application is effective in increasing students' learning motivation. The material is presented using conventional methods but also uses a social medium as a learning medium that can foster student motivation. Thus, even this research proves that students are more interested in new things, and just explaining the material with conventional methods is no longer as efficient as using social media as a learning medium that can foster student motivation.

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Euis Yanah Mulyanah, M.Pd is a lecturer in the English Education Department at Muhammadiyah University of Tangerang, Indonesia. She concerns herself with education, language, teaching methods, and curriculum development. She has a Master of English Education from the University of Prof. Dr. Hamka, Jakarta, Indonesia. Her Scopus ID is 57222130184.



Ahmad Amarullah, M.Pd is a lecturer in the Primary School Teacher Education Department at Muhammadiyah University of Tangerang, Indonesia. His Doctoral Program is from Jakarta State University and he concerns himself with educational management. His Scopus ID is 57216508057.



Ishak, M.Pd is an English lecturer in the English Education Department at Muhammadiyah University of Tangerang, Indonesia. He concerns himself with education and language. He has a Master of English Education from the University of Prof. Dr. Hamka, Jakarta, Indonesia. His Scopus ID is 57222125392.