

**KUTUBKHANAH**  
**Jurnal Penelitian Sosial Keagamaan**

P-ISSN1693-8186 P-ESSN 2407-1633

Vol. 23 No. 1 (2023)

**Perception toward the Use of TikTok Video in Learning Writing:  
A Survey Study at a Senior High School in Rambah Hilir**

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**Abstract**

This study investigated students' perception toward the use of TikTok video in learning to write procedure text. It employed a survey approach. There were 51 students as samples selected by using simple random sampling technique. This study utilized a questionnaire in collecting the data, which consist of 38 items of statement in three indicators (cognitive, affective, and conative). With reference to analysis, results indicate that the students' perception toward the use of TikTok video in learning to write procedure text at Senior High School 2 Rambah Hilir are in the strongly positive category (52.94%) and the positive category (47.06%). To conclude, the students have strongly positive perceptions toward the use of TikTok video in learning to write procedure text in terms of cognitive, affective, and conative domains.

**Keywords:** Perception, Tiktok Video, Learning Writing Procedure Text

**Introduction**

Writing is one of the four language skills that should be mastered by second or foreign language learners. It is one of the most important means of communication. According to Celce-Murcia (2001), people can communicate a range of messages to close or distant, known or unknown readers through writing. It is exceptionally important in the modern world, whether the interaction takes the form of traditional paper and pencil writing or the most technologically advanced electronic mail. In general, the goal of teaching writing is to enable learners to communicate in the language they are learning. Celce-Murcia (2001) argues that writing as a communicative activity should be promoted and nurtured throughout language learners' course of study. Similarly, Harmer (2007) claims that writing is an attribute for exploring school subjects and that it may be a strong method for discovering meaning, not just in terms of transcribing an idea but also in terms

of translating the writer's thoughts. People can express their feelings, ideas, and of their thoughts through writing. Writing is a language skill that is crucial to teach in a foreign language classroom, based on the aforementioned statements.

However, writing has become a problematic skill for both students and teachers. Writing a text is considered the most difficult skill to be mastered by many students since it does not only require the ability to have and develop ideas but it also includes knowledge of many language components. Anderson (1997) claims that when writing a text, the writer must make decisions about which words to use and how to arrange them together. If they make the right choices then they can communicate with others.

Similarly, some English teachers also still get difficulties in finding effective teaching techniques in improving the student's writing skills. They keep using similar techniques in teaching different topics since they do not have enough knowledge about various teaching techniques. According to Pardiyono (2007), teaching writing is mostly focused on writing grammatically correct sentences. Consequently, the teacher's correction process is prioritized on correcting grammatical errors rather than on meaning realization. Written text is only considered as a group of grammatically correct sentences, not as the realization of meaning through sentences. In addition, most teachers seldom use teaching media as the source of their teaching. They often rely on textbooks and other additional texts. This condition affects the student's ability in getting satisfactory results in the English subject, especially in writing skills.

To make students enthusiastic about learning writing, teachers must employ appropriate strategies in teaching. Instructional media is a tool that can assist teachers in their classroom activities. During school hours, teachers can employ instructional media to teach a lesson so that students can grasp the core of the material taught. According to (Fitrawati, 2015) teachers can employ three types of instructional media to deliver materials to their students. The first is Audio, which contains something that can be heard, such as a song, an mp3, or a podcast. The second type is Visual, which delivers something that can be seen, such as a photograph, a book, a slide, or a variety of other items. The next one is Audio-Visual, which is a combination of audio and visual that may be heard as well as seen and can assist teachers to engage students' attention. Film, television, and video are examples of this type of media that may be able to convey a large amount of information.

Many various videos can be used in the teaching and learning process, such as the TikTok video. TikTok is a video-sharing short app that enables users to build and share 60-second videos on any subject. TikTok is the newest social media application that allows users to create interesting videos and interact with them in comments and private chats (Deriyanto & Qorib, 2018). This application presents a variety of interesting and easy-to-use special effects. So that everyone can create an impressive video, this is what makes TikTok an application with many users. TikTok videos are short, easy to create, and

convenient to share (Syah, 2020).

There are many videos about procedure text on TikTok, such as videos on how to make food, how to use an item, etc. According to Koniah et al (2021), TikTok videos create strong a contribution to both entertainment content and the language learning process for students; mainly contributing to interests and motivation, understanding of language context, and points of reference or specific stimuli. Moreover, TikTok videos are also shorter in duration, hence they can capture better interest and have a short attention span for many learners (Ining, 2021), therefore, the use of TikTok videos as a medium in learning writing procedure text is very appropriate.

Furthermore, there are some previous studies in the use of video in learning writing procedure text that have been investigated at different school levels such as at junior high school level (e.g Habibulloh, 2017; Prasetya & Komarudin, 2017; Jupri, 2018; Aminah, 2018; Helmi, 2019; Aprilian & Usman, 2020; Annisa, 2021), and vocational high school level (e.g Ikadestanti & Supriani, 2017; Ndraha, 2020). It can be assumed that most of the studies were conducted at junior high school and vocational high school levels. There has been no research conducted in senior high school. all previous studies focused on examining the effect of using video in teaching writing procedure text, no study aims at exploring the students' perception toward the use of video in learning writing procedure text particularly in the use of TikTok videos. So, further studies are needed to discover the students' perception of the use of TikTok video in learning writing procedure text at the senior high school level.

Based on preliminary study at Senior High School 2 Rambah Hilir, some phenomena happened in the classroom during the learning writing procedure text process such as 1) some students enjoy learning procedure text using the TikTok video, 2) some students feel bored when learning procedure text using TikTok video, 3) some students believe that learning procedure text using TikTok video can improve their writing skills, 4) some students do not believe that learning procedure text using TikTok video can improve their writing skills. Regarding these problem, the teaching media used by the teacher is an important one to be considered to know about the student's perceptions. According to Budiman (2017)'s Stimuli-Response (SR) theory, all of the information a teacher provides to a student is referred to as stimulus. The response, meanwhile, is something that the students accept. The more stimuli that the students are exposed to, the more it will influence their behavior as a response. That is, perception is formed before the behavior comes. It needs to be observed because perception refers to someone's behavior.

According to the aforementioned theory, a lot of things happen in the classroom. Every student is different. Each one of them is unique. So, each of them would have a different perception. Perception is a process by which individuals organize and interpret their sensory impressions to give meaning to their environment (Robbins and Judge, 2003).

Understanding how people perceive things is crucial for understanding behavior. People's behavior depends on their perception. Therefore, In *Psikologi Pendidikan*, Soemanto (2006) states that a positive perception leads to happiness, on the other hand, a negative perception leads to unhappiness. That happiness and unhappiness will influence someone's desire and action, including learners' desire and action in learning. It means that when students have a good perception, they will easily understand the lesson because their mind is happy while studying the lesson. While students with negative perceptions will feel the lesson is boring. Because the perceptions have an important role in education, teachers have to accommodate the positive perceptions to the learners to improve their happiness which leads to the learners' desire and action in learning. Furthermore, Wesel and Prop (2008) state that perception influences the learners learning. The learners' perception of a learning environment affects the way learners manage to work in the environment.

The students have their own way to accept the information. It is possible for students to see the same thing from a different point of view. It will influence the students to create different perception. There is no right or wrong perception because it depends on how the students perceive the issues. Students' perception toward the use of TikTok video in learning writing procedure text may be different for every student. It can be caused by their different background aspects. Therefore, this study investigated the students' perceptions toward the Use of Tiktok Video in Learning to writing procedure text.

## **Method**

This study was conducted on June 4<sup>th</sup> – 20<sup>th</sup>, 2022 at one of Senior High Schools in the academic year 2021/2022 in Rambah Hilir District, Rokan Hulu Regency, Riau Province. The subject in this study was the twelfth-grade students of a Senior High School in Rambah Hilir. They were 51 students as respondents. This study used a descriptive quantitative design with a survey approach through the questionnaire. The questionnaire was presented in the form of multiple choice or attitude scales, for example, the Likert scale (Gurning and Aswita, 2018). The respondent was provided with a scale of possible responses to the question-ranging from the perception measure “strongly agree” to the exact opposite measure of “strongly disagree” (Wilkinson and Birmingham, 2003).

## **Results and Discussion**

The researcher used a questionnaire consisting of 38 items in three domains, cognitive, affective, and conative. It was developed by using four Likert scales to ease the subjects of the study's levels of agreement or disagreement. For the positive items, the scores were arranged as follows: Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2, Strongly Disagree (SD) = 1. Whereas, for negative items, the scores were arranged as follows: Strongly Agree (SA) = 1, Agree (A) = 2, Disagree (D) = 3, Strongly Disagree (SD) = 4. Based on the analysis of the questionnaire of students' perception toward the use of the TikTok video in learning to write procedure text, the students' perception in terms of the

cognitive domain is presented in the following table:

**Table 1. Students' Perception toward the Use of Tiktok Video in Learning Writing Procedure Text in Terms of Cognitive Domain**

No.	Statement	Students' Perception			
		Strongly Agree	Agree	Disagree	Strongly Disagree
1.	To my knowledge, the TikTok videos used by the teacher in teaching procedure text make it easier for me to understand the lesson.	21 (41.2%)	27 (52.9%)	3 (5.9%)	-
2.	As far as I know, the tiktok videos shown by the teacher are related to everyday situations so that they make it easier for me to understand procedure text lessons.	14 (27.5%)	37 (72.5%)	-	-
3.	As far as I know, the TikTok videos used by the English teacher in teaching procedure text can help me learn how to use words in English.	21 (41.2%)	29 (56.9%)	-	1 (2%)
4.	To my knowledge, the tiktok videos used by the English teacher in learning procedure text make it easier for me to learn how to use sentences in English.	20 (39.2%)	31 (60.8%)	-	-
5.	To my knowledge, the TikTok videos used by the English teacher in learning procedure text can help me learn how to use an expression in English.	17 (33.3%)	30 (58.8%)	3 (5.9%)	1 (2%)
6.	In my opinion, the TikTok videos used by the English teacher in learning procedure text increase my active learning in class.	18 (35.3%)	24 (47.1%)	7 (13.7%)	2 (3.9%)
7.	In my opinion, when the teacher uses TikTok videos in learning procedure text, I become motivated in learning.	17 (33.3%)	34 (66.7%)	-	-
8.	In my opinion, when the teacher uses TikTok videos in learning procedure text, it makes me excited to learn.	19 (37.3%)	29 (56.9%)	3 (5.9%)	-
9.	In my opinion, when the teacher				

	uses TikTok videos in learning procedure text, students pay more attention to the lesson.	24 (47.1%)	22 (43.1%)	4 (7.8%)	1 (2%)
10.	I believe that when the teacher uses TikTok videos in learning procedure text, I can hear English sentences and write sentences.	19 (37.3%)	29 (56.9%)	2 (3.9%)	1 (2%)
11.	I believe that after learning by using TikTok videos used by the English teacher in learning procedure text, I am more and more curious about English.	15 (29.4%)	33 (64.7%)	2 (3.9%)	1 (2%)
12.	I believe that when the teacher uses TikTok videos in learning procedure text makes me want to learn English even more.	16 (31.4%)	29 (56.9%)	4 (7.8%)	2 (3.9%)
13.	I believe that through TikTok videos used by the English teacher in learning procedure text, I can learn how to pronounce proper English sentences.	18 (35.3%)	31 (60.8%)	1 (2%)	1 (2%)
TOTAL		239 (36%)	385 (58%)	29 (4%)	10 (2%)
14.	To my knowledge, the TikTok videos used by the teacher in learning procedure text confuse me with the lesson.	1 (2%)	3 (5.9%)	39 (76.5%)	8 (15.7%)
15.	As far as I know, the TikTok videos chosen by the teacher are inversely related to everyday situations, so that it makes me confused about procedural text lessons.	2 (3.9%)	5 (9.8%)	33 (64.7%)	11 (21.6%)
16.	As far as I know, the TikTok videos used by the English teacher in learning procedure text make me confused about how to use words in English.	3 (5.9%)	4 (7.8%)	31 (60.8%)	13 (25.5%)
17.	To my knowledge, the TikTok videos used by the English teacher in learning procedure text can't help me learn how to use sentences in English.	2 (3.9%)	7 (13.7%)	27 (52.9%)	15 (29.4%)
18.	To my knowledge, the TikTok videos used by the English teacher in learning procedure text make me confused about how to use an expression in	4 (7.8%)	2 (3.9%)	33 (64.7%)	12 (23.5%)

19.	English. In my opinion, the TikTok videos used by the English teacher in learning procedure text tend to make students stiff in learning activities in class.	2 (3.9%)	7 (13.7%)	26 (51%)	16 (31.4%)
20.	In my opinion, the TikTok video used by the English teacher made me passive when learning procedure text.	1 (2%)	6 (11.8%)	30 (58.8%)	14 (27.5%)
21.	In my opinion, when the teacher uses TikTok videos in learning procedure text, I feel lazy to learn English.	1 (2%)	1 (2%)	29 (56.9%)	20 (39.2%)
22.	In my opinion, when the teacher uses TikTok videos in learning procedure text, students pay less attention to the lesson.	-	7 (13.7%)	25 (49%)	19 (37.3%)
23.	I tend to lack confidence when the teacher uses TikTok videos in learning procedure text, I can't hear well and can't rewrite the English sentences I hear.	1 (2%)	7 (13.7%)	30 (58.8%)	13 (25.5%)
24.	I don't believe that when after learning to use TikTok videos used by English teachers in teaching procedure text, I became more and more curious about English.	3 (5.9%)	13 (25.5%)	23 (45.1%)	12 (23.5%)
25.	I don't believe that when the teacher uses TikTok videos in teaching procedure text, it can add information about English for me.	3 (5.9%)	5 (9.8%)	30 (58.8%)	13 (25.5%)
26.	I tend not to believe that I can learn how to pronounce proper English expressions through TikTok videos used by the English teacher in learning procedure text.	3 (5.9%)	2 (3.9%)	30 (58.8%)	16 (31.4%)
TOTAL		26 (4%)	69 (10%)	386 (58%)	182 (27%)

With reference to table 1 above, there were 26 statements consisting of number 1 - 13 as positive statements and number 14- 26 as negative statements. It was found that in the positive statements, 36% of students chose the Strongly Agree response, 58.6% of students gave Agree response, 4.4% had Disagree response, and 2.4% pointed to Strongly

Disagree response. Meanwhile, In negative statements, 4 % of students chose Strongly Agree, 10% gave Agree response, 58% chose Disagree, and 27% had Strongly Disagree response. The findings above showed that most of the students have a positive perception toward the use of TikTok video in learning to write procedure text in cognitive domain.

The second domain is affective domain. This domain is the emotional component including likes and dislikes sense about an object or event. There are 4 statements related to students' perception toward the use of TikTok video in learning to write procedure text in terms of affective domain as presented as follows:

**Table 2. Students' Perception toward the Use of Tiktok Video in Learning Writing Procedure Text in Terms of Affective Domain**

No.	Statement	Students' Perception			
		Strongly Agree	Agree	Disagree	Strongly Disagree
27.	I enjoy learning procedure text using TikTok videos used by the English teacher because I can see foreign countries.	17 (33.3%)	32 (62.7%)	1 (2%)	1 (2%)
28.	I am happy if the English teacher uses TikTok videos when learning procedure text because there I can observe the cultural differences between Indonesia and other countries.	14 (27.5%)	34 (66.7%)	1 (2%)	2 (3.9%)
TOTAL		34 (33%)	64 (63%)	2 (2%)	2 (2%)
29.	I don't like learning English using TikTok videos used by the English teacher in teaching procedure text because I don't like seeing foreign countries.	2 (3.9%)	2 (3.9%)	29 (56.9%)	18 (35.3%)
30.	I tend not to like learning procedure text using the TikTok videos used by the English teacher because I don't like seeing the cultural differences between Indonesia and foreign countries.	4 (7.8%)	2 (3.9%)	29 (56.9%)	16 (31.4%)
TOTAL		6 (6%)	4 (4%)	58 (57%)	34 (33%)

Regarding table 2, the overall score of students' perception toward the use of TikTok video in learning to write procedure text in affective domain was positive. It can be described that in numbers 1 – 2 as positive statements were 33% of students giving Strongly Agree response, 64% of students choosing Agree response, 2% of students having



Disagree response, and 2% of students selecting Strongly Disagree response. Then, for negative statements in numbers 3-4, up to 6% of students selected Strongly Agree, 4% chose Agree, 57% had Disagree response, and 33% gave Strongly Disagree response. The results indicated that most of the students had a positive perception toward the use of TikTok video in learning to write procedure text in affective domain.

The next domain is conative aspect which is known as the action component. This component showed intensity for behavior showing the tendency of big or small action depending on object behavior. The result of questionnaire in terms of conative domain can be seen in the following table.

**Table 3 Students' Perception toward the Use of Tiktok Video in Learning Writing Procedure Text in Terms of Conative Domain**

No.	Statement	Students' Perception			
		Strongly Agree	Agree	Disagree	Strongly Disagree
31.	I am always enthusiastic about learning English when the English teacher uses TikTok videos in learning procedure text because it makes me happy.	13 (25.5%)	34 (66.7%)	4 (7.8%)	-
32.	I was excited to learn procedure text when the English teacher used TikTok videos.	16 (31.4%)	32 (62.7%)	3 (5.9%)	-
33.	I always mean to learn English when the English teacher uses TikTok videos in learning procedure text.	18 (35.3%)	29 (56.9%)	2 (3.9%)	2 (3.9%)
34.	I am confident in learning English using the TikTok videos used by the English teacher in learning procedure text.	17 (33.3%)	31 (60.8%)	2 (3.9%)	1 (2%)
TOTAL		64 (31%)	126 (62%)	11 (5%)	3 (1%)
35.	I'm not enthusiastic about learning procedure text using TikTok videos because I don't like it.	2 (3.9%)	2 (3.9%)	31 (60.8%)	16 (31.4%)
36.	I am not enthusiastic about learning English using the TikTok videos used by the English teacher in learning procedure text.	-	4 (7.8%)	36 (70.6%)	11 (21.6%)

37. I'm lazy in learning procedure text when using TikTok videos.	1 (2%)	3 (5.9%)	38 (74.5%)	9 (17.6%)
38. I am not confident in learning English using the TikTok videos used by the English teacher in learning procedure text.	-	7 (13.7%)	24 (47.1%)	20 (39.2%)
<b>TOTAL</b>	<b>3 (1%)</b>	<b>16 (8%)</b>	<b>129 (63%)</b>	<b>56 (27%)</b>

As shown in table 3, 8 items consist of positive and negative statements used in the questionnaire. The data above is the score of students' perception toward the use of TikTok video in learning to write procedure text in the conative domain. numbers 31 - 34 as positive statements, indicated that 31% of students selected the Strongly Agree response, 62% of students chose the Agree response, 5% of students had the Disagree response, and 1% of students gave the Strongly Disagree response. Next, for negative statements in numbers 35-38, it was found 1% of students selected Strongly Agree, 8% of students had Agree response, 63 % of students chose Disagree, and 27 % of students gave Strongly Disagree response. From the result of the questionnaire, findings showed that most students have a positive perception toward the use of TikTok video in learning to write procedure text in terms of conative domain.

In relation to the findings of students' perception towards the use of TikTok video in learning to write procedure text in terms of cognitive, affective and conative domains, the score of each student can be described in following table.

**Table 4 Data Description**

<b>Respondent</b>	<b>Score</b>	<b>Respondent</b>	<b>Score</b>
1	120	27	123
2	114	28	109
3	130	29	106
4	130	30	133
5	116	31	152
6	123	32	130
7	124	33	130
8	127	34	122
9	133	35	124
10	124	36	128
11	121	37	128
12	119	38	117
13	118	39	109
14	129	40	108

15	116	41	104
16	121	42	118
17	126	43	130
18	128	44	117
19	130	45	116
20	137	46	100
21	127	47	113
22	126	48	101
23	122	49	99
24	124	50	110
25	126	51	125
26	124		
TOTAL		6187	

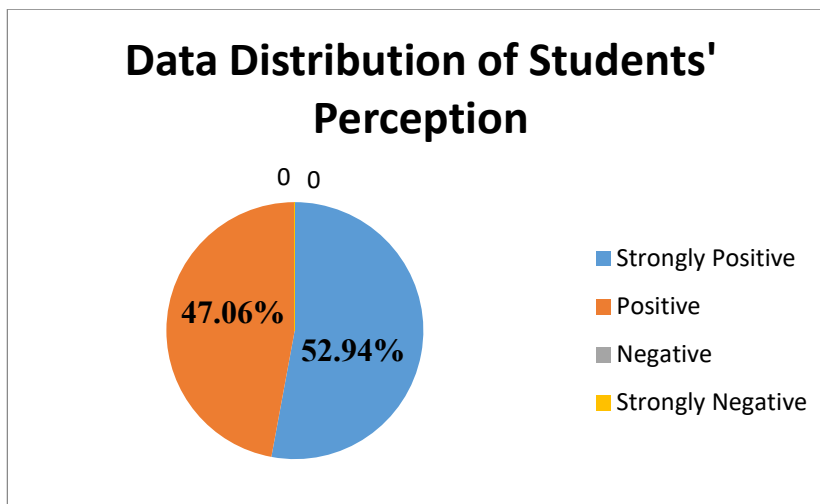
From the data of students' scores related to their perception toward the use of TikTok video in learning to write procedure text, it was found the intensity of students' perception. Then, the student's perception are categorized into four classes which can be seen as follows:

**Table 5. Data interpretation of Students' Perception**

No.	Class Interval	Interpretation	F	%
1	$\geq 122$	Strongly Positive	27	52.94%
2	91 – 122	Positive	24	47.06%
3	61 – 91	Negative	-	
4	$\leq 61$	Strongly Negative	-	

Based on the table above, in class interval  $\geq 122$ , there were twenty-seven students (52.94%) who had a strongly positive perception of the use of TikTok video in learning to write procedure text, in the class interval 91-122 twenty-four students (47.06%) had positive perception toward the use of TikTok video in learning to write procedure text, in the class interval 61-91 there was no student (0%) who had negative perception toward the use of TikTok video in learning to write procedure text, and in-class interval  $< 61$  there was no student (0%) who had strongly negative perception toward the use of TikTok video in learning to write procedure text. To make it clearer, the histogram below shows the percentage of students' perception toward the use of TikTok video in learning to write

procedure text at a Senior High School in Rambah Hilir.



**Figure 1. Data Distribution of Students' Perception**

From the figure above, the students showed strongly positive perceptions (52.94%) and positive perceptions (47.06%) toward the use of TikTok video in learning to write procedure text. In conclusion, the use of the TikTok video in learning to write procedure text is very useful in delivering the materials. Besides, it can make students enthusiastic about learning, and make the teacher easier in explaining the material.

With reference the research results, it can be discussed that most of students have positive perception toward the use of TikTok video in learning to write procedure text. It indicates that the use of TikTok Video contributes to the students' English learning process especially in learning to write procedure text. This is in line with the results of previous studies such as the studies conducted by Habibulloh (2017), Aminah (2018), Jupri (2018), Aprilian & Usman (2020), and Annisa (2021) who state that video can improve student's ability in writing procedure text.

Moreover, using TikTok videos also motivated the students to learn English, this could be seen in statement 7 of questionnaire (In my opinion, when the teacher uses TikTok videos in learning procedure text, I become motivated in learning.). It supports the previous research conducted by Escamilla-Fajardo et al. (2021) who stated that using TikTok videos increases student motivation, creates an appealing learning environment, and stimulates the development of creativity and curiosity. This is also in line with previous research by Helmi (2019), which stated that the students were mostly interested in video viewing and agreed that video was helping them in getting the ideas to write. Furthermore, most of the students believed that the TikTok video used by the teacher increased their class participation, this could be seen in statement 6 of questionnaire (In my opinion, the TikTok videos used by the English teacher in learning procedure text increase my active learning in class.). This strengthens the previous study conducted by Prasetya and Komarudin (2017) that shows the effectiveness of using cooking videos to improve students writing skills on procedure text, the findings indicated that the cooking video

could aid students in enhancing their ability to write procedure text. It could also help the teacher to improve the students' participation and interest in writing procedure text. In short. The use of TikTok video leads the students to learning to write procedure text.

## Conclusion

In accordance with the results of the research and discussion, it can be concluded that the use of TikTok video is beneficial in learning to write procedure text due to strongly positive perception in terms of cognitive, affective, and conative domains. The positive perceptions lead the students to good motivation, creativity, interest, curiosity, and participation in learning to write procedure text. Above all, It enhances students' ability in writing procedure text.

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