



**THE USE OF *TIKTOK* APPLICATION IN TEACHING WRITING  
DESCRIPTIVE TEXT FOR THE TENTH GRADE STUDENTS OF SMK  
YATPI GODONG IN THE ACADEMIC YEAR 2022-2023**

Final Project

Submitted in Partial Fulfillment of the Requirements

For Degree of *Sarjana Pendidikan* in English

**By**

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**2022**

## DECLARATION

I declare that this final project is the result my analysis. There are recited by other writer opinions in this final project.

Semarang, 19 July 2022

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## **MOTTO**

Never give upon what you really want to do. The person with big dream is more powerful than the one with all facts.

-Elsa Sonia Virgin-

## **DEDICATIONS**

This final project is dedicated to:

- 1.** Allah SWT for the blessing that has been given to me, so I can finish the final project writing.
- 2.** My beloved parents, Mr. Nur Akhsan and Mrs. Endang Muryani who always take care of me with their prayers and love.
- 3.** Thanks to myself who already working hard to finish the final project writing.

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Praise be to ALLAH for the grace that the writer may receive and experience in the process of completing the final project. The completion of this final project was carried out because of the support, advice, assistance, guidance, direction, and involvement of various parties who sincerely helped the writer to complete this final project. The writer would like to express appreciation to:

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Semarang, 19 July 2022

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## ABSTRACT

Elsa Sonia Virgin 2022. *THE USE OF TIKTOK APPLICATION IN TEACHING WRITING DESCRIPTIVE TEXT FOR THE TENTH GRADE STUDENTS OF SMK YATPI GODONG IN THE ACADEMIC YEAR 2022-2023*. Final Project, English Study Program, Faculty of Language and Arts Education, University of PGRI Semarang. Advisor I: Dra. Maria Y.W.L., M.Pd., Advisor II: Laily N.A., S.Pd., M.Hum.

**Keywords:** TikTok Application, Descriptive Text, SMK Yatpi Godong in the Academic Year 2021-2022.

This study aims to discover the benefits of using the Tik-Tok application in writing descriptive text. Then to find out if the Tik-Tok application helps the student write and solve problems they find while writing. The purpose of this survey is the result of a 10th-grade study at SMK Yatpi Godong. SMK Yatpi Godong has 32 10th graders. In this case, researchers used a questionnaire that consisted of open-form questions to collect survey data. In this study, qualitative research was used, and the data was collected using words and photographs rather than numbers. Researcher used open-form questions to get information from students and then changed the survey results to percentages. Last, examining and interpreting all the data. From the impact of the data analysis, 86,36% of the students said that the TikTok application had advantages in learning the descriptive text material. On the other hand, 13,64% of the students replied that the TikTok application did not give them many benefits in their learning. 63,64% of the students answered that they said the TikTok application helped them study the descriptive text. While 36,36% of the students answered that the TikTok application did not help in their studies. Last, 72,73% of the students had problems writing descriptive text using the TikTok application. However, 27,27% of them said they did not have any issues learning descriptive text by using the TikTok application because they had mastered the materials.

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## **CHAPTER I**

### **INTRODUCTION**

This chapter introduces this thesis by presenting several points. This chapter includes the following sections: background of the research, the rationale for choosing the topic, statement of the problem, research objectives, research significance, and definitions of key terms.

#### **A. Background of the Study**

English plays a significant role in our life. It must be mastered to fit in with people all over the world. A language is a vital tool that allows humans to communicate among members of society (Hingne, 2013). English has been taught to Indonesian students from elementary to higher education. Our government is preparing them to face the competitive era of the 5.0 industrial revolution.

Language learners need to understand four basic language skills: listening, speaking, reading, and writing. They all need to be combined into one. People interact with others in their daily lives by communicating with others both verbally and in writing. Writing is harder to learn than other language skills. According to Zemach (2005), writing is writing a language that requires the correct structure so that the reader can understand the message. In addition, Harmer (2004: 31) also states that writing produces language and expresses thoughts, feelings, and opinions. To get good results, you need to focus on all aspects of your writing language skills. The reader follows a well-structured text that navigates the arguments or statements.

Language training is required for all language skills in English at the high school level, including writing skills. Writing helps students acquire not only other skills, but also complete English. According to Celce-Murcia (2001: 206), the main achievement of writing in a second language is the ability to do it with reasonable consistency and accuracy. Many native English speakers do not master this skill. Brown (2000) defines good writing as having content, composition, vocabulary, grammar, and mechanical considerations. This means that writing meets specific criteria such as good content and design, correct grammar and mechanics, and proper wording. Based on the results of this study, the ideal conditions for writing skills are that SMK Yatpi Godong's grade X students have good content, composition, correct grammar, mechanics, and appropriateness, in addition to proper consistency and accuracy. Is to create a text with a good vocabulary.

According to Gerot and Wignell (1994: 208), descriptive text is all types of text intended to describe a particular person, place, or thing. According to Kane (2005: 352), descriptive text is about sensory experiences, such as what something looks like, hears, feels, etc., and is generally the vision and imagination of places, animals, objects, etc. The researcher will explain the possible experiences. Therefore, descriptive text is the text that describes or describes something, such as its shape, characteristics, or properties.

However, not everyone finds it easy to write a descriptive text. Some people are still debating how to write well. When the writer did a practical in English class for first graders and asked them to write, they were uninterested. Some of

them stated that they dislike writing because it is boring. Aside from that, they have no idea what to write. It means they were initially confused. As a result, they received a low grade. Because of the reasons above, the writer wants to make it exciting and easier by implementing the *TikTok* application as their media in writing descriptive text. *TikTok* allows students to not only record videos and share them on social media, but they can also learn English, explicitly writing descriptive text, by using the feature. As a result, the use of this media can assist students in understanding the learning material, mainly when writing descriptive text.

## **B. Reasons for Choosing Topic**

The researcher chooses the writing topic for the following reasons:

1. Based on the writer's internship, the students were uninterested in writing class. Some of them stated that they dislike writing because it is boring. Aside from that, they have no idea what to write. It means they were initially confused. As a result, they received a low grade.
2. This study can be used as a good reference for teachers to teach text genres, especially descriptive text. In terms of the COVID-19 pandemic, the teacher needs to have more creativity and innovation to keep the development of students.
3. *TikTok* is the most downloaded video-sharing application nowadays. *TikTok* allows students to not only record videos and share them on social media,



but they can also learn English, explicitly writing descriptive text, by using the feature.

### **C. Statement of the Problems**

The researcher formulates the statement of problems as follows:

1. What are the benefits of using the *TikTok* application in writing the descriptive text?
2. What are the problems faced by the students in writing descriptive text using the *TikTok* application?

### **D. Objectives of the Study**

The objectives of this study are as follows:

1. To find out the benefits of using the *Tik-Tok* application in writing descriptive text.
2. To find out the problems faced by the students in writing descriptive text using the *Tik-Tok* application.

### **E. Significance of the Study**

There are two types of the importance of this study, theoretical and practical.

1. Theoretical

This study result expected can enrich knowledge and information regarding alternative media in teaching. In addition, this research can become a reference for other researchers if they want to research in a similar field.

2. Practical

a. The student

This study is expected to motivate the students to learn the descriptive text.

b. The teacher

This study is expected to be an input to improve their teaching strategies, especially in conducting writing classes.

c. The researcher

This study is expected to be a meaningful experience for being a teacher.

d. The other researcher

This study is expected to be a reference if they want to conduct relevant research.

**F. Definition of Key Terms**

The researcher defines some key terms related to this final project in this section.

1. Writing

According to Zemach (2005), writing describes a language that requires a proper structure for the reader to understand the message.

2. Descriptive Text

Gerot and Wignell (1994:208) define a descriptive text as any type of text intended to describe a specific person, place, or thing

3. Teaching Media

Asryad (2009) highlighted that media brings the instructional purpose of messages or learning information.

4. *TikTok* Application

*Tik Tok* is a Chinese video-sharing social networking service owned by ByteDance, a Beijing-based company founded in 2012 by Zhang Yiming. It is used to make short dance, lip-sync, comedy, and talent videos (wikipedia.com).

5. SMK Yatpi Godong

SMK Yatpi Godong is one of secondary school in Grobogan, Central Java. It is located at Godong, Kecamatan Gubug, Kabupaten Grobogan Provinsi Jawa Tengah.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this section, the researcher reviews some related literature in conducting the research. The first is previous studies, and the second is the review of related theories.

#### **A. Previous Studies**

The researcher presents the previous studies related to this research to arrange this study.

The first previous study was Elyas (2019). The writer researched The Use of Describing Picture Strategy to Improve Students' Ability in Writing Descriptive Text. The subject of this research were eight grade students. Next, the sum of the students were 21 and the study consisted of 2 cycles, every cycle consisting of 3 meetings. In the first cycle, the writer gave 3 steps (a) giving picture to the students (b) asking the student to write vocabularies of the picture (c) asking the student to arrange vocabularies in the sentence. Then, in second cycle, the writer gave the improved steps since the steps in the first cycle had not been successful in improving the students' ability into 4 steps. (a) dividing the students into 7 groups with 3 members for every group, (b) giving the group picture, (c) asking students to discuss the picture, (d) asking the student to write the vocabulary from the picture, (e) asking the students to make a written description on every paper based on the vocabularies. In short, the improved steps

in cycle 2 made it easy for students to write a description based on how they discussed the picture.

The second previous study was Christopher & Swathi (2020) entitled Study to Analyze the Impact of TikTok App on Students Academics and Psychology. This study was conducted by five hypotheses framed to find out if there were any significance between the two variables, and their time spent on Tiktok and the students' academic performance. The first hypothesis of this study was framed to test whether the less time spent on TikTok will positively impact students' academic performance. The second hypothesis was to test whether the more the student has privacy settings on TikTok, the higher students' grade points will increase. Then, third hypothesis was framed to test whether regular updates on TikTok will reduce the students' class attendance. The fourth hypothesis framed to test whether more time spent on TikTok will facilitate the class participation in the class. The fifth hypothesis was formulated to test the relationship, and the more friends a student has on TikTok.

The third study were Palupi et al. (2020) In their study entitled The Effect of Using TikTok Applications on the Self-Confidence Levels. This study aimed to determine how much the TikTok application influenced the self-confidence level of regular students of Communication Science class 2016-2019. Then, this study used a quantitative descriptive survey by gathering questionnaire data from regular students of Communication Science class 2016-2019 at the Balitar Islamic University.

The fourth previous study was from Shellewald (2021), who wrote a journal entitled "TikTok's Communication Form: A Perspective from a Digital Ethnography." This study aims to investigate the observation and theorization of short video platforms such as TikTok and their communication. The results are as follows. 1) It's important to know the complexity of TikTok and its formal structure, but it still means contextual and local situations. 2) TikTok's content stream has a clear and diverse text structure that combines content from many genres and styles. 3) TikTok is increasing spending to promote the use of learning-related content and apps.

Next, Sari & Purwaning (2021) Analysis of TikTok Videos as Instagram Contents and The Effect on Engagement Rates. This research had formulated to analyze the result of the TikTok videos as content on Instagram. She also finds their effects on engagement rates. Then, this research aims to determine analysis by using the TikTok videos as content on Instagram and their impact on engagement rates. In addition, to examine the data, the researchers used the conducting observations, in-depth interviews, and literature study for its method when the researchers do the internship from January 20th – to June 20th, 2021 at PT Inspirasi Masuk Kampus as a Social Media Specialist.

Last, the study of Ainun Nisa Yuniar (2021) An Analysis of English Slang Words Discussed by Slang Content Creators on TikTok and Its Contribution to Language Learning. In her study, she focused on discussing the analysis of the meaning and the types of English slang words by English speakers on TikTok. Then, she also examined the contribution of English slang words in

language learning. The researcher applied qualitative research as the research methodology. The instrument of this study was the researcher itself as the human instrument and the smartphone as the nonhuman instrument.

In Conclusion, this study's similarity with the previous study above is the TikTok application as the research's topic. The difference is that researchers use the TikTok application to teach descriptive text along with the situation of the Covid-19 pandemic. This is the first alternative medium to help students who have difficulty writing lessons. Using the TikTok, students can record videos and share them on social media and use the features to write English, especially descriptive text.

## **B. Review of Related Theories**

### **1. Writing**

Writing is one of the language skills you must acquire to learn a language. The use of the text depends on the author himself. According to Harmer (2007: 4), writes are used for various purposes. On the other hand, according to Peha (2010: 58), writing conveys content to the viewer for a specific purpose. As a result, McDonough and Shaw (2001: 8-9) define writes as the process of encoding or converting messages performed by the mind reader into words.

In addition, Peha (2010: 58) defines writing to convey content to viewers for a specific purpose. As a result, writing can be defined as the process of communicating ideas and messages and putting them into words. In short, the success of writing is so, it is challenging to be a good writer because the writer has

to pay attention not only to the aspect of writing in his writing, but also to the subject or purpose of writing.

#### **a. Writing Process**

Writing needs some processes. According to Meyers in his book *Gateways to Academic Writing* (2005: 3), there are six steps to good writing. They explore ideas, pre-write, organize, write the first draft, revise the draft, and produce the final copy. They will be explained as follows:

##### 1) Exploring Ideas

Exploring ideas means discovering the ideas. Let your mind explore freely. There are three points you should know. They are your subject, your purpose, and your audience. For the first, you have to understand what your issue is. It would help if you considered an exciting topic for your audience and know well about it. Then, you have to know your purpose. You can use some purposes as the consideration; to inform, to persuade, or to entertain. Finally, you should know your audience after deciding your topic and purpose.

##### 2) Prewriting

There are some ways to do prewriting. They are brainstorming, clustering, and freewriting.

###### a) Brainstorming

Brainstorming is one way to capture your thoughts. It means you should list all reviews as they come to you.

###### b) Clustering



Clustering involves writing your subject in the center of the page and then circling it. As related ideas come to mind, you write them around the circle. Then, connect the pictures to your subject circle by rotating them. These ideas can be in the same way that branches are. As new additions or related thoughts come to mind, you can add them to the subject circle.

c) Freewriting

Freewriting is an activity where you write about a topic because you want to narrow your focus. the writer can write the topic at the top of your paper , and find the ideas. you can read your essay and circle the main idea that you want to develop, and taking the main idea and doing free writing again are all excellent places to start.

3) Organizing

To do this step of writing, you can see the following ways:

- a) Highlight the best ideas from your brainstorming list. Then, rewrite the list, add related pictures, and get rid of anything that is not related to your choices.
- b) Select the section of the clustering diagram that contains the most ideas. Creating a second clustering diagram that delves deeper into those concepts.
- c) Highlight the most effective parts of your freewriting. Doing a second or third round of freewriting on them.

#### 4) Writing a first draft

There are some tips for making a draft as the following;

- a) Speak something out loud before writing it.
- b) Write quickly, either by hand or on a computer;
- c) use only one side of the paper, and
- d) leave wide margins and double-space to allow for changes.
- e) Save your work on the computer every five or ten minutes.

#### 5) Revising the Draft

Revising is an essential part of the writing process, especially for second language writers. It is the most time-consuming part of the writing process. When you revise you may change, rearrange, add, or delete what you have written. You can recheck the content and the organization. In doing a revising, there are some tips you can use.

- a) Make a note in the margins
- b) Circle words you think you misspelled.
- c) Tape or staple additions to the desired location.
- d) To move things around on the computer, use the cut and paste or insert commands.
- e) Make a double-space copy for revisions.
- f) Producing the Final Copy

If you have revised your writing you can do the next step, producing. However, before you make the final copy of

your report, you should edit what you change. Check it carefully. Do not forget to pay attention to your grammar, punctuation, word choice, verb forms, and spelling. After all, the editing is done, ensure your writing by sifting through your final copy. Make sure that your corrections are accurate and complete.

## 2. Genre

### a. Kinds of Genre

Kinds of the genre are also known as text types. According to Hyland (2004: 29), several kinds of genres exist. Genres are rhetorical structures that are fundamental to various forms of cultural communication. Some types of the genres are listed as the following;

Table 2.1

Classification of Genre

GENRE	SOCIAL PURPOSES
Recount	Reconstruct the experience by paraphrasing the events in their original order
Procedure	to demonstrate how something is done
Narrative	Experience reflection can be used

	for both entertaining and teaching.
Description	to tell the story of imagined or true events
Report	To present factual information. Usually, we classify things and then explain their characteristics.
Explanation	To provide explanations for a state of affairs or a decision.
Exposition	to provide evidence for why a thesis has been proposed

### 3. Descriptive text

Descriptive text is a type of text used to provide information. The definition of a particular object, animal, human or other person is the meaning of this type of text (Gerot&Wignell, 1994). There are many common structures in descriptive texts. The generic design of descriptive text according to Pardiono (2007: 34), is:

- a) Identification: consisting of to be identified recognition phenomena
- b) Description: consisting of parts or objects (physical appearance), attributes (degree of attractiveness, perfection, or merit worth), and characteristics (prominent aspects that are unique).

In addition, Wadiman et al. (2008: 122), mention the main language features of descriptive text as follows:

a) Particular Participant

Descriptive text is used to define a single entity distinct from others.

b) The Adjectives are used

Beautiful, sharp, sturdy, big, small, handsome, popular, and so on are examples of adjectives.

c) The use of simple present tense

The simple present tense is used in descriptive text to explain something in fact.

d) And the last one is the social function.

The purpose of descriptive text is to describe a person, location, or thing in a social context.

In descriptive prose, the author narrates and describes a particular location, object, or person. According to Wiyanto (2009:12), A descriptive text provides a verbal portrait of a person, place, or thing. A successful definition usually has three main characteristics. They are as follows:

1. Powerful impression: The first sentence or the first few words of a description generally acts as the paragraph's subject sentence.
2. Mood: A feeling that transcends observable physical characteristics.
3. Logical development: A mental image or perception of an individual, a location, or an object.

It can be assumed that good descriptive writing can allow the reader to see, hear, feel, or participate in the event described by the writer. So, if we

want to write a descriptive text, we must explain an object clearly so that the reader can see it as clearly as possible in his mind.

#### **4. Teaching Media**

Teachers must complete several important tasks to help students become better writers. Students also take care to write in their mother tongue or second language. As a result, the teacher will inspire students to write by carrying out their responsibilities in class. The teacher's responsibilities include writing classes and before and after. A teacher can fulfill five duties in the classroom, according to Harmer (2007). These abilities include demonstrating, motivating and stimulating, encouraging, reacting, and assessing.

##### **a. Demonstrating**

The teacher is responsible for explaining the material to the students and displaying it in front of the class. This challenge can be an excellent way to get students' minds warmed up about the material.

##### **b. Motivating**

When students are having difficulty writing, such as "loss of words," the teacher may assist them by prompting them to come up with ideas and enthusing them about the importance of the job. For instance, A teacher may provide students with the word they require to begin a writing assignment.

##### **c. Supporting**

This task is intertwined with the motivating and provocative positions of the teacher. Once they begin, students require a great deal of

assistance and reassurance, both in terms of ideas and the means to carry them out. By providing support, the teacher will assist students in overcoming their difficulties.

c) Responding

When reacting, the instructor gives positive feedback on the quality and structure of the students' writing and offers suggestions for improvement. When a teacher responds to a student's writing, he may or may not assign a grade and instead judge it as the final edition (final product).

d) Evaluating

When a teacher assesses a student's writing, he will point out where the student has made errors and give them marks.

Today's teachers need media to improve their teaching efficiency. Media facility sends messages efficiently from sender to receiver because it stimulates student interest in the teaching and learning process (Masterman, 2005). Teaching can be more fun when done visually and interactively than just theoretically. According to Djamarah (2010), the following types of media exist:

a. Audio Media

This teaching medium has everything to do with our ears, such as radio, tape recorder, or electronic transcription. Audio recording is linked to a student's ability, especially in listening. This type of media is not appropriate for deaf people.

b. Visual Media

The sense of sight is linked to visual media. This medium sends messages to students through photos, blackboards, pictures, and charts that depict a real object or situation.

c. Audio visual Media

Students will watch and listen to this type of media, such as a film, video, or television. Audio visual media is superior to other media because it combines the benefits of both. Students may analyze movements, para-linguistics, and expressions in film, which helps them see through what they are hearing and seeing.

Furthermore, according to Aydin (2014), the purpose of teaching and learning media is to inspire students through attractive multimedia so that students feel comfortable and happy while understanding. It will also make learning new subjects in school more enjoyable for students. The use of educational technology will make it easier for students and teachers to identify issues that frequently arise during the teaching and learning process (Muhamad & Ahmad, 2014). Furthermore, the media provides a different environment than traditional or manual learning. Students are actively asked to participate in the learning process with a student-centered approach. As a result, teachers will employ media to increase student participation in their teaching and learning activities.



## 5. Using *TikTok* Application for Teaching

During the current Covid-19 pandemic, appropriate and effective learning media are needed. Of course, the existence of learning media plays an essential role because the media can be an essential or transfer tool in clarifying a material, and the media can also simplify the abstract into concrete and complex ones, thereby accelerating the understanding and facilitating interpretation (Hadi&Indriani, 2021). Learning media is a learning resource that develops along with advances in learning technology and takes various forms, from audio and visual to audio visual. Tiktok is an audio-visual social media application that displays videos and music (Kurniawan, 2018). TikTok overtook Whatsapp as the second most popular social media platform. The users can share creative ideas so that their videos receive many views and likes and can be used as inspiration by other users. The Tiktok app has an excellent opportunity to empower its users to become creators and encourage sharing creative expression and content via short videos (Christopher & Swathi, 2020). The development of very sophisticated technology such as TikTok as it is today has resulted in breakthroughs in learning, especially media-based learning. According to Palupi et al. (2020), here are some benefits of using TikTok as a learning medium:

### a. Making the students happy

Students use TikTok to express themselves or engage in what is commonly referred to as narcissism. This phenomenon manifests itself in human behaviors such as being one-of-a-kind, attractive, and knowledgeable individuals with more tremendous potential than

others. Students can create *TikTok* videos that include learning materials. It will be an appealing opportunity for students to enjoy the materials because they will be able to exist and practice simultaneously.

b. Putting their creativity

Students can collaborate on creative ideas to ensure that their videos receive a large number of views and likes and be used as inspiration by other users. Learning materials will be more visually appealing if they include audio and some effects. Videos on the *TikTok* app will be more popular if they contain exciting content, talented creators, and high confidence.

c. Increasing self-confidence

The *TikTok* app can help to boost self-confidence by allowing users to create and upload videos regularly, resulting in recognition from other users as viewers.

The teacher can apply it to teach writing descriptive text in the classroom. Descriptive text is one of the texts in English language learning that clearly describes the properties inherent in something such as a human, animal, place, plant, or inanimate object to provide the reader with clear information about the thing being depicted (Trong, 2011). The students will be asked to create *TikTok* videos based on their creativity using a picture with descriptive text about

their special person. In addition, the researcher allows students to edit the video.

According to Mulyana, there are two factors to consider when using Tik Tok: internal and external factors. Internal factors are all feelings, attitudes, and individual characteristics, prejudices, desires, expectations, attention (focus), learning processes, physical conditions, values, needs, interests, and motivation. The external factors such as family history, information obtained, knowledge and needs in the surrounding area, intensity, size, conflict, new and familiar things, or object ignorance

#### 1) Internal factors

Internal factors are factors that come from within a person such as feelings. According to Ahmadi, feelings are spiritual states or psychological events that we experience with pleasure or displeasure about knowing and subjective circumstances. So according to Ahmadi, feelings are internal factors that affect the use of the Tik Tok application. Because according to him, if someone's feelings or soul do not like or is not happy with the use of this Tik Tok application, that person will not use it. According to W. Wundt in Ahmadi, feelings can not only be seen or experienced by individuals as feelings of pleasure or displeasure but can be seen from various dimensions. So according to W. Wundt, the use of the Tik Tok application can be seen through his feelings and his

behavior. In using this tiktok application, the way everyone makes it is different, with different situations and their feelings are also different. If the feeling is happy, his behavior in making the Tik Tok application is also by his feelings, and vice versa. According to Gerungan, prejudice is the attitude of people's feelings towards certain human groups, races, or cultures that are different from those with prejudice. So according to Gerungan, prejudice also affects the use of the Tik Tok application. Because if someone has good prejudices when using the Tik Tok application, then there is no negative side to using this Tik Tok application.

On the other hand, if someone's prejudiced is not good at using the Tik Tok application, that person will also not want to use the Tik Tok application. The internal factors significantly affect the use of the Tik Tok application. They can also be said to be a learning process in the use of social media, including the Tik Tok application. So, the use of social media such as the Tik Tok application is not only for entertainment but can also be used to learn to interact with new people. The use of the Tik Tok application can increase everyone's creativity. Seen from the negative side, this TikTok application can make everyone feel lazy and forget all the work they should be doing.

## 2) External Factors

In the TikTok application, people get information from sharing videos, for example, videos of events such as the sinking of a ship or other forms of recording so that information about events is quickly conveyed to other users. Nasrullah said that information becomes the identity of social media because social media creates a representation of its identity. Generate content and engage in information-based interactions. So the info also dramatically affects the use of the Tik Tok application. If someone does not get information about Tik Tok, they may not know the Tik Tok app or become a user. Therefore, communication is critical in using the Tik Tok application. The influence of social media is part of the information media, one of which can affect one's knowledge. In short, a person can also be influenced by his understanding of social media such as TikTok.

## **CHAPTER III**

### **METHODOLOGY OF THE RESEARCH**

The researcher discussed the research methodology in this section, which included the design of the research, the object of the study, the Role of the Researcher, the method of data collection, and the method of data analysis.

#### **A. Research Design**

Research is the activity of drawing something new, drawing conclusions, and discovering things. Creswell (2013) defines study design as "research plans and procedures for detailed data collection and analysis methods."

In this study, researchers chose qualitative research. Qualitative research is descriptive, and data is collected using words and photographs rather than numbers. The information is presented in documents, field notes, excerpts from interviews, and excerpts from videotapes, audiotapes, or electronic communications and presents the findings (while Bogdan and Biklen: 1982). The researchers have adopted a qualitative description method using case studies from one test group to determine what and how the TikTok application will use it as a medium for writing descriptive text. In addition, in this study, researchers assigned one group and obtained data to obtain results. According to Creswell (2013), conducting a case study consists of three steps: 1) Determine the data collection method. 2) Dissemination of data collection tools, and 3) Analysis of evidence of collected case studies.

## **B. The Object Of The Research**

The purpose of this survey is the result of an 10th-grade study at SMK YatpiGodong. SMK Yatpi Godong has 32 10th graders. In this case, researchers used a questionnaire that consisted of open-form questions to collect survey data.

Apart from that, researchers interview teachers to find an implementation of TikTok in teaching descriptive text writing.

## **C. Role of the Researcher**

Researchers act as observers, data collectors, and data analyzers in this study. In this case, the researcher collected data from the student questionnaire and analyzed it using a qualitative descriptive method. To get information from students, researchers used open-form questions. After these questions, the researchers interviewed the teacher. The researchers then changed the survey results to percentages. Next, the researchers analyzed and interpreted all the data.

## **D. Method of Data Collecting**

Researchers act as observers, data collectors, and data analyzers in this study. Information was collected from the 10th grade of SMK YatpiGodong's online class. Due to the presence of the coronavirus, researchers are conducting online research, education, and learning. Activities are conducted online from each student's home. Researchers need to take a few steps to get the data.

1. Requesting permission

The researcher visits SMK YatpiGodong to request permission from the headmaster and meet with the English teacher to ask for assistance and establish communication for this research.

2. Obtaining the online data.

This research's data is information gathered from the teacher and students about the use of *TikTok* in writing a descriptive text while participating in the class's online learning activities.

3. Giving materials to the class

In this step, the researcher gives the descriptive text materials in the 10th grade class of SMK Yatpi Godong's offline. The descriptive text is taught to the students of the 10th grade class of SMK Yatpi Godong in the class. Next, to deepen the explanatory materials, the researcher teaches three times in the class. The offline learning process consists of giving the descriptive text by using the ppt and deepening the students' knowledge by using the TikTok video, which tells about the descriptive text.

4. Asking the students for writing the descriptive text

After the researcher gives the material and deepens students' knowledge about the descriptive text by using TikTok videos, the students are asked to write the descriptive text shown in the TikTok video. In this step, the researcher can understand the students' ability from learning materials by using the TikTok video. Then, the



researcher can examine the benefits of using the *Tik-Tok* application in writing descriptive text.

5. Delivering the questionnaire.

To ensure and understand the responses, the researcher collects data from the students regarding the problem encountered and the benefit of using *TikTok* in writing descriptive text with a spread Questionnaire.

6. Conducting Interviews

Using the interview guide, the researcher conducts a phone interview with the teacher to obtain additional information.

7. Collecting the result

After the students complete the question, the researcher automatically receives the data and is ready for analysis.

**E. Technique of Analysis Data**

The data is analyzed using the theory of Miles and Huberman (2004).

It is done in three steps.

1. Data reduction

The data are the results of the surveys and interviews described in this survey. The procedure involved collecting data from surveys and interviews and splitting the data. Based on research needs.

2. Data display

Researchers carefully examine the data in the data view. Presenting the data helps researchers better understand what is happening and decide what to do with the data obtained in this study. From the questionnaire and interviews, the researchers determined the impact of TikTok. This is the most critical step as it is the result that researchers use to conclude. After the identification process, researchers present the data in tables and graphs.

### 3. Drawing conclusion

No conclusions can be reached until all data has been collected. Data needs to be resolved before researchers can conclude. When writing conclusions, researchers use simple words and sentences.

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

This chapter discussed the finding and the discussion of this study that responded to the statement in research's questions. This study aims to research The Use of TikTok Application in teaching Writing Descriptive Text for the Tenth Grade Students of SMK Yatpi Godong in the academic year 2022-2023.

In this chapter, the writer found out the benefit of using the TikTok application in writing descriptive text, whether the TikTok application helps the students write descriptive text and the problems students face in writing descriptive text using the TikTok application. The writer used a questionnaire that consisted of open-form questions to gather the survey data in doing this study. The writer also interviews the teachers to determine the implementation of TikTok in teaching descriptive text.

#### **A. FINDING**

The writer researches TikTok application in teaching writing the descriptive text for the tenth grades students of SMK Yatpi Godong. The students consist of 22 students and they have been the object of this study.

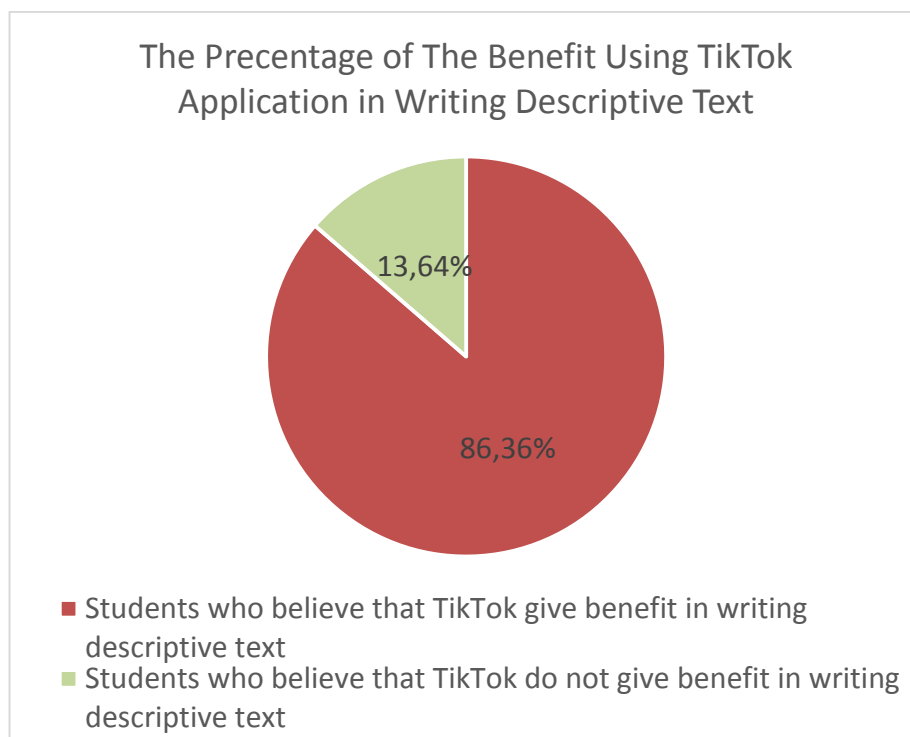
The data of this study were gathered from the words and sentences contained in the questionnaire. The writer gives five questions by using questionnaire to the 22 students 10th grade of SMK Yatpi Godong in the academic year 2022-2023. The answer of the questionnaire will be presented

by the writer in percentage and declared into words. The finding of this study is focused to answers the following research questions.

1. What are the benefits of using the *TikTok* application in writing descriptive text?

#### 4.1

#### The percentage of the benefit using TikTok application in writing descriptive text.



The researcher gave the questionnaires which contained five open-form questions. From the questionnaire result, 86,36% of the students said that the TikTok application had advantages in learning the descriptive text material. The students believed that using the TikTok application could enrich their vocabulary because they got many new

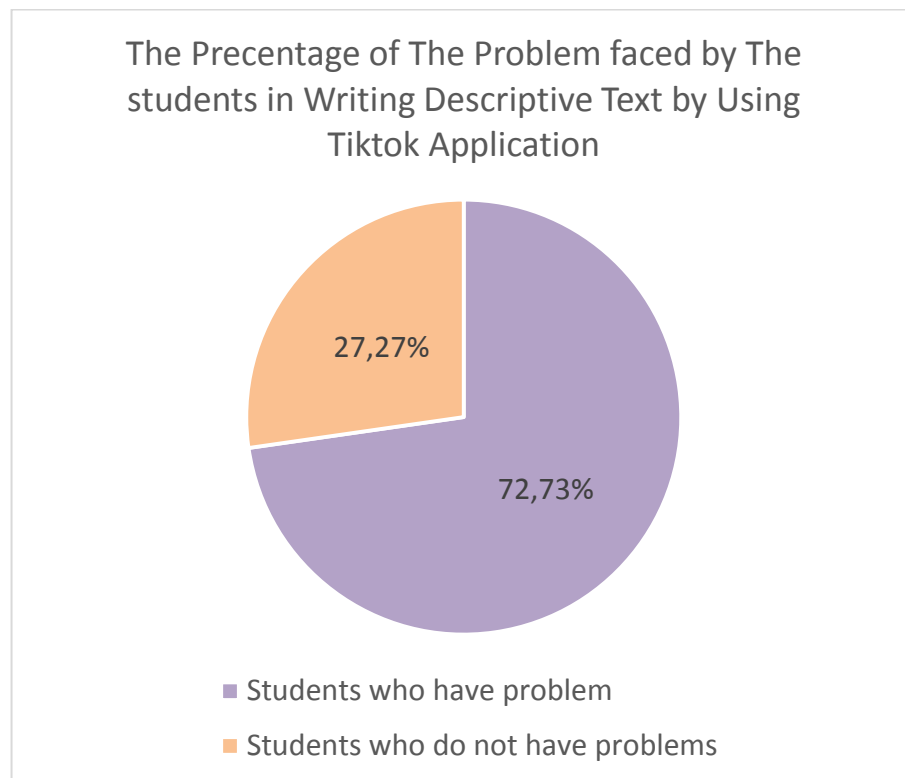
words from the TikTok in learning descriptive text. Moreover, they also thought that they could be more creative since TikTok presented many contents that could inspire them to look up the ideas in writing the descriptive text.

On the other hand, 13,64% of the students replied that the TikTok application did not give them many benefits. They were the students who were still struggling with the TikTok application so they were less understanding of the TikTok's features

2. What are the problems faced by the students in writing descriptive text using the *TikTok* application?

#### 4.2

**The percentage of the problem faced by the students in writing descriptive text by using TikTok application.**



72,73% of the students had many problems writing descriptive text using TikTok application. Most of the students still had obstacles in using the TikTok application for their study. They said that using the TikTok application to learn and then write descriptive text was difficult because TikTok was a new media in the learning process, so they did not accustom to learning by using the TikTok application. Next, they had a problem spelling the word and sentences from the TikTok application since TikTok was the music video application

However, 27,27% of them said they did not have any problems in learning descriptive text by using the TikTok application because they had mastered the materials.

**Table 4.3**

**The exam result of X Akuntansi 2 after using TikTok media**

NO	NAME	RESULT
1.	Abad Suweni	85
2.	Aminda Larasati	85
3.	Anik Zuliana	80
4.	Della Fitri Indriyani	85
5.	Della Nur Aeni	80
6.	Diva Permata Sari	80
7.	Doa Solekhatun	83
8.	Fica Putri Adi Tinanti	84
9.	Imelda Fitri Yulianti	86
10.	Laili Nur Fadilah	86
11.	Lilik Setyowati	89
12.	Luthfiyatul Islamiyah	90
13.	Nisfatul Sholehah	87
14.	Puji Kurniawati	87
15.	Putri Kusumawati	86
16.	Sepia Rahmawati	86
17.	Siti Fatkuziah Fatmawati	85
18.	Sumeh Nuraeni	82
19.	Tria Novita	82

20.	Veppy Nasyari	84
21.	Vicky Nadia Faza	86
22.	Wahyu Setyana Dewi	85

Based on the questionnaires containing five open-form questions, the researcher found that 90,90% of 10th-grade students of SMK Yatpi Godong have the TikTok application, and they like it.

Then, after giving descriptive text materials online by using zoom with TikTok media, the researcher gave the exam questions about the descriptive text to measure the students' ability to understand the text material using the TikTok application. On the table 4.3 above showed the result of the students after giving materials descriptive text using the TikTok application,

## **B. DISCUSSION**

The researcher of this research determined the benefit of using thhhe TikTok application in writing descriptive text, whether if the TikTok application helps the students in writing descriptive text, and the problems faced by the students in writing descriptive text using the TikTok application.

The researcher gathered the data after giving materials in the class and taught the descriptive text material two times. After that, the students were asked to do the exam and also to write the descriptive text. Next, the researcher gave the questionnaires to the students to find out the benefit of



using the TikTok application in writing descriptive text, whether the TikTok application helps the students write descriptive text and the problems the students face in writing descriptive text using the TikTok application. This study used Miles and Huberman (2004) theory for the technique of analyzing data.

Furthermore, table 4.1 revealed that TikTok gave many benefits for the students of X Akuntansi 2 class of SMK Yatpi Godong. From the diagram, the researcher concluded that 86,36% of the students thought TikTok application gave them advantages. The students believed that using the TikTok application could enrich their vocabulary because they got many new words from the TikTok in learning descriptive text. Moreover, they also thought that they could be more creative since TikTok presented many contents that could inspire them to look up the ideas in writing the descriptive text. Some of them also said that learning descriptive text in TikTok could teach their pronunciation so they were more fluent in speaking and could facilitate them in learning English. On the other side, 13,64% of the students thought that the TikTok application did not give them many benefits in their learning. They were the students who were still struggling with the TikTok application so they were less understanding of the TikTok's features. In addition, The students who thought that Tiktok did not give them an advantage used TikTok just for fun and not for learning activities.

In table 4.2, the researcher found whether the TikTok application helps the students write a descriptive text. From the table, the researcher of

this study concluded 72,73% of the students had many problems. They said that using the TikTok application to learn and then write descriptive text was difficult because TikTok was a new media in the learning process, so they did not accustom to learning by using the TikTok application. Next, they had a problem spelling the word and sentences from the TikTok application since TikTok was the music video application. Most of them also thought that it was hard to read the descriptive text in TikTok and felt uncomfortable studying and writing the descriptive text by using TikTok. However, 27,27% of students did not have problems writing the descriptive text by using the TikTok application. They declared that they have mastered the descriptive material to write the descriptive text by using TikTok easily.

The exam result after the researcher taught descriptive text the class using the TikTok application was present in table 4.3 The researcher gave the descriptive text material to students of X Akuntansi 2 class of SMK Yatpi Godong two times. In the first class, the researcher taught the materials using PPT or presentation slides. In the second class, the researcher gave the descriptive text materials by using the TikTok application to deepen the student's knowledge about the material. The exam result declared that most of the students got a high score because the pass grade score was 75.

After using the TikTok application in teaching writing descriptive text for the tenth grade students of SMK Yatpi Godong in the academic year 2020-2021, the researcher found that the TikTok application could benefit greatly learning process. It could enrich the vocabulary and the student's

knowledge. Then, TikTok could make the atmosphere more fun and make the students more creative in finding the idea in writing descriptive text. However, the TikTok application did not help the students learn the descriptive text. The students found it difficult to understand the descriptive material because they were not accustomed in using TikTok as the learning media . It was because they used TikTok as an amusement. Then, TikTok also gave the students many problems in their learning.. many students replied that they were hard in spelling and reading the whole sentences in the descriptive text since TikTok was the video application. They also thought that studying descriptive text using the handbook was easy to do using the TikTok application.

## CHAPTER V

### CONCLUSION AND SUGGESTION

In chapter V of this study, the researcher presented the reply of the research questions. The researcher declared the conclusion and the suggestion of the research after getting the data and examining the questionnaires from the 22 students X Akuntansi 2 of SMK Yatpi Godong academic year 2021-2022.

#### A. Conclusion

1. From the data that had been collected from the questionnaires of the 22 students X Akuntansi 2 of SMK Yatpi Godong academic year 2021-2022. The TikTok application gave benefits to students in learning and writing descriptive text. 86,36% of the students believed that using the TikTok application could enrich their vocabulary since they got many new words from the TikTok in learning descriptive text. In addition, they also thought that they could be more creative since TikTok showed many contents that could inspire them to look up the ideas in writing the descriptive text. Some of them also said that learning descriptive text in TikTok could teach their pronunciation so they were more fluent in speaking and could facilitate learning English.
2. The TikTok application still gave the students many problems in learning activities. 72,73% of the students answered that using the TikTok application to learn and then write descriptive text was difficult because TikTok was a new media in the learning process, so they did not accustom to learning by

using the TikTok application. Next, they had a problem spelling the word and sentences from the TikTok application since the TikTok was the music video application. Most of them also thought that it was hard to read the descriptive text in TikTok and felt uncomfortable studying and writing the descriptive text using TikTok.

## **B. Suggestion**

From all the data that had been gathered from the questionnaires of the 22 students of X Akuntansi 2 class of SMK Yatpi Godong academic year 2021-2022, the researcher suggested for;

### 1. To the students

For the students, learning descriptive text using the TikTok application can be a new exciting alternative media for writing in the learning process. It can enliven the class atmosphere because TikTok is a video music application that is so much fun. TikTok also is liked by young learners, so they will not be bored quickly in the learning activity.

### 2. To the teacher

Teaching descriptive text using the TikTok application can be a new inspiration in teaching activity for the teacher. TikTok is one of the most potential applications in educational content because nowadays, students get the materials from the handbook and the online sources. Next, TikTok is one of the most applied music videos that is used by the young generation.

### 3. To the next researcher

For the next researcher who researches the use of TikTok application in learning and teaching activities, the researcher of this study hopes that this study will be a good guide for further research.

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# APENDICES



UNIVERSITAS PGRI SEMARANG

## FAKULTAS PENDIDIKAN BAHASA DAN SENI

Program Studi :

- Pendidikan Bahasa dan Sastra Indonesia
- Pendidikan Bahasa Inggris
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Nomor : 07/IP/FPBS/1/2022  
Lampiran : 1 (satu) berkas  
Perihal : **Permohonan izin penelitian**

Semarang, 20 Januari 2022

Yth. Kepala SMK YATPI Godong  
di Grobogan

Kami beritahukan dengan hormat, bahwa mahasiswa kami :

N a m a : Elsa Sonia Virgin  
N P M : 17420002  
Fak. / Program Studi : FPBS / Pendidikan Bahasa Inggris

akan mengadakan penelitian dengan judul :

The Use Of Tik Tok Application In Teaching Writing Descriptive Text For The Tenth Grade Student Of SMK YATPI Godong In The Academic Year 2020/2021

Sehubungan dengan hal tersebut, kami mohon Bapak/Ibu berkenan memberikan izin kepada mahasiswa tersebut untuk melakukan penelitian.

Atas perkenan dan kerjasama yang baik, kami ucapkan terima kasih.



Dekan,

**Dr. Asropah, M.Pd.**  
NPP 936601104



YAYASAN TAMAN PENDIDIKAN ISLAMIYAH  
SEKOLAH MENENGAH KEJURUAN YATPI GODONG  
TERAKREDITASI A

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NPSN : 20313792 email : smk\_yatpi@yahoo.com NSS : 32.4.031516008

SURAT KETERANGAN

Nomor : 421.5/780/SMK YP/2022

Yang bertanda tangan dibawah ini :

Nama : Maskuri, ST, M.Pd  
NIP : -  
Jabatan : Kepala Sekolah  
Instansi : SMK YATPI Godong  
NPSN : 20313792

Menerangkan bahwa mahasiswa dibawah :

Nama : Elsa Sonia Virgin  
NPM : 17420002  
Program Studi : FPBS/ Pendidikan Bahasa Inggris  
Waktu Penelitian : 15 November 2021 sd 29 November 2021  
Fakultas : Fakultas Pendidikan Bahasa dan Seni  
Keterangan : Nama tersebut diatas telah melakukan penelitian di SMK YATPI Godong untuk keperluan skripsi dengan judul "The Use Of TikTok application In Teaching Writing Descriptive Text For The Tent Grade Student Of SMK YATPI GODONG In The Academic Year 2020/2021".

Demikian surat keterangan ini dibuat untuk dapat dipergunakan seperlunya.

Godong, 11 Februari 2022  
Kepala SMK YATPI Godong  
YATPI  
SEKOLAH MENENGAH  
KEJURUAN  
GODONG  
Maskuri, ST, M.Pd  
Nip. \* H



### BERITA ACARA UJIAN SKRIPSI

Pada hari ini Selasa 09 Agustus 2022, berdasarkan susunan tim penguji Skripsi :

1. Nama : Dr. Asropah, M.Pd.  
Jabatan : Ketua
2. Nama : Dr. Jafar Sodik, S.Pd, M.Pd.  
Jabatan : Sekretaris
3. Nama : Dra. Maria Yosephin, M.Pd  
Jabatan : Anggota (Penguji I)
4. Nama : Laily Nur Affini, S.Pd., M.Hum  
Jabatan : Anggota (Penguji II)
5. Nama : Th. Cicik Sophia B, S.S., M.Pd.  
Jabatan : Anggota (Penguji III)

Dengan ini menyatakan bahwa mahasiswa yang tersebut di bawah telah diuji skripsinya.

Nama : Elsa Sonia Virgin                      Fakultas : FPBS  
N.P.M : 17420002                              Program Studi : Pendidikan Bahasa Inggris  
Program Pendidikan : Strata 1

Judul Skripsi :

THE USE OF TIKTOK APPLICATION TEACHING WRITING DESCRIPTIVE TEXT FOR THE TENTH GRADE STUDENTS OF SMK YATPI GODONG IN THE ACADEMIC YEAR 2020/2021

Nilai :

Demikian berita Acara Ujian Skripsi dibuat untuk diketahui dan dipergunakan seperlunya oleh pihak-pihak yang berkepentingan.

Ketua,

Dr. Asropah, M.Pd.

Sekretaris,

Dr. Jafar Sodik, S.Pd, M.Pd.

Penguji I,

Dra. Maria Yosephin, M.Pd

Penguji II,

Laily Nur Affini, S.Pd., M.Hum

Penguji III,

Th. Cicik Sophia B, S.S., M.Pd.



Mengetahui,  
Dekan

Dr. Asropah, M.Pd.  
NPP/NIP 936601104

08.01 ❤️

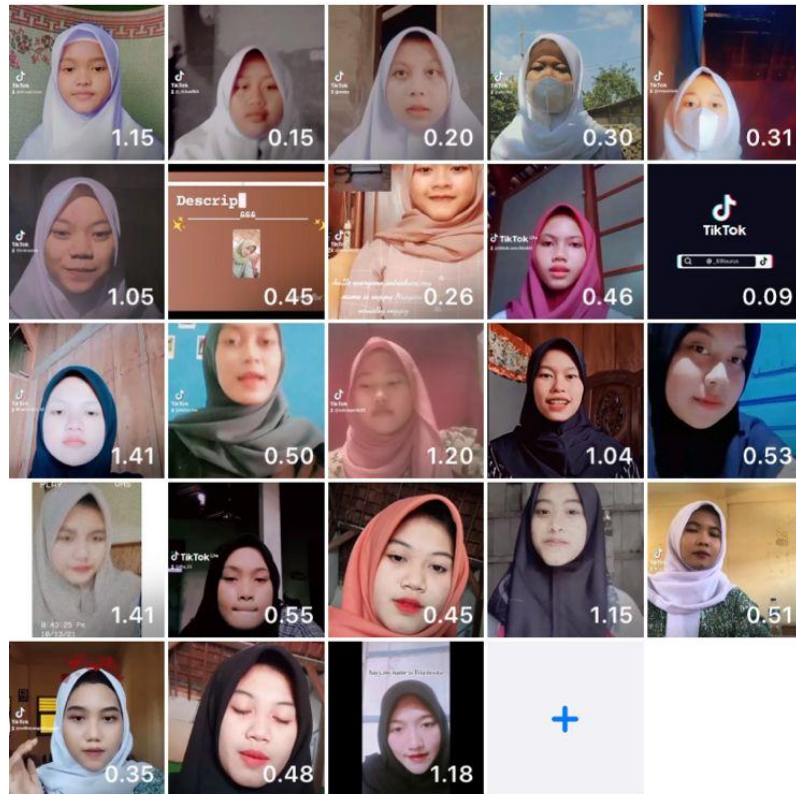
4G 🔋

< Album

Pilih



### Video Tiktok Penelitian



23 Video



Perpustakaan



Untuk Anda



Album



Cari



YAYASAN PEMBINA LEMBAGA PENDIDIKAN PERGURUAN TINGGI PGRI SEMARANG

# UNIVERSITAS PGRI SEMARANG

FAKULTAS PENDIDIKAN BAHASA DAN SENI

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Jurusan : 1. Pend. Bahasa Inggris  
2. Pend. Bahasa dan Sastra Indonesia  
3. Pend. Bahasa dan Sastra Daerah

Tema Skripsi :

The Use of Tik Tok Application in Teaching Writing Descriptive Text  
for the Tenth Grade Student of SMK YATPI Gedong in the  
Academic 2020/2021

Untuk dilaksanakan pada :

Hari / Tanggal : Selasa, 9 Agustus 2022

Waktu : 09.00 - 10.00

Ruang : A. 208. 2.

Adapun sebagai penguji :

1. Penguji I : Dra. Maria Josephin W.L., M.Pd.

2. Penguji II : Laily Nur Affini, S.Pd., M.Hum

3. Penguji III : Th. cicik Sophia Budiman, S.S., M.Pd.

Menyetujui,  
Ketua Program Studi,

Dr. Jajat Sadia, S.Pd., M.Pd.

Semarang,

Yang mengajukan,

Eisa Sania Virgin.



**KARTU BIMBINGAN FINAL PROJECT**

**MAHASISWA UNIVERSITAS PGRI SEMARANG**

**NAMA : ELSA SONIA VIRGIN**

**NPM : 17420002**

**FAK/PROGDI : FPBS/PEND. BAHASA INGGRIS**

**DOSEN PEMBIMBING I : Dra. Maria Yosephin WL, M.Pd.**

No.	WAKTU BIMBINGAN	MATERI YANG DIKONSULTASIKAN	TANDA TANGAN
			PEMB. I
1.	6 Februari 2021	Bimbingan judul	
2.	8 Maret 2021	ACC judul	
3.	20 Maret 2021	Bimbingan proposal	
4.	1 juni 2021	Bimbingan Proposal	
5.	11 Juni 2021	Bimbingan Proposal	
6.	23 Juli 2021	Bimbingan Proposal	
7.	3 November 2021	Revisi proposal & Format proposal	
8.	5 November 2021	ACC Proposal	
9.	10 Januari 2022	Bimbingan BAB 4&5	
10.	17 Febuari 2022	Bimbingan BAB 4&5	



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**NAMA** : ELSA SONIA VIRGIN  
**NPM** : 17420002  
**FAK/PROGDI** : FPBS/PEND. BAHASA INGGRIS  
**DOSEN PEMBIMBING I** : Dra. Maria Y.W.L., M.Pd

No.	WAKTU BIMBINGAN	MATERI YANG DIKONSULTASIKAN	TANDA TANGAN
			PEMB. I
1.	11 Mei 2022	Bimbingan BAB 4&5	
2.	25 Mei 2022	Bimbingan BAB 4&5	
3.	15 Juni 2022	Bimbingan Penambahan Jurnal	
4.	5 Juli 2022	ACC SKRIPSI	
5.			
6.			
7.			
8.			
9.			
10.			





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**MAHASISWA UNIVERSITAS PGRI SEMARANG**

**NAMA** : ELSA SONIA VIRGIN  
**NPM** : 17420002  
**FAK/PROGDI** : FPBS/PEND. BAHASA INGGRIS  
**DOSEN PEMBIMBING II** : Laily Nur Affini., S.Pd., M.Hum

No.	WAKTU BIMBINGAN	MATERI YANG DIKONSULTASIKAN	TANDA TANGAN
			PEMB. II
1.	4 Februari 2021	Bimbingan Judul	<i>Laily</i>
2.	19 Febuari 2021	Bimbingan Judul	<i>Laily</i>
3.	27 Febuari 2021	ACC	<i>Laily</i>
4.	10 September 2021	Bimbingan Outline	<i>Laily</i>
5.	5 November 2021	Bimbingan Outline	<i>Laily</i>
6.	16 November 2021	Bimbingan BAB 123	<i>Laily</i>
7.	7 Januari 2022	Bimbingan BAB 123	<i>Laily</i>
8.	11 Januari 2022	Bimbingan Kuesioner	<i>Laily</i>
9.	12 Januari 2022	Bimbingan Kuesioner	<i>Laily</i>
10.	11 Mei 2022	Bimbingan BAB 4&5	<i>Laily</i>



**KARTU BIMBINGAN FINAL PROJECT**  
**MAHASISWA UNIVERSITAS PGRI SEMARANG**

**NAMA** : ELSA SONIA VIRGIN  
**NPM** : 17420002  
**FAK/PROGDI** : FPBS/PEND. BAHASA INGGRIS  
**DOSEN PEMBIMBING II** : Laily Nur Affini., S.Pd., M.Hum

No.	WAKTU BIMBINGAN	MATERI YANG DIKONSULTASIKAN	TANDA TANGAN
			PEMB. II
1.	13 Mei 2022	Bimbingan BAB 4&5	<i>Laily</i>
2.	15 Mei 2022	ACC	<i>Laily</i>
3.	19 Mei 2022	Bimbingan Artikel	<i>Laily</i>
4.	6 Juni 2022	Bimbingan Artikel	<i>Laily</i>
5.	13 Juni 2022	Bimbingan Artikel	<i>Laily</i>
6.	16 Juni 2022	Submit Artikel	<i>Laily</i>
7.	27 Juni 2022	Bimbingan revisi artikel	<i>Laily</i>
8.	7 Juli 2022	Binbingan revisi artikel	<i>Laily</i>
9.	14 Juli 2022	Artikel publish	<i>Laily</i>
10.			

## Dokumentasi Penelitian



DAFTAR HADIR X AKUNTANSI 2 SMK YATPI GODONG

NO	NAMA	YANG MASUK
1.	Abad Suweni	V
2.	Aminda Larasati	V
3.	Anik Zuliana	V
4.	Della Fitri Indriyani	V
5.	Della Nur Aeni	V
6.	Diva Permata Sari	V
7.	Doa Solekhatun	V
8.	Fica Putri Adi Tinanti	V
9.	Imelda Fitri Yulianti	V
10.	Laili Nur Fadilah	V
11.	Lilik Setyowati	V
12.	Luthfiyatul Islamiyah	V
13.	Nisfatul Sholehah	V
14.	Puji Kurniawati	V
15.	Putri Kusumawati	V
16.	Sepia Rahmawati	V
17.	Siti Fatkuziah Fatmawati	V
18.	Sumeh Nuraeni	V
19.	Tria Novita	V
20.	Veppy Nasyari	V

21.	Vicky Nadia Faza	V
22.	Wahyu Setyana Dewi	V

RENCANA PELAKSANAAN PEMBELAJARAN			
Nama Sekolah	: SMK YATPI GODONG	Tahun Pelajaran	: 2020-2021
Mata Pelajaran	: Bahasa Inggris	KD	: 3.2 dan 4.2
Kelas	: X	Materi	: Descriptive Text

A. TUJUAN PEMBELAJARAN		
<p>Setelah mencermati beberapa contoh greeting card dan mendiskusikannya, peserta didik diharapkan mampu:</p> <p>Melalui kegiatan diskusi, dan Tanya jawab peserta didik diharapkan dapat membandingkan, mengidentifikasi, dan menemukan makna terkait fungsi social, struktur teks secara benar dan sesuai konteks.</p>		
B. KEGIATAN PEMBELAJARAN		
<b>PENDAHULUAN</b>	<ul style="list-style-type: none"> <li>❖ Guru memulai pelajaran melalui aplikasi zoom.</li> <li>❖ Link zoom <a href="https://us04web.zoom.us/j/74327233433?pwd=dINPK2d1Y0dYb3d4ZmNRK0ZaZFP1UT09">https://us04web.zoom.us/j/74327233433?pwd=dINPK2d1Y0dYb3d4ZmNRK0ZaZFP1UT09</a></li> <li>❖ Guru memulai pelajaran dengan salam pembuka melalui ZOOM dan berdoa untuk memulai pembelajaran.</li> <li>❖ Guru mengecek kehadiran peserta didik.</li> <li>❖ Link presensi <a href="https://forms.gle/eTbLK5eBxXjggBs28">https://forms.gle/eTbLK5eBxXjggBs28</a></li> <li>❖ Guru memberitahu tentang 3M yaitu, mencuci tangan, memakai masker, dan menjaga jarak.</li> <li>❖ Guru memberikan orientasi, persepsi, motivasi, dan melakukan sedikit tanya jawab tentang materi yang akan dipelajari hari ini.</li> </ul>	5 Me nit
<b>KEGIATAN INTI</b>	<ul style="list-style-type: none"> <li>❖ Guru menampilkan ppt tentang deskriptif teks</li> <li>❖ Guru meminta peserta didik untuk melihat dan mengamati contoh teks tentang deskriptif teks yang ditampilkan oleh guru.</li> <li>❖ Guru memberikan penjelasan tentang deskriptif teks yang ditampilkan melalui ppt</li> <li>❖ Guru meminta peserta didik untuk mengidentifikasi fungsi social, struktur teks khusus dalam bentuk deskriptif teks</li> <li>❖ Guru menyuruh salah satu siswa untuk membacakan contoh dari deskriptif teks</li> <li>❖ Guru menjelaskan lebih lanjut tentang unsur kebahasaan yang terdapat pada teks deskriptif teks</li> <li>❖ Guru menanyakan pemahaman siswa tentang pertemuan hari ini</li> <li>❖ Guru memberikan simpulan tentang deskriptif teks</li> </ul>	10 Me nit
<b>PENUTUP</b>	<ul style="list-style-type: none"> <li>❖ Guru dan peserta didik melakukan refleksi tentang proses hasil belajar yang baru saja dilakukan.</li> <li>❖ Guru memberikan tugas kepada peserta didik.</li> <li>❖ Link tugas <a href="https://forms.gle/SN4KXkq4wvSMX5DN7">https://forms.gle/SN4KXkq4wvSMX5DN7</a></li> <li>❖ Guru memberi kata penutup yaitu stay at home, stay safe and stay healthy</li> <li>❖ Guru menutup kelas dan mengucapkan salam.</li> </ul>	5 Me nit

<b>Refleksi dan Konfirmasi</b>	Refleksi pencapaian pesertadidik/formatif assessment, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.
<b>C. PENILAIAN</b>	
<ol style="list-style-type: none"> <li>1. Penilaian sikap dilakukan dengan observasi.</li> <li>2. Penilaian pengetahuan berupa tes tertulis dan tugas.</li> <li>3. Penilaian kinerja dilakukan berdasarkan mengerjakan soal yang telah disediakan oleh guru.</li> </ol>	

Mengetahui  
Guru pamong Penelitian

, 2 Oktober 2020  
Mahasiswa Magang 3,

Retno  
NIP.197002051997022002

Elsa Sonia V  
NPM.17420002

**KUESIONER PENULISAN BAHASA INGGRIS MENGGUNAKAN APLIKASI  
TIKTOK**

Nama : Della Nur Aqini

No : 05

Kelas : Aluntangi

*Mohon kesediaan mengisi pertanyaan berikut sesuai dengan pendapat anda!*

1	Apakah kalian mempunyai akun TikTok? iya, punya
2	Apakah kalian suka menggunakan aplikasi TikTok? Ya
3	Apakah kalian mempunyai permasalahan atau kesulitan dalam dalam menulis teks deskriptif bahasa inggris? Sebutkan! Tidak
4	Apakah kalian mendapatkan manfaat disaat belajar menulis teks deskriptif bahasa inggris menggunakan aplikasi TikTok? Ya, karena lebih banyak memperoleh informasi dan Pengetahuan lebih luas.
5	Manakah yang kalian sukai diantara menulis teks deskriptif bahasa inggris menggunakan aplikasi TikTok atau buku pelajaran? Sebutkan alasannya! buku pelajaran, karena mudah dipat dingat dan bisa di Pelajari kembali.

TERIMA KASIH ATAS KESEDIAAN ANDA MENGISI KUESIONER INI



**KUESIONER PENULISAN BAHASA INGGRIS MENGGUNAKAN APLIKASI  
TIKTOK**

Nama : Lutfiyana

No : 12

Kelas : Akuntansi

*Mohon kesediaan mengisi pertanyaan berikut sesuai dengan pendapat anda!*

1	Apakah kalian mempunyai akun TikTok?  Punya
2	Apakah kalian suka menggunakan aplikasi TikTok?  Iya
3	Apakah kalian mempunyai permasalahan atau kesulitan dalam dalam menulis teks deskriptif bahasa inggris? Sebutkan!  Tidak
4	Apakah kalian mendapatkan manfaat disaat belajar menulis teks deskriptif bahasa inggris menggunakan aplikasi TikTok?  Iya, karena lebih banyak menambah informasi & pengetahuan.
5	Manakah yang kalian sukai diantara menulis teks deskriptif bahasa inggris menggunakan aplikasi TikTok atau buku pelajaran? Sebutkan alasannya!  Buku pelajaran, karena bisa dipelajari kembali, dan mudah di ingat.

TERIMA KASIH ATAS KESEDIAAN ANDA MENGISI KUESIONER INI

KUESIONER PENULISAN BAHASA INGGRIS MENGGUNAKAN APLIKASI  
TIKTOK

Nama : Anik Luliana

No : 03

Kelas : Akuntansi

Mohon kesediaan mengisi pertanyaan berikut sesuai dengan pendapat anda!

1	Apakah kalian mempunyai akun TikTok? Punya
2	Apakah kalian suka menggunakan aplikasi TikTok? Lumayan, karena app tersebut menghibur di waktu hening
3	Apakah kalian mempunyai permasalahan atau kesulitan dalam menulis teks deskriptif bahasa inggris? Sebutkan! Sepertinya tidak karena : - tujuannya yang pasti - detailnya yang lengkap
4	Apakah kalian mendapatkan manfaat disaat belajar menulis teks deskriptif bahasa inggris menggunakan aplikasi TikTok? Tidak tau, karena selama saya menggunakan Tiktok belum pernah mencoba untuk belajar tentang tiktok menggunakan
5	Manakah yang kalian sukai diantara menulis teks deskriptif bahasa inggris menggunakan aplikasi TikTok atau buku pelajaran? Sebutkan alasannya! Buku pelajaran, masih sama karena saya belum pernah mencoba untuk menggunakan Tiktok - di tambah lagi jarang ada konten creator yang membahas tentang ini

TERIMA KASIH ATAS KESEDIAAN ANDA MENGISI KUESIONER INI

KUESIONER PENULISAN BAHASA INGGRIS MENGGUNAKAN APLIKASI TIKTOK

Nama : *Sephia rahma*

No :

Kelas :

*Mohon kesediaan mengisi pertanyaan berikut sesuai dengan pendapat anda!*

1	Apakah kalian mempunyai akun TikTok? <i>punya</i>
2	Apakah kalian suka menggunakan aplikasi TikTok? <i>Suka</i>
3	Apakah kalian mempunyai permasalahan atau kesulitan dalam menulis teks deskriptif bahasa inggris? Sebutkan! <i>Tidak Karena sudah memahaminya</i>
4	Apakah kalian mendapatkan manfaat disaat belajar menulis teks deskriptif bahasa inggris menggunakan aplikasi TikTok? <i>Ya karena mendapat banyak informasi dari tiktok</i>
5	Manakah yang kalian sukai diantara menulis teks deskriptif bahasa inggris menggunakan aplikasi TikTok atau buku pelajaran? Sebutkan alasannya! <i>menggunakan aplikasi tiktok karena bisa mempraktekan langsung</i>

TERIMA KASIH ATAS KESEDIAAN ANDA MENGISI KUESIONER INI

KUESIONER PENULISAN BAHASA INGGRIS MENGGUNAKAN APLIKASI  
TIKTOK

Nama : Sumeh Nuraini

No : 18

Kelas : Akuntansi 2

*Mohon kesediaan mengisi pertanyaan berikut sesuai dengan pendapat anda!*

1	Apakah kalian mempunyai akun TikTok? Punya
2	Apakah kalian suka menggunakan aplikasi TikTok? Iya
3	Apakah kalian mempunyai permasalahan atau kesulitan dalam dalam menulis teks deskriptif bahasa inggris? Sebutkan! Tidak, Karena sudah memahami materinya
4	Apakah kalian mendapatkan manfaat disaat belajar menulis teks deskriptif bahasa inggris menggunakan aplikasi TikTok? Iya, karena mendapat banyak Informasi dari Tiktok
5	Manakah yang kalian sukai diantara menulis teks deskriptif bahasa inggris menggunakan aplikasi TikTok atau buku pelajaran? Sebutkan alasannya! Menggunakan aplikasi Tiktok, Karena bisa langsung mengespresikan langsung

TERIMA KASIH ATAS KESEDIAAN ANDA MENGISI KUESIONER INI

KUESIONER PENULISAN BAHASA INGGRIS MENGGUNAKAN APLIKASI  
TIKTOK

Nama : *Abad Suweni*

No :

Kelas : *Akuntansi*

*Mohon kesediaan mengisi pertanyaan berikut sesuai dengan pendapat anda!*

1	Apakah kalian mempunyai akun TikTok? <i>Punya</i>
2	Apakah kalian suka menggunakan aplikasi TikTok? <i>Suka</i>
3	Apakah kalian mempunyai permasalahan atau kesulitan dalam dalam menulis teks deskriptif bahasa inggris? Sebutkan! <i>Tidak, Karena sudah memahaminya</i>
4	Apakah kalian mendapatkan manfaat disaat belajar menulis teks deskriptif bahasa inggris menggunakan aplikasi TikTok? <i>Iya, Karena mendapat banyak informasi dari tiktok</i>
5	Manakah yang kalian sukai diantara menulis teks deskriptif bahasa inggris menggunakan aplikasi TikTok atau buku pelajaran? Sebutkan alasannya! <i>Menggunakan aplikasi tiktok, Karena bisa Mempraktekan langsung .</i>

TERIMA KASIH ATAS KESEDIAAN ANDA MENGISI KUESIONER INI

KUESIONER PENULISAN BAHASA INGGRIS MENGGUNAKAN APLIKASI  
TIKTOK

Nama : Siti Fatkhuzian Afifah

No : 17

Kelas : XIWUNFANSI

Mohon kesediaan mengisi pertanyaan berikut sesuai dengan pendapat anda!

1	Apakah kalian mempunyai akun TikTok? <i>Punya</i>
2	Apakah kalian suka menggunakan aplikasi TikTok? <i>Tidak</i>
3	Apakah kalian mempunyai permasalahan atau kesulitan dalam dalam menulis teks deskriptif bahasa inggris? Sebutkan! <i>Iya. karena kesulitannya adalah membaca kata-katanya.</i>
4	Apakah kalian mendapatkan manfaat disaat belajar menulis teks deskriptif bahasa inggris menggunakan aplikasi TikTok? <i>Iya, karena menjadikan saya lebih kreatif</i>
5	Manakah yang kalian sukai diantara menulis teks deskriptif bahasa inggris menggunakan aplikasi TikTok atau buku pelajaran? Sebutkan alasannya! <i>Buku pelajaran, karena mudah dipahami.</i>

TERIMA KASIH ATAS KESEDIAAN ANDA MENGISI KUESIONER INI

**KUESIONER PENULISAN BAHASA INGGRIS MENGGUNAKAN APLIKASI  
TIKTOK**

Nama : *Tria Novita*

No : *19*

Kelas : *Akuntansi*

*Mohon kesediaan mengisi pertanyaan berikut sesuai dengan pendapat anda!*

1	Apakah kalian mempunyai akun TikTok? <i>Punya</i>
2	Apakah kalian suka menggunakan aplikasi TikTok? <i>Iya</i>
3	Apakah kalian mempunyai permasalahan atau kesulitan dalam menulis teks deskriptif bahasa Inggris? Sebutkan! <i>Iya, karena kesulitan dalam bahasanya</i>
4	Apakah kalian mendapatkan manfaat saat belajar menulis teks deskriptif bahasa Inggris menggunakan aplikasi TikTok? <i>Iya, karena menambah pengetahuan vocabulary</i>
5	Manakah yang kalian sukai diantara menulis teks deskriptif bahasa Inggris menggunakan aplikasi TikTok atau buku pelajaran? Sebutkan alasannya! <i>buku pelajaran, karena lebih mudah untuk di pahami</i>

TERIMA KASIH ATAS KESEDIAAN ANDA MENGISI KUESIONER INI

KUESIONER PENULISAN BAHASA INGGRIS MENGGUNAKAN APLIKASI  
TIKTOK

Nama : Lili setyowati

No : 11

Kelas : Akutansi 2

Mohon kesediaan mengisi pertanyaan berikut sesuai dengan pendapat anda!

1	Apakah kalian mempunyai akun TikTok? ya, saya punya
2	Apakah kalian suka menggunakan aplikasi TikTok? Lumayan, karena dapat menjadi hiburan
3	Apakah kalian mempunyai permasalahan atau kesulitan dalam menulis teks deskriptif bahasa Inggris? Sebutkan! - kurang percaya diri - sulit untuk menulis teksnya
4	Apakah kalian mendapatkan manfaat saat belajar menulis teks deskriptif bahasa Inggris menggunakan aplikasi TikTok? Tidak, saya malah kesulitan ketika menggunakan aplikasi tiktok
5	Manakah yang kalian sukai diantara menulis teks deskriptif bahasa Inggris menggunakan aplikasi TikTok atau buku pelajaran? Sebutkan alasannya! lebih suka menggunakan buku pelajaran karena lebih cepat paham dan tidak usah menggunakan internet

TERIMA KASIH ATAS KESEDIAAN ANDA MENGISI KUESIONER INI



KUESIONER PENULISAN BAHASA INGGRIS MENGGUNAKAN APLIKASI  
TIKTOK

Nama : VEPPY NASYARI

No : 20

Kelas : Akuntansi 2

Mohon kesediaan mengisi pertanyaan berikut sesuai dengan pendapat anda!

1	Apakah kalian mempunyai akun TikTok? Punya
2	Apakah kalian suka menggunakan aplikasi TikTok? suka
3	Apakah kalian mempunyai permasalahan atau kesulitan dalam menulis teks deskriptif bahasa inggris? Sebutkan! Punya, karena kurangnya ide dan sering kesulitan dalam menulis teks berbahasa inggris.
4	Apakah kalian mendapatkan manfaat disaat belajar menulis teks deskriptif bahasa inggris menggunakan aplikasi TikTok? iya, karena menambah vocabulary.
5	Manakah yang kalian sukai diantara menulis teks deskriptif bahasa inggris menggunakan aplikasi TikTok atau buku pelajaran? Sebutkan alasannya! saya lebih suka menggunakan aplikasi tiktok, karena lebih seru

TERIMA KASIH ATAS KESEDIAAN ANDA MENGGISI KUESIONER INI

KUESIONER PENULISAN BAHASA INGGRIS MENGGUNAKAN APLIKASI  
TIKTOK

Nama : AMINDA LARASATI

No : 2 .

Kelas : Akuntansi 2

Mohon kesediaan mengisi pertanyaan berikut sesuai dengan pendapat anda!

1	Apakah kalian mempunyai akun TikTok? Punya
2	Apakah kalian suka menggunakan aplikasi TikTok? Suka
3	Apakah kalian mempunyai permasalahan atau kesulitan dalam menulis teks deskriptif bahasa inggris? Sebutkan! Punya ; Cara menulisnya banyak yang salah
4	Apakah kalian mendapatkan manfaat disaat belajar menulis teks deskriptif bahasa inggris menggunakan aplikasi TikTok? Iya, karena Menambah Vocabulary .
5	Manakah yang kalian sukai diantara menulis teks deskriptif bahasa inggris menggunakan aplikasi TikTok atau buku pelajaran? Sebutkan alasannya! Saya lebih suka menggunakan aplikasi tiktok, di aplikasi tiktok lebih mudah dari pada menulis.

TERIMA KASIH ATAS KESEDIAAN ANDA MENGISI KUESIONER INI

KUESIONER PENULISAN BAHASA INGGRIS MENGGUNAKAN APLIKASI TIKTOK

Nama : Wahyu Setiyana Dewi

No : 22

Kelas : Akuntansi 2

Mohon kesediaan mengisi pertanyaan berikut sesuai dengan pendapat anda!

1	Apakah kalian mempunyai akun TikTok? Punya
2	Apakah kalian suka menggunakan aplikasi TikTok? Suka
3	Apakah kalian mempunyai permasalahan atau kesulitan dalam menulis teks deskriptif bahasa inggris? Sebutkan! Punya, cara penulisannya agak susah
4	Apakah kalian mendapatkan manfaat disaat belajar menulis teks deskriptif bahasa inggris menggunakan aplikasi TikTok? Iya, karena banyak inspirasi dalam aplikasi Tik tok
5	Manakah yang kalian sukai diantara menulis teks deskriptif bahasa inggris menggunakan aplikasi TikTok atau buku pelajaran? Sebutkan alasannya! Saya lebih menyukai menggunakan aplikasi TIK TOK karena lebih mudah dan banyak inspirasi

TERIMA KASIH ATAS KESEDIAAN ANDA MENGISI KUESIONER INI

KUESIONER PENULISAN BAHASA INGGRIS MENGGUNAKAN APLIKASI  
TIKTOK

Nama : Fica Putri

No :

Kelas : Akuntansi 2

Mohon kesediaan mengisi pertanyaan berikut sesuai dengan pendapat anda!

1	Apakah kalian mempunyai akun TikTok? Punya
2	Apakah kalian suka menggunakan aplikasi TikTok? Suka
3	Apakah kalian mempunyai permasalahan atau kesulitan dalam dalam menulis teks deskriptif bahasa inggris? Sebutkan! Iya - karna kesulitan cara membacanya - karna kerang, kurangnya vocabulary
4	Apakah kalian mendapatkan manfaat disaat belajar menulis teks deskriptif bahasa inggris menggunakan aplikasi TikTok? Iya - karna menambah vocabulary - karna bisa memperlancar cara membaca bahasa, ing
5	Manakah yang kalian sukai diantara menulis teks deskriptif bahasa inggris menggunakan aplikasi TikTok atau buku pelajaran? Sebutkan alasannya! Pake tiktok - karna menambah belajar jadi asik

TERIMA KASIH ATAS KESEDIAAN ANDA MENGISI KUESIONER INI

KUESIONER PENULISAN BAHASA INGGRIS MENGGUNAKAN APLIKASI  
TIKTOK

Nama : Vicky Nadia Fasa

No :

Kelas : AKUNTANS - 2

Mohon kesediaan mengisi pertanyaan berikut sesuai dengan pendapat anda!

1	Apakah kalian mempunyai akun TikTok? Punya
2	Apakah kalian suka menggunakan aplikasi TikTok? Suka
3	Apakah kalian mempunyai permasalahan atau kesulitan dalam dalam menulis teks deskriptif bahasa inggris? Sebutkan! IYA - Karena susah dalam membaca - Karena kurangnya wawasan Vocabulary.
4	Apakah kalian mendapatkan manfaat disaat belajar menulis teks deskriptif bahasa inggris menggunakan aplikasi TikTok? IYA, karena mendapat banyak informasi dari Tiktok.
5	Manakah yang kalian sukai diantara menulis teks deskriptif bahasa inggris menggunakan aplikasi TikTok atau buku pelajaran? Sebutkan alasannya! Menggunakan aplikasi tiktok, karena bisa mempraktekan secara langsung

TERIMA KASIH ATAS KESEDIAAN ANDA MENGISI KUESIONER INI

KUESIONER PENULISAN BAHASA INGGRIS MENGGUNAKAN APLIKASI  
TIKTOK

Nama : Daa Solekhatun

No : 07

Kelas : Akuntansi

*Mohon kesediaan mengisi pertanyaan berikut sesuai dengan pendapat anda!*

1	Apakah kalian mempunyai akun TikTok? Punya
2	Apakah kalian suka menggunakan aplikasi TikTok? Ya
3	Apakah kalian mempunyai permasalahan atau kesulitan dalam dalam menulis teks deskriptif bahasa inggris? Sebutkan! Ya, karna kesulitan dalam bahasanya
4	Apakah kalian mendapatkan manfaat disaat belajar menulis teks deskriptif bahasa inggris menggunakan aplikasi TikTok? Ya, karna menambah Pengetahuan vocabulary.
5	Manakah yang kalian sukai diantara menulis teks deskriptif bahasa inggris menggunakan aplikasi TikTok atau buku pelajaran? Sebutkan alasannya! Dibuku karna lebih mudah untuk di pahami

TERIMA KASIH ATAS KESEDIAAN ANDA MENGISI KUESIONER INI

*Daa*

**KUESIONER PENULISAN BAHASA INGGRIS MENGGUNAKAN APLIKASI TIKTOK**

Nama : Putri Kusumawati

No : 15

Kelas : Akuntansi 2

*Mohon kesediaan mengisi pertanyaan berikut sesuai dengan pendapat anda!*

1	Apakah kalian mempunyai akun TikTok? Tidak, saya tidak punya akun TikTok
2	Apakah kalian suka menggunakan aplikasi TikTok? Tidak, saya tidak suka menggunakan TikTok
3	Apakah kalian mempunyai permasalahan atau kesulitan dalam dalam menulis teks deskriptif bahasa inggris? Sebutkan! - sulit dalam mengungkapkan kata-katanya - sulit menyusun kalimat sesuai kaidah. - sulit menulis teksnya
4	Apakah kalian mendapatkan manfaat disaat belajar menulis teks deskriptif bahasa inggris menggunakan aplikasi TikTok? Tidak, saya kesulitan menggunakan aplikasi tiktok dan tidak PD di depan kamera.
5	Manakah yang kalian sukai diantara menulis teks deskriptif bahasa inggris menggunakan aplikasi TikTok atau buku pelajaran? Sebutkan alasannya! Saya lebih suka menggunakan buku pelajaran dari pada aplikasi tiktok, karna saya tidak suka tiktok

TERIMA KASIH ATAS KESEDIAAN ANDA MENGISI KUESIONER INI

KUESIONER PENULISAN BAHASA INGGRIS MENGGUNAKAN APLIKASI  
TIKTOK

Nama : Laili Nur Fadhilah

No : 10

Kelas : Akuntansi

*Mohon kesediaan mengisi pertanyaan berikut sesuai dengan pendapat anda!*

1	Apakah kalian mempunyai akun TikTok? Punya
2	Apakah kalian suka menggunakan aplikasi TikTok? Iya
3	Apakah kalian mempunyai permasalahan atau kesulitan dalam dalam menulis teks deskriptif bahasa inggris? Sebutkan! Iya, karena sulit untuk dikuasai
4	Apakah kalian mendapatkan manfaat disaat belajar menulis teks deskriptif bahasa inggris menggunakan aplikasi TikTok? Iya, karena menjadikan saya lebih kreatif
5	Manakah yang kalian sukai diantara menulis teks deskriptif bahasa inggris menggunakan aplikasi TikTok atau buku pelajaran? Sebutkan alasannya! Buku Pelajaran, karena mudah dipahami

TERIMA KASIH ATAS KESEDIAAN ANDA MENGISI KUESIONER INI



KUESIONER PENULISAN BAHASA INGGRIS MENGGUNAKAN APLIKASI TIKTOK

Nama : Divo Permato Sari

No : 6

Kelas : Akuntansi

Mohon kesediaan mengisi pertanyaan berikut sesuai dengan pendapat anda!

1	Apakah kalian mempunyai akun TikTok? Tidak
2	Apakah kalian suka menggunakan aplikasi TikTok? Tidak
3	Apakah kalian mempunyai permasalahan atau kesulitan dalam dalam menulis teks deskriptif bahasa inggris? Sebutkan! iya karena kesulitannya adalah membaca foto-katany dan mengingatnya karena membutuhkan waktu dan <del>...</del> banyak kwota
4	Apakah kalian mendapatkan manfaat disaat belajar menulis teks deskriptif bahasa inggris menggunakan aplikasi TikTok? iya karena <del>...</del> menjadikan saya lebih kreatif dan bisa berbahasa inggris
5	Manakah yang kalian sukai diantara menulis teks deskriptif bahasa inggris menggunakan aplikasi TikTok atau buku pelajaran? Sebutkan alasannya! Buku pelajaran karena mudah untuk dipahami

TERIMA KASIH ATAS KESEDIAAN ANDA MENGISI KUESIONER INI

**KUESIONER PENULISAN BAHASA INGGRIS MENGGUNAKAN APLIKASI  
TIKTOK**

Nama : Imelda Yuliana K.

No : 09

Kelas : Akuntansi

*Mohon kesediaan mengisi pertanyaan berikut sesuai dengan pendapat anda!*

1	Apakah kalian mempunyai akun TikTok?  Punya
2	Apakah kalian suka menggunakan aplikasi TikTok?  Suka
3	Apakah kalian mempunyai permasalahan atau kesulitan dalam dalam menulis teks deskriptif bahasa inggris? Sebutkan!  Iya, karena sulit untuk dikuasai
4	Apakah kalian mendapatkan manfaat disaat belajar menulis teks deskriptif bahasa inggris menggunakan aplikasi TikTok?  Iya, karena menjadikan saya lebih kreatif
5	Manakah yang kalian sukai diantara menulis teks deskriptif bahasa inggris menggunakan aplikasi TikTok atau buku pelajaran? Sebutkan alasannya!  Buku pelajaran, karena mudah dipahami

TERIMA KASIH ATAS KESEDIAAN ANDA MENGISI KUESIONER INI

**KUESIONER PENULISAN BAHASA INGGRIS MENGGUNAKAN APLIKASI  
TIKTOK**

Nama : Puri Karnawati

No : 14

Kelas : Akuntansi 2

*Mohon kesediaan mengisi pertanyaan berikut sesuai dengan pendapat anda!*

1	Apakah kalian mempunyai akun TikTok? Punya
2	Apakah kalian suka menggunakan aplikasi TikTok? Lumayan karena aplikasi tersebut menghibur dikala gabut
3	Apakah kalian mempunyai permasalahan atau kesulitan dalam menulis teks deskriptif bahasa Inggris? Sebutkan! Iya, karena sulit untuk menulis teksnya e... amto moni gun
4	Apakah kalian mendapatkan manfaat disaat belajar menulis teks deskriptif bahasa Inggris menggunakan aplikasi TikTok? Iya, karena menambah kosakata
5	Manakah yang kalian sukai diantara menulis teks deskriptif bahasa Inggris menggunakan aplikasi TikTok atau buku pelajaran? Sebutkan alasannya! Buku pelajaran, karena sudah dimengerti ketika menulis di buku pelajaran

TERIMA KASIH ATAS KESEDIAAN ANDA MENGGISI KUESIONER INI

KUESIONER PENULISAN BAHASA INGGRIS MENGGUNAKAN APLIKASI TIKTOK

Nama : Nisfatul Sholekah

No : 13

Kelas : Akuntansi 2

Mohon kesediaan mengisi pertanyaan berikut sesuai dengan pendapat anda!

1	Apakah kalian mempunyai akun TikTok? Tidak
2	Apakah kalian suka menggunakan aplikasi TikTok? Suka
3	Apakah kalian mempunyai permasalahan atau kesulitan dalam dalam menulis teks deskriptif bahasa inggris? Sebutkan! Punya Sulit dalam Penulisan
4	Apakah kalian mendapatkan manfaat disaat belajar menulis teks deskriptif bahasa inggris menggunakan aplikasi TikTok? Iya Karena Menambah Vocabulary
5	Manakah yang kalian sukai diantara menulis teks deskriptif bahasa inggris menggunakan aplikasi TikTok atau buku pelajaran? Sebutkan alasannya! buku Pelajaran lebih Mudah Merangkai Kata-katanya. dan bisa dipelajari kembali.

TERIMA KASIH ATAS KESEDIAAN ANDA MENGISI KUESIONER INI

**KUESIONER PENULISAN BAHASA INGGRIS MENGGUNAKAN APLIKASI  
TIKTOK**

Nama : Dela-Fitri Indriyani

No : 04

Kelas : Akutansi 2

*Mohon kesediaan mengisi pertanyaan berikut sesuai dengan pendapat anda!*

1	Apakah kalian mempunyai akun TikTok? <i>Punya</i>
2	Apakah kalian suka menggunakan aplikasi TikTok? <i>Iya</i>
3	Apakah kalian mempunyai permasalahan atau kesulitan dalam dalam menulis teks deskriptif bahasa inggris? Sebutkan! <i>Iya, karena sulit untuk dikuasai</i>
4	Apakah kalian mendapatkan manfaat disaat belajar menulis teks deskriptif bahasa inggris menggunakan aplikasi TikTok? <i>Iya, karena menjadikan saya lebih kreatif</i>
5	Manakah yang kalian sukai diantara menulis teks deskriptif bahasa inggris menggunakan aplikasi TikTok atau buku pelajaran? Sebutkan alasannya! <i>Buku pelajaran, karena mudah dipahami</i>

TERIMA KASIH ATAS KESEDIAAN ANDA MENGISI KUESIONER INI