# THESIS

# STUDENTS' ENGAGEMENT IN ENGLISH LEARNING THROUGH TIKTOK-BASED PROJECT IN TEACHING RECOUNT TEXT TO 10th GRADE AT SMAN PURWOHARJO


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**DEGREE PREREQUISITES**

# STUDENTS' ENGAGEMENT IN ENGLISH LEARNING THROUGH TIKTOK-BASED PROJECT IN TEACHING RECOUNT TEXT TO 10th GRADE AT SMAN PURWOHARJO

THESIS

Presented to Faculty of Tarbiya and Teachers Training Universitas KH. Mukhtar Syafaat in a Partial Fulfillment of the Requirement for the Degree of Strata 1 In English Education Department (S.Pd.)


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## MOTTO AND DEDICATION

*Stay strong, stay patient, and trust the process.*

When you feel tired, remember—our parents are even more tired than us, yet they never complain. This thesis is dedicated to myself for not giving up, for enduring every challenge, and for continuing even when the journey felt too heavy to carry alone.

First and foremost, to Allah, for every strength in weakness, every ease after hardship, and for always making a way when there seemed to be none. To my beloved parents, who hide their exhaustion behind smiles, who turn their struggles into strength for my future, and whose prayers never fail to reach me wherever I am. I may never fully repay everything you have given, but this is one small proof of my gratitude and love.

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## Declaration of Authenticity of Thesis

Bismillahirrahmanirrahim Here with I am:

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Declare that:

1. This Thesis has never been submitted to any other educational institution for any other academic degree.
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3. Should it later be found that the thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed on me.

Banyuwangi, 5 May 2026

Declarator,






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## ABSTRACT

Tazkia, Salsabila. 2026. Students' Engagement in English Learning through TikTok-Based Project in Teaching Recount Text to 10th Grade at SMAN Purwoharjo. Thesis. English Education Department. Faculty of Tarbiya and Teachers Training. Universitas KH. Mukhtar Syafaat (UIMSYA) Blokagung Banyuwangi. Advisor: Dr. Zulfi Zumala Dwi Andriani, M.A.

**Keywords:** Students' Engagement, TikTok-Based Project, Recount Text

This study aims to gather empirical data on how students' engagement is reflected in English learning through a TikTok-based project in teaching recount text to tenth-grade students at SMAN Purwoharjo during the 2025–2026 academic year. The background of this study highlights the low level of students' participation, motivation, and confidence in learning English, especially in writing recount texts. Many students faced difficulties in expressing ideas, organizing past events chronologically, and using appropriate grammatical structures. Therefore, the integration of TikTok-based projects was proposed as an innovative strategy to create a more interactive, creative, and meaningful learning environment. The research methodology employed in this study was qualitative with a case study design. The subjects of this research were one class of tenth-grade students consisting of approximately 33 learners and one English teacher at SMAN Purwoharjo. Data were collected through classroom observations, semi-structured interviews, and documentation of students' TikTok project outputs. The data were analyzed using Miles, Huberman, and Saldaña's interactive model, which consists of data reduction, data display, and conclusion drawing. To ensure the credibility of the findings, source triangulation, technique triangulation, and theory triangulation were applied. The findings revealed that students' engagement was reflected in three dimensions: behavioral, emotional, and cognitive engagement. Behavioral engagement was shown through students' active participation in group discussions, script writing, practicing, and video production. Emotional engagement appeared through students' enthusiasm, enjoyment, and reduced anxiety during the learning process. Cognitive engagement was reflected in students' ability to organize recount text structures, select vocabulary, revise grammar, and solve problems collaboratively. Several factors influencing students' engagement were identified, including familiarity with the TikTok platform, collaborative project-based learning, opportunities for creativity and self-expression, teacher scaffolding, and linguistic challenges. These findings indicate that TikTok-based projects can be an effective learning medium to enhance

students' engagement in English learning, particularly in teaching recount text.

## ABSTRAK

Tazkia, Salsabila. 2026. Students' Engagement in English Learning through TikTok-Based Project in Teaching Recount Text to 10th Grade at SMAN Purwoharjo. Thesis. English Education Department. Faculty of Tarbiya and Teachers Training. Universitas KH. Mukhtar Syafaat (UIMSYA) Blokagung Banyuwangi. Advisor: Dr. Zulfi Zumala Dwi Andriani, M.A.

**Kata Kunci:** Keterlibatan Siswa, Proyek Berbasis TikTok, Teks Recount

Penelitian ini bertujuan untuk memperoleh data empiris mengenai bagaimana keterlibatan siswa tercermin dalam pembelajaran Bahasa Inggris melalui proyek berbasis TikTok pada pengajaran teks recount kepada siswa kelas X di SMAN Purwoharjo tahun ajaran 2025–2026. Latar belakang penelitian ini menyoroti rendahnya tingkat partisipasi, motivasi, dan kepercayaan diri siswa dalam pembelajaran Bahasa Inggris, khususnya dalam menulis teks recount. Banyak siswa mengalami kesulitan dalam mengungkapkan ide, menyusun peristiwa masa lalu secara kronologis, serta menggunakan struktur tata bahasa yang tepat. Oleh karena itu, integrasi proyek berbasis TikTok diusulkan sebagai strategi inovatif untuk menciptakan lingkungan belajar yang lebih interaktif, kreatif, dan bermakna. Metode penelitian yang digunakan dalam penelitian ini adalah kualitatif dengan desain studi kasus. Subjek penelitian ini adalah satu kelas siswa kelas X yang terdiri dari sekitar 33 siswa dan satu guru Bahasa Inggris di SMAN Purwoharjo. Data dikumpulkan melalui observasi kelas, wawancara semi-terstruktur, serta dokumentasi hasil proyek TikTok siswa. Data dianalisis menggunakan model interaktif Miles, Huberman, dan Saldaña yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Untuk menjamin kredibilitas temuan, diterapkan triangulasi sumber, triangulasi teknik, dan triangulasi teori. Hasil penelitian menunjukkan bahwa keterlibatan siswa tercermin dalam tiga dimensi, yaitu keterlibatan perilaku, emosional, dan kognitif. Keterlibatan perilaku ditunjukkan melalui partisipasi aktif siswa dalam diskusi kelompok, penulisan naskah, latihan, dan pembuatan video. Keterlibatan emosional tampak melalui antusiasme, rasa senang, serta berkurangnya kecemasan siswa selama proses pembelajaran. Keterlibatan kognitif tercermin dalam kemampuan siswa menyusun struktur teks recount, memilih kosakata, memperbaiki tata bahasa, serta memecahkan masalah secara kolaboratif. Beberapa faktor yang memengaruhi keterlibatan siswa antara lain keakraban dengan platform TikTok, pembelajaran kolaboratif

berbasis proyek, kesempatan untuk berkreasi dan mengekspresikan diri, scaffolding dari guru, serta tantangan kebahasaan. Temuan ini menunjukkan bahwa proyek berbasis TikTok dapat menjadi media pembelajaran yang efektif untuk meningkatkan keterlibatan siswa dalam pembelajaran Bahasa Inggris, khususnya pada pengajaran teks recount.

## FOREWORD

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This thesis entitled "Students' Engagement in English Learning through TikTok-Based Project in Teaching Recount Text to 10th Grade at SMAN Purwoharjo" is presented to the English Education Department, Faculty of Tarbiya and Teachers Training, Universitas KH. Mukhtar Syafaat (UIMSYA) Blokagung Banyuwangi in partial fulfillment of the requirements for the degree of Strata-1 (S.Pd).

In completing this thesis, the writer faced many challenges, difficulties, and obstacles throughout the process. However, with the help, support, prayers, and encouragement from many people, this thesis was finally completed. Therefore, the writer would like to express sincere gratitude to all those who have contributed to this accomplishment.

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Finally, the writer realizes that this thesis is still far from perfect. Therefore, constructive suggestions and criticisms are highly expected for the improvement of this thesis. Hopefully, this thesis will be useful for the writer, readers, and future researchers.

Banyuwangi, 5 may 2026

The Writer



Salsabila Tazkia

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# CHAPTER I

# INTRODUCTION

## 1.1 Research Background

In the digital age, English language learning has undergone significant changes, particularly in terms of access to information, interaction patterns, and how students understand the material (Mishan, 2022). Digital transformation enables the learning process to be more flexible, diverse in its presentation, and more relevant to students' daily lives. According to Manoharan et al (2024), the use of digital technology creates a more personalized, dynamic, and active participation-based learning space, especially through social media, mobile applications, and video sharing platforms. Students no longer rely solely on material from teachers; they can explore various authentic sources such as vlogs, tutorial videos, short clips, and content from global creators. This expands students' exposure to English in real-world contexts, thereby improving their ability to understand communicative language use. In addition, today's generation of students are digital natives who are accustomed to using digital devices in their daily activities (Purba, 2023). Therefore, technology integration is not only an option but a pedagogical necessity to accommodate students' learning characteristics and preferences. In the context of high school, digital-based English learning allows students to be more actively engaged through visual-auditory, collaborative, and project-based activities. This is in line with view that Tsai (2021) view that the digital environment reinforces learner autonomy and engagement because students can produce, evaluate, and modify content using the target language. Thus, English in the digital age opens up great opportunities to create interactive and relevant learning for high school students, especially when the technology is integrated into project-based learning that encourages creativity and active participation.

TikTok is among the rapidly expanding social media platforms and holds significant influence over teenagers, including high school students (Muslimin, 2025). This app offers short video formats that are engaging, easy to process, and suited to the visual learning style of Generation Z. TikTok's popularity is not only as entertainment, but it has also developed into a learning space rich in interaction and creativity. In educational settings, TikTok is beginning to be used by teachers to explain concepts, provide examples of assignments, or break down complex material into small, easy-to-understand segments (Yusdiarti, 2025). This makes TikTok a potential tool for increasing student motivation because it provides a learning experience that is closer to their digital

Research by Saragih (2025) shows that short-form video-based social media can increase student engagement due to its interactive and participatory nature, which allows students to express themselves. In secondary schools, TikTok also encourages collaboration among students in producing creative content an activity that is in line with project-based learning. TikTok's fast-paced, visual, and communicative environment allows students to feel freer to experiment with language and ideas. Therefore, TikTok is not only an entertainment platform but also a relevant pedagogical tool for today's learning.

In the context of English language learning, TikTok provides a great opportunity to develop language skills in an integrated manner through creative video-based activities. The short video format encourages students to practice the language directly, from writing scripts and reciting to storytelling. This is particularly relevant for learning recount texts, which require students to recount experiences using specific language structures. According to Yusdiarti (2025), Digital video production helps students understand text organization, improve speaking skills, and makes it easier for them to convey ideas coherently. TikTok as a learning medium can also increase student engagement through three main dimensions: behavioral, emotional, and cognitive engagement (Hadi et al., 2025). In TikTok-based projects, students engage behaviorally by creating, editing, and publishing videos; emotionally through enthusiasm and confidence when expressing themselves; and cognitively when organizing the structure of recount texts, choosing appropriate vocabulary, and checking grammar. Selain itu, in TikTok-based projects, students engage behaviorally by creating, editing, and publishing videos; emotionally through enthusiasm and confidence when expressing themselves; and cognitively when organizing the structure of recount texts, choosing appropriate vocabulary, and checking grammar (Renaldi, 2024). The use of TikTok also supports collaborative learning, as students can work in groups to create videos, give each other feedback, and evaluate each other's work. For teachers, TikTok provides opportunities to design project-based learning that is more relevant to the digital world of students, thereby increasing their motivation and engagement. Thus, TikTok-based projects in recount text learning in class X at SMAN Purwoharjo have the potential to create a more effective, creative, and meaningful learning process.

However, based on preliminary observations supported by the results of a writing test administered to tenth-grade students at SMAN Purwoharjo, it was found that the level of student engagement in English learning, especially in writing recount texts, remains relatively low. The average score obtained was 63 out of 100, suggesting that many students

struggle to express their ideas coherently, use appropriate vocabulary, and apply correct grammatical structures. During classroom activities, it was also observed that only a few students actively participated in discussions or writing tasks, while others tended to be passive and hesitant to share their opinions. This condition indicates a lack of motivation and involvement in the learning process, which may affect their overall writing performance. Therefore, there is a need to apply an engaging learning strategy or media that can increase students' participation, creativity, and interest in writing, particularly through contextual and technology-integrated approaches that connect classroom learning with students' real-life experiences. Many students show little interest and enthusiasm, tend to be passive, and have difficulty expressing their ideas in writing using English. This low level of engagement can be seen from several indicators, such as the lack of student participation during writing activities, minimal responses when teachers ask questions, and the limited length and quality of students' written work.

The results of a writing test also revealed that most students scored below the school's minimum mastery criterion (KKM) of 75, with an average score of only 63. In addition, students' confidence in writing about their personal experiences was low, as indicated by their hesitation to start writing, frequent use of simple and repetitive sentences, and heavy reliance on teacher guidance. These factors contribute to a learning process that becomes less dynamic, less interactive, and less communicative. This condition shows a gap between the curriculum's emphasis on active, communicative, and student-centered learning and the reality in the classroom, which is still dominated by a teacher-centered approach. Research on English language learning policy in Indonesia states that this learning should be directed towards shaping global citizens with intercultural competence (Tiawati et al., 2023). Therefore, the use of social media such as TikTok in teaching recount writing through the Project-Based Learning (PBL) approach is an innovative solution to increase students' motivation, creativity, and active participation in learning English.

SMAN Purwoharjo was chosen as the research location because it has adequate technological infrastructure to support digital-based learning. According to the 2025 school inventory data, the school is equipped with one computer laboratory containing 120 student computers, 20 administrative computers, and 39 LCD projectors distributed across classrooms. In addition, Wi-Fi access points and modems are available to facilitate internet connectivity for both teachers and students. These facilities demonstrate that SMAN Purwoharjo has strong readiness to implement technology-integrated learning, making it

a suitable environment for innovative approaches such as digital and project-based learning that can enhance students' engagement in writing activities. This is what makes this school interesting to study because even though the infrastructure is supportive, the level of student motivation and participation in English writing is not yet optimal. Although SMAN Purwoharjo has adequate technological facilities, the main challenge lies in how teachers can utilize these resources more creatively to make writing lessons engaging and meaningful for students. Integrating social media platforms such as TikTok through a Project-Based Learning (PBL) approach is therefore considered a potential innovative strategy to enhance students' motivation, creativity, and participation in recount writing activities.

This fact is reinforced by the results of preliminary interviews with English teachers at the school, which revealed that many students feel that writing lessons are too monotonous and irrelevant to everyday life. In fact, in the Merdeka Curriculum, teachers are expected to be able to deliver student-centered learning that is creative and project-based, encouraging collaboration and digital exploration. The gap between the ideal concept of 21st-century learning and actual classroom practices is an important basis for researchers to seek alternative media and strategies that can tangibly increase student engagement.

One medium that is currently widely used by teenagers is TikTok, a short video-based platform that is popular among students for example, in the United States, around 63% of teenagers aged 13-17 say they use TikTok (Anderson et al., 2023). This phenomenon shows that there are opportunities for the world of education to utilize digital media that is familiar to students' lives as a means of learning. The use of TikTok in learning can encourage active student participation, foster creativity, and create an interactive learning environment. Through the Project-Based Learning (PBL) approach, TikTok can be used as a medium for students to create video recounts of their personal experiences in English, making learning more authentic and meaningful (Setyo et al., 2024).

This study was conducted to describe the forms of student engagement in English language learning through TikTok-based projects, as well as to identify the factors that influence such engagement. The study was motivated by the need to implement innovative learning strategies that not only improve students' learning outcomes but also enhance their confidence and creativity in using English as a means of communication. In this context, teaching recount texts plays an essential role because it enables students to express their past experiences in a structured and meaningful way, helping them to develop essential writing skills such as organizing ideas chronologically, using appropriate tenses,

and applying correct language features. Moreover, recount text writing encourages students to connect personal experiences with language use, making learning more authentic and communicative (Wahyuni, 2024). Therefore, integrating TikTok-based projects into recount text learning is expected to provide a more engaging, relevant, and interactive environment that supports students' active participation in English writing. Specifically, this study focuses on teaching recount texts, which play an important role in developing students' writing skills. Recount texts are a genre that allows students to recount personal experiences and organize events chronologically, helping them practice using the past tense, sequence markers, and descriptive details in a meaningful context (Alwasilah, 2024). Mastering recount writing is very important because it can improve students' ability to express ideas fluently and coherently, both in academic communication and everyday life (Aulia et al., 2024). However, many students still have difficulty writing recount texts, mainly due to limited vocabulary, lack of motivation, and low confidence in expressing personal experiences using English (Sartika et al., 2022). Therefore, integrating TikTok-based projects into recount text learning is expected to make the writing process more interesting, authentic, and relevant to students' real lives (Qomariyah, 2024).

The uniqueness of this study lies in the use of TikTok in the context of education in rural secondary schools, where the integration of technology in learning is still rare. Several previous studies have examined the use of social media in English language learning, particularly focusing on platforms such as YouTube and Instagram. For example, Saed et al., (2021) found that YouTube videos can effectively improve students' listening and speaking skills through authentic and engaging content. Meanwhile, Nugraheni & Priyatmojo (2025) reported that the use of Instagram in writing activities can help students enrich their vocabulary and increase motivation through visual stimuli and peer interaction. However, few studies have explored the use of TikTok as a project-based medium in teaching recount texts. TikTok's short video format offers unique opportunities for students to express ideas creatively, document personal experiences, and practice English in a real and enjoyable context. Therefore, this study aims to bridge the gap between technology-based learning theory and conventional learning practices in schools, as well as contribute to the development of English language learning that is more contextual, innovative, and aligned with the characteristics of the digital generation.

## 1.2 Research Problem

1. How is the students' engagement reflected during English learning through a TikTok-based project in teaching recount text at SMAN Purwoharjo?
2. What factors influence students' engagement in participating in TikTok-based English learning projects in Teaching Recount Text?

## 1.3 Research Objective

1. Describe students' engagement reflected during English learning through a TikTok-based project in teaching recount text at SMAN Purwoharjo?
2. Identify the factors influencing students' engagement in participating in TikTok-based projects in Teaching Recount Text.

## 1.4 Research Significances

This study is expected to contribute theoretically and practically to technology-based English language learning. Theoretically, this study enriches the study of student engagement by examining students' behavioral, emotional, and cognitive engagement through TikTok-based projects in recount text learning. Practically, the results of this study can be used as a reference for English teachers in designing more interesting, creative, and student-centered learning by utilizing social media. This study also provides space for students to express their experiences, opinions, and responses during learning, so that students' voices can be used as evaluation material for learning improvement.

### 1.4.1 Theoretical Benefits

Theoretically, this study is expected to strengthen and broaden academic insights into the concept of student engagement in the context of technology-supported English language learning. This study contributes to a deeper understanding of how student engagement can be fostered through the integration of social media, particularly TikTok, into the learning process (Asgar et al., 2025). By adapting the concept of student engagement proposed by Fredricks, Blumenfeld, and Paris (2004), this study will show how the dimensions of behavioral, emotional, and cognitive engagement emerge in the context of digital project-based learning.

In addition, this study contributes to the development of Project-Based Learning (PBL) theory by explicitly linking it to the use of social media as a creative and collaborative learning tool. The integration of PBL and TikTok is expected to broaden the theoretical perspective in

constructivist learning, which emphasizes the active role of students in constructing knowledge. The findings of this study also enrich the literature on Technology-Enhanced Language Learning (TELL) by providing empirical evidence on the effectiveness of using TikTok as an innovative learning medium in teaching recount texts in secondary school.

### 1.4.2 Practical Benefits

In practical terms, this research provides benefits for various parties directly involved in education. For English teachers, this research can be used as a reference in designing more interesting and relevant learning activities tailored to the characteristics of the digital generation. Teachers can utilize the results of this research to develop project-based learning strategies that encourage active participation, creativity, and emotional engagement among students.

For students, this research is expected to increase their motivation and interest in learning English. Through TikTok projects, students can channel their ideas, express their personal experiences, and use English in a real and enjoyable context. For schools and educational institutions, this study provides recommendations for implementing digital-based learning in line with the spirit of the Merdeka Curriculum, namely student-centered, creative, and character-oriented learning. For future researchers, this study can be used as a basis for developing further studies on the use of social media in language learning, both in terms of student perceptions, learning effectiveness, and its influence on communication skills.

Thus, this research has strategic value because it not only strengthens the theory of technology-based language learning but also provides practical benefits in improving the quality of English language learning in the digital age.

## 1.5 Definition of Terms

1.5.1 Students' Engagement

Students' engagement refers to how deeply learners participate, show motivation, and actively contribute throughout the learning process. It encompasses behavioral, emotional, and cognitive aspects that indicate the ways students connect with and respond to the learning material, the teacher, and their peers. (Yidana & Arthur, 2024).

1.5.2 English Learning

English language learning is a process through which learners gain and improve their abilities in listening, speaking, reading, and writing. (Ali, 2022).

1.5.3 TikTok-Based Project

TikTok-based projects are learning activities that integrate the use of the TikTok app as a medium for creating short videos related to classroom learning tasks (Martí et al., 2025).

1.5.4 Recount Text

A recount text is a type of text that recounts past experiences or events chronologically. Its main purpose is to provide information or entertain readers through stories of past experiences (Hakim, 2020).

## 1.6 Scope and Limitation

1.6.1 Scope of the Study

This study focuses on examining students' engagement in English learning through the implementation of a TikTok-based project in teaching recount text. The scope of this research is limited to 10$^{th}$ grade students at SMAN Purwoharjo during the academic year 2025/2026. The study specifically explores students' engagement as reflected in three dimensions: behavioral engagement, emotional engagement, and cognitive engagement, based on the framework proposed by Fredricks, Blumenfeld, and Paris (2004).

The learning material investigated in this study is limited to recount text, and the learning activity is conducted through a Project-Based Learning (PBL) approach integrated with TikTok as a digital learning medium. The data are collected through classroom observation, interviews with students and the English teacher, and documentation related to the TikTok-based learning projects. Therefore, this study aims to describe how students engage in the learning process and to identify the factors influencing their engagement when participating in TikTok-based projects in English class.

1.6.2 Limitation of the Study

This study has several limitations that should be acknowledged. First, the research was conducted in only one educational setting, namely SMAN Purwoharjo, and involved only tenth-grade

students. Therefore, the findings of this study may not be generalizable to other grade levels, schools, or educational contexts with different characteristics. In addition, this study focuses specifically on students' engagement in learning through TikTok-based projects. The study aims to explore the forms of engagement and the factors influencing students' involvement during the learning process rather than examining other aspects of learning outcomes.

Furthermore, the use of TikTok in this study is limited to its role as a learning medium for project-based activities related to recount text. Other TikTok features, such as live streaming or wider social interactions beyond classroom learning purposes, are not examined. External factors such as students' digital literacy levels, the quality of internet access, and individual attitudes toward social media may also influence student engagement but are not explored in depth in this research. Despite these limitations, the study is expected to provide meaningful insights into how TikTok-based projects can support student engagement in English language learning, particularly in the teaching of recount texts at the senior high school level.

# CHAPTER II

# REVIEW OF RELATED LITERATURE

## 2.1 Theoretical Review

### 2.1.1 Student Engagement Theory

Student engagement is a multifaceted concept that plays a crucial role in determining the quality of the learning process and its outcomes (Xu et al., 2023). In general, student engagement encompasses behavioral, emotional, and cognitive aspects that work simultaneously to support learning effectiveness (Wong & Liem, 2022). According to Sá (2023), Student engagement can be understood as the level of student participation in academic activities, including attention, effort, and persistence. These three aspects are not only indicators of how actively students participate, but also reflect how they interpret the learning process itself. In the context of modern education, student engagement is a key focus because numerous studies show that it has a significant impact on motivation, academic resilience, and long-term learning outcomes (Guo et al., 2025).

In terms of behavior, engagement can be seen from student participation in discussions, completion of assignments, and compliance with class rules. Students who show high engagement are usually more active in the learning interaction process, both online and offline. Meanwhile, emotional engagement is related to students' feelings towards the learning environment, teachers, and classmates. Students who have a positive relationship with their learning environment tend to be more enthusiastic, comfortable, and motivated to participate in learning consistently (Sökmen, 2021). Cognitive engagement refers to students' mental efforts in understanding material, developing learning strategies, and solving problems independently. This engagement shows that students are not merely participating in learning activities, but also processing information in depth.

In English language learning, especially in the use of digital media such as TikTok-based projects, the concept of student engagement has become increasingly relevant. Digital media allows students to participate creatively through content creation, collaborate in groups, and express their understanding of the material in a more engaging format. Recent research shows that using social media as a learning tool can increase behavioral and emotional engagement because students feel closer to the technological context they use every day (Moges et al., 2023). In addition, technology-based projects also encourage cognitive engagement because students are required to plan, analyze, and evaluate the learning products they produce. Thus, the

application of student engagement in digital platform-based learning, such as TikTok, can have a positive impact on the quality of the learning process for students, while also increasing their motivation and learning outcomes.

### 2.1.2 Social Media-Based Learning Theory

Social media-based learning theory emphasizes that digital platforms can be dynamic, interactive, and collaborative learning spaces (Sabah, 2023). In modern education, social media is not only used as a communication tool but also as a learning ecosystem that enables the participatory creation, dissemination, and evaluation of content. According to Situmorang (2023), Social media provides opportunities for students to develop their creativity, share knowledge, and learn actively through a digital environment that is already very familiar to their daily lives. This environment, which is relevant and close to students' daily lives, makes social media an effective tool for increasing their motivation and involvement in the learning process.

Social media-based learning is in line with the concept of connected learning, which is learning that connects students' personal interests with academic activities through extensive digital networks (Paling et al., 2024). Through social media, students can build learning communities, discuss in small or large groups, and access a variety of up-to-date and easily accessible sources of information. This allows for a broader learning experience, unrestricted by space and time as in traditional classrooms. Features such as comments, instant messaging, multimedia uploads, and live streaming also enable two-way interaction between teachers and students, which ultimately strengthens social relationships and enhances emotional support in learning (FAKUADE & Victor, 2021).

In addition, the use of social media in learning reinforces a student-centered approach, where students are at the core of the learning process and also act as knowledge producers. When students create content such as explanatory videos, digital posters, or social media-based reflections, they engage in a more in-depth learning process. These activities encourage critical thinking, creativity, responsibility, and higher cognitive engagement (Almogren et al., 2024). Other research also shows that social media can increase behavioral and emotional engagement because students feel closer to the technology they use every day (Tang & Hew, 2022). Thus, social media-based learning is not only an alternative strategy but has become a relevant and adaptive approach in facing changes in the educational landscape in the digital age.

From the perspective of English learning theory, the integration of social media has been found to support language acquisition through

authentic exposure, multimodal input, and communicative interaction. According to Kurnia & Nasution (2022), The use of social media in language learning offers diverse advantages, including the enhancement of reading, writing, and vocabulary skills, as well as boosting students' motivation. This aligns with Communicative Language Teaching (CLT), which emphasizes interaction as the foundation of language learning. Platforms such as TikTok, Instagram, and YouTube allow students to practice listening, speaking, reading, and writing skills in more natural and contextualized ways (Lee, 2025).

Furthermore, the use of social media supports both Krashen's Input Hypothesis and Swain's Output Hypothesis, as learners receive comprehensible input from videos, captions, and posts while also producing meaningful output when creating their own content or interacting with peers (Krashen, 1985; Swain, 1995). Research by Siregar et al. (2025) found that social media enhances learners' vocabulary mastery, pronunciation, and confidence in using English because the environment feels informal, low-pressure, and enjoyable. This contributes to increased fluency and linguistic accuracy. Social media also aligns with Vygotsky's Sociocultural Theory, which views learning as socially mediated. Interaction with peers, teachers, and global users provides opportunities for scaffolding and collaborative language learning within the Zone of Proximal Development (Vygotsky, 1978). Students can join English-speaking communities, participate in challenges, or co-create digital learning content, all of which enhance their communicative competence. Additionally, the multimodal nature of social media through subtitles, narration, visual cues, and storytelling supports Dual Coding Theory, helping learners internalize linguistic structures more effectively (Dewi, 2025).

Overall, learning English through social media can connect the teaching process in the classroom with the application of language in real-life situations, making learning more interesting, contextual, and socially meaningful for students living in the digital age. Social media-based English learning bridges the gap between classroom instruction and real-world language use, transforming English learning into an engaging, contextual, and socially meaningful experience for digital-native learners.

### 2.1.3 TikTok-Based Project in English Learning

TikTok-based project is a learning approach that integrates Project-Based Learning (PBL) activities with the use of TikTok as a digital learning platform where students create and share educational content through short videos (Raifadilah, 2025). This approach encourages students' creativity,

collaboration, communication, and active participation in the learning process (ChristinaWulandariSuripto, IndraPerdana, 2023). In this approach, students are assigned to create educational video content related to the learning material, allowing them to actively participate in the learning process through creativity, collaboration, and communication. This learning model combines the principles of Project-Based Learning (PBL), which emphasizes student-centered learning and meaningful tasks, with social media technology that is familiar to students in the digital era. According to TikTok, short-video content encourages users to create, share, and interact creatively, making it suitable for educational purposes, particularly in language learning contexts.

Several studies have shown that TikTok-based projects positively contribute to English language learning. Suripto, Perdana, and Luardini (2023) explain that the implementation of Project-Based Learning using TikTok can increase students' participation, communication skills, and creativity in English speaking classes. Students become more engaged because they create meaningful video projects using a platform they frequently use in daily life. In addition, Purwoko, Regina, and Iksanudin (2023) state that TikTok-based project activities support innovative and interactive online learning because students are actively involved in planning, producing, and presenting digital learning content.

Furthermore, TikTok-based projects are closely related to constructivist learning theory, which emphasizes that knowledge is constructed through active experiences and social interaction. Through TikTok projects, students are encouraged to express ideas, collaborate with peers, and communicate their understanding in authentic contexts. Research by Wijaya, Yulianto, and Ginting (2023) reveals that TikTok supports multimedia learning because its audio-visual features can increase students' attention and engagement during the learning process. Similarly, studies on students' perceptions toward TikTok in English learning indicate that students feel more motivated, confident, and interested when learning activities involve creative digital media.

In English language teaching, TikTok-based projects are commonly used in speaking, vocabulary, and writing activities, including recount text learning. Students can create short videos to retell personal experiences, describe events, or demonstrate language use creatively. This activity not only develops students' language skills but also encourages active participation and student engagement. A systematic literature review by Ahen, Ikhsanudin, and Rosnija (2025) found that TikTok in English learning promotes motivation, interaction, confidence, and enjoyable learning experiences, although

challenges such as internet access and distractions from entertainment content may still occur.

### 2.1.4 Recount Text Theory

Recount texts are a type of text used in English language learning that aims to retell past experiences or events chronologically (Sianturi et al., 2020). The structure of this text generally consists of three main parts: orientation (introduction of the setting, characters, and context of events), events (sequence of events presented chronologically), and re-orientation (conclusion or summary of the entire story). Recount texts focus on the use of the past tense, temporal connectives, and event details to help readers understand the sequence of events. In learning, these texts help students develop the ability to organize ideas sequentially, write with clear structure, and use vocabulary and grammar relevant to past experiences.

Pedagogically, teaching recount texts is closely related to Genre-Based Approach (GBA) or Systemic Functional Linguistics theory, which emphasizes that understanding the structure and social function of texts will improve students' literacy skills (Qodriyah, 2023). Through genre-based learning, students not only learn linguistic forms and features, but also the social context and communicative purpose of the text. Research from Hani (2023) shows that recount texts are effective for improving writing skills because their form is close to students' personal experiences, making it easier for them to express their ideas more naturally. In addition, activities such as storytelling, journaling, and video projects, including through media such as TikTok, can strengthen students' ability to compose recount texts creatively and communicatively.

### 2.1.5 Project-Based Learning (PBL) Approach

Project-Based Learning (PBL) is a learning approach that focuses on giving students authentic project assignments to encourage active engagement, problem solving, and independent learning (Almulla, 2020). In PBL, students learn through a series of investigative activities oriented toward final products, such as videos, presentations, reports, or other creative works. This approach integrates knowledge, critical thinking skills, collaboration, and creativity into the learning process. In addition, PBL provides space for students to make decisions, determine work steps, and evaluate their progress, thereby increasing their sense of responsibility and motivation to learn.

From a theoretical perspective, PBL is supported by Constructivist Learning Theory, which states that knowledge is constructed through real experiences and interactions with the environment (Salsabila & Muqowim, 2024). Research by Fonna & Nufus (2024)shows that PBL can improve 21st-century skills, such as communication, collaboration, and digital literacy, as well as deepen conceptual understanding. In the context of English language learning, PBL engages students more through activities such as video making, creative projects, and digital content exploration, allowing them to practice the language in context. With good planning and effective teacher guidance, PBL can be a highly relevant approach to creating meaningful, outcome-oriented learning.

## 2.2 Previous studies

Based on a variety of sources, including academic journals and a range of related research, a comparison of previous studies has been conducted. The synthesis of these sources reveals several key findings that highlight both the consistencies and distinctions among earlier works in relation to the present study.

| No | Name, Year, Title of Research | Article link OJS, Journal Name/ Thesis/Dissertation, Name PT | Research Objective | Research Method | Results / Conclusions | Similarity | Differences |
|---|---|---|---|---|---|---|---|
| 1. | Tri, V., Hidayah, K., Huda, K., & Sofeny, D. (2021). The Effect | https://jurnal.fs.umi.ac.id/index.php/tamaddun-life/article/view/945 Tamaddun: | to understand how the use of TikTok affects the development of script-writing skills | Used a qualitative approach with a case study design, the researchers | The results of the study show that TikTok has a positive influence on | Both use TikTok as a medium for learning English | The final product of Saputra et al.'s research is a written text or script inspired by TikTok, while my |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | iveness of TikTok Content in Improving English Idiom Acquisition among High School Students. | Journal of Language, Literature, and Culture; Universitas Muslim Indonesia (UMI) | among EFL students in Islamic boarding schools. | involved six students and one teacher, and collected data through interviews, observations, questionnaires, and document analysis. | students' creativity in writing, including an increase in their ability to express ideas, use idioms and informal language styles, and write more concisely due to inspiration from the short video format. | | research produced a TikTok video containing a recount text. . |
| 2. | Tuomeicirein Heyang & Rose Martin, | https://www.tandfonline.com/doi/full/10.1080/14647893.2 | Exploring how TikTok is used as a pedagogical tool in dance education | This study used Duoethnography, a qualitative | TikTok helps students be creative and stay connect | Both highlight creativity and engagement | The difference is clearly seen in the focus of the field of study being researched. |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | 2022 Teaching through TikTok: a duoethnographic exploration of pedagogical approaches using TikTok in higher dance education in China and Norway during a global pandemic | 022.2114446 Research in Dance Education Volume 25, Issue 3, 343–358.; Taylor & Francis. | in higher education (China and Norway) during the pandemic. | method based on reflective dialogue between two educators from different countries. | ed during the pandemic, as well as enhancing creativity and engagement in arts education. The platform is effective as a learning medium, but it still requires guidance to ensure its use remains educational. | | My research focuses on English language learning, specifically Recount Text material, while the article focuses on dance education at the university level. |
| 3. | Dewi, A. E. P., Fauzan, U., & Nadia | https://garuda.kemdiktisaintek.go.id/documents/detail/3083 | This study aims to identify the various types of social | This study used the Qualitative Descriptive | Research has found that students use various | Discussing the use of digital media in English | The difference lies in the platform used; my research focuses |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | , N. (2022). The Use of Social Media in Learning English Writing of Indonesian English Department Students. | 532 Journal of English Language Teaching and Linguistics (JELTL), Vol. 7(1), 2022. | media used by students in the process of learning to write English, as well as to describe how they utilize these platforms to help improve their writing skills. | Research Method. | social media platforms, especially YouTube to help them learn to write through interactive features and sources of ideas. Social media facilitates access to learning, provides a space for feedback, and increases motivation, thereby effectively | learning | only on TikTok as a learning medium, while the article utilizes various types of social media such as YouTube, Instagram, Twitter, blogs, and other platforms. |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | | | supporting writing skills. | | |
| 4. | Tri, V. T. K., Hidayah, K., & Sofeny, D. (2025). The Effectiveness of TikTok Content in Improving English Idiom Acquisition among High School Students. | https://e-jurnal.unisda.ac.id/index.php/BlissJournal/article/view/10888/4139 Bliss Journal: Broadening Linguistics, Literature, Education, and Study of Learning Media (Vol. 1 No. 2, 2025). | The purpose of this study is to determine the effectiveness of TikTok content in improving high school students' mastery of English idioms. | This study used a quantitative approach with a pre-experimental one-group pre-test and post-test design. | TikTok from the @englishwithlakhan account effectively improved students' mastery of idioms, from 22.31% to 72.17% with a p-value of 0.000. Students also responded very positively, rating TikTok as interesting and helpful | Both involve high school students, so the school context and student characteristics are relatively similar. | In this study, students only watched TikTok content as a learning medium. Meanwhile, in my study, students actively created TikTok projects. |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | | | for learning. | | |
| 5. | Siti Waroh, Lia Pusfitasari & Naf'an Tarihoran (2025). A SYSTEMATIC REVIEW OF TIKTOK FOR ENGLISH LANGUAGE TEACHING | https://injoqast.net/index.php/INJOSER/article/view/190/168 INJOSER (International Journal of Society Reviews), Vol. 3 No. 5 (May 2025) | The purpose of this study is to examine how TikTok is used in the English language learning process, assess its effectiveness on language skills such as speaking, vocabulary, and motivation, and reveal the challenges that arise in its implementation. | This study used a PRISMA-based systematic review method, selecting articles from 2020–2024 through databases such as Google Scholar, Scopus, Science Direct, Mendeley, and Taylor & Francis, then analyzing them thematically to find patterns of | The results of the study show that TikTok improves speaking skills, vocabulary, motivation, and confidence, but its implementation is still hampered by distractions from non-educational content, a lack of teacher feedback, and minimal integrat | both highlight student engagement and motivation in using the TikTok app | The difference is that this study is a systematic review that summarizes many studies on TikTok in various aspects of language, while my study is a field study that focuses on project-based TikTok for Recount Text and the direct involvement of 10th grade students at Purwoharjo High School. |

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|---|---|---|---|---|---|---|---|
| | | | | TikTok use in ELT. | ion into the curriculum. | | |

## 2.1 Research Thought Flow

**"Students' Engagement in English Learning Through Tiktok-Based Project in Teaching Recount Text to 10th Grade at Sman Purwoharjo"**

| **Theoretical** |
|---|
| 1. Student engagement is a multifaceted concept that plays a crucial role in determining the quality of the learning process and its outcomes (Xu et al., 2023).<br>2. Social media-based learning theory emphasizes that digital platforms can be dynamic, interactive, and collaborative learning spaces (Sabah, 2023).<br>3. TikTok as a learning medium has become an important innovation in modern education, especially in English language teaching (Fitria, 2023).<br>4. Recount texts are a type of text used in English language learning that aims to retell past experiences or events chronologically (Sianturi et al., 2020).<br>5. Project-Based Learning (PBL) is a learning approach that focuses on giving students authentic project assignments to encourage active engagement, problem solving, and independent learning (Almulla, 2020). |

| **Research Focus** | **Empirical** |
|---|---|
| "How is students' engagement reflected in English learning through a TikTok-based project in teaching Recount Text?" | 1. Research by Tri et al. (2021) The Effectiveness of TikTok Content in Improving English Idiom Acquisition among High School Students.<br>2. Research by Tuomeiciren Heyang & Martin (2022) Teaching through TikTok: A Duoethnographic Exploration of Pedagogical Approaches Using TikTok in Higher Dance Education in China and Norway During a Global Pandemic.<br>3. Research by Dewi et al. (2022) The Use of Social Media in Learning English Writing of Indonesian English Department Students.<br>4. Research by Tri et al. (2025) The Effectiveness of TikTok Content in Improving |

| | |
|---|---|
| | English Idiom Acquisition among High School Students.<br>5. Research by Waroh, Pusfitasari, & Tarihoran (2025) A Systematic Review of TikTok for English Language Teaching. |

| **Informant** | **Data Collection Method** |
|---|---|
| 1. Teacher | 1. Interview |
| 2. Student | 2. Observation |
| | **3.** Documentation |

| **Data analysis** | **Data validity** |
|---|---|
| 1. Data reduction | 1. Source Triangulation |
| 2. Data presentation | 2. Technique Triangulation |
| 3. Decision making | **3.** Theory Triangulation |

# CHAPTER III
# RESEARCH METHOD

## 3.1 Research Design

This study employs a qualitative research approach presented in a case study design to investigate how students engage in English learning through a TikTok-based project in teaching recount text to 10th-grade learners at SMAN Purwoharjo. A case study allows the researcher to examine a specific bounded system, namely one class of Grade X students and their English teacher, within its real-life instructional context. As qualitative inquiry focuses on uncovering "how" and "why" a particular phenomenon occurs, this approach is suitable for exploring the dynamics of students' engagement when digital media, specifically TikTok, is integrated into recount text learning. Data are collected through classroom observations, semi-structured interviews, and documentation (students' TikTok project outputs), enabling a comprehensive understanding of how the project-based activity shapes behavioral, emotional, and cognitive engagement. Qualitative research typically employs flexible, open-ended techniques to explore complex classroom realities, making it ideal for understanding learning behaviors and teacher student interactions in technology-based instruction (Murdiyanto, 2020).

Bogdan and Taylor (as cited in Murdiyanto, 2020) define qualitative research as a methodological procedure designed to produce descriptive data in the form of written or spoken words and observable behaviors of the subjects. This perspective supports the present study, as students' engagement is best understood through rich, naturalistic descriptions of their participation, enthusiasm, and learning actions during the TikTok-based project. Similarly, Aliati et al.(2025) emphasize that qualitative research aims to understand social realities, perceptions, motivations, and human behavior in their context. rather than measuring variables in numbers. In this study, the researcher attempts to uncover how students perceive the integration of TikTok into recount text learning, how they interpret the project tasks, and how the digital creative process influences their motivation, collaboration, and involvement. To achieve this, various flexible tools are used, including interviews that explore students' emotions and reflections, observation notes capturing real-time engagement, and documentation analysis of TikTok video products that represent students' authentic learning performance.

## 3.2 Location and Time of Research

This study was carried out at SMAN Purwoharjo, located in the Purwoharjo district of Banyuwangi Regency, East Java. The school was selected as the research site because it actively integrates digital media into classroom learning and provides space for innovative instructional practices. These conditions make SMAN Purwoharjo an appropriate setting to examine students' engagement in English learning through a TikTok-based project, particularly in the teaching of recount text for 10th-grade students.

The research is conducted during the 2025/2026 academic year, aligning with the English learning schedule in the first semester when recount text is taught as part of the curriculum. This timing allows the researcher to observe the implementation of the TikTok-based project naturally within the regular teaching process and to collect authentic data on students' behavioral, emotional, and cognitive engagement throughout the learning activities.

## 3.3 Research Subject

The subjects in this study consisted of 10$^{th}$ grade students at Purwoharjo State Senior High School in the 2025/2026 academic year. One class of 10$^{th}$ graders is purposively selected because their learning characteristics align with the focus of this study, which is to explore students' engagement in English learning through a TikTok-based project during the teaching of a recount text. The selected class consists of approximately 33 students, with a balanced composition of male and female learners who actively participate in digital-based learning activities.

In addition to the students, this research also involves one English teacher who is responsible for teaching recount text in the selected class. The teacher serves as an important supporting subject, as they guide the implementation of the TikTok-based project, manage classroom activities, and provide valuable insights regarding students' behavioral, emotional, and cognitive engagement throughout the learning process.

## 3.4 Informant

Informants in qualitative research are individuals or groups who contribute data and relevant information to the researcher. They function as the main sources of evidence used to interpret and understand the phenomena under investigation. According to Sugiyono, informants in qualitative studies may come from diverse backgrounds, including individuals, groups, organizations, institutions, or specific communities.

Through interactions and interviews conducted with these informants, researchers are able to gather detailed, comprehensive insights that reflect the informants' viewpoints regarding the phenomena being explored.

### 3.4.1 Student

The main informations in this study were three students in class 10th at SMAN 1 Purwoharjo who were directly involved in the implementation of a TikTok-based English learning project in teaching narrative texts. They provided information about their experiences and perceptions in applying this method to demonstrate their involvement in learning recount texts. These students were selected because they were actively involved in the targeted learning process, which consisted of approximately 33 students, including 9 males and 24 females.

### 3.4.2 English Teacher

Another informant in this study was an English teacher responsible for teaching class 10th grade. The teacher provided insight into how students were involved in English learning through TikTok-based projects in recount text lessons and the challenges faced during implementation. The information obtained from the teacher provided valuable perspectives on the effectiveness and obstacles associated with using this method in the context of learning at SMAN 1 Purwoharjo.

## 3.5 Data and Data Sources

This study utilizes two types of data, namely primary data and secondary data.

### 3.5.1 Primary Data

Primary data are obtained directly from the participants and the research setting without intermediaries. In this study, the primary data are collected through observations of the learning process and interviews with the 10th grade students and the English teacher involved in the TikTok-based project. These data provide firsthand information about students' engagement, their responses to the project, and their learning experiences in producing recount-text content through TikTok.

### 3.5.2 Secondary Data

Secondary data refer to information gathered indirectly through existing documents or supporting materials. In this research, secondary data include lesson plans, project guidelines, students' TikTok outputs, classroom documentation, and literature related to student engagement, social media–based learning, and the teaching of recount text. These

documents strengthen and complement the primary data by offering contextual and instructional insights relevant to the learning environment at SMAN Purwoharjo.

## 3.6 Data Collection Procedures

In this study, data were collected through three main methods: observation, interviews, and documentation. The data collection process was conducted in a systematic sequence to ensure the completeness and credibility of the data. First, classroom observation was carried out to examine students' engagement during the implementation of the TikTok-based project in teaching recount text. Second, semi-structured interviews were conducted with students and the English teacher to explore their experiences and identify factors influencing students' engagement. Third, documentation was collected to support and strengthen the data obtained from observation and interviews. These steps were implemented to obtain comprehensive data related to students' engagement in TikTok-based English learning projects.

### 3.6.1 Interview

Interviews were employed to obtain in-depth information regarding participants' experiences, perceptions, and responses toward the implementation of a TikTok-based project in learning recount text. This study applied semi-structured interviews, which enable researchers to use predetermined guiding questions while allowing participants to elaborate their answers freely. Semi-structured interviews are widely used in qualitative educational research to explore students' engagement, motivation, and challenges in technology-enhanced language learning contexts.

Importantly, the interview questions used in this study were adapted from previously published studies focusing on social media-based learning, TikTok integration in English language teaching, Project-Based Learning (PBL), and student engagement. Therefore, the questions were not developed independently by the researcher, but rather modified to suit the research context of recount text learning. As qualitative interview guidelines adapted from established studies, the questions do not require statistical validity testing, as their credibility is ensured through theoretical grounding and prior empirical use (Mantula et al., 2024).

a. Interview Questions for Students

1. How do you feel about learning recount text through a TikTok-based project?

2. What challenges do you experience while creating TikTok content for recount text?
3. Do you feel more engaged or motivated when learning through TikTok? Why or why not?
4. What factors make you feel motivated or interested in participating actively in the TikTok-based project for learning recount text?
5. What difficulties or challenges do you experience during the TikTok-based project that affect your participation and engagement?
6. What aspects of the TikTok-based project (such as video creation, music, visuals, or interaction with peers) make you more engaged in learning recount text? Why?
7. What challenges or obstacles do you face when participating in TikTok-based English learning projects, and how do they affect your engagement in learning recount text?

b. Interview Questions for Teacher

1. What is your purpose in implementing a TikTok-based project for teaching recount text?
2. How do you guide students throughout the TikTok content-creation process?
3. What challenges occur during the implementation of this project?
4. How do students respond and engage during the TikTok-based learning activities?
5. What improvements do you think are needed to optimize this project in the future?
6. Based on your observation, what factors influence students' engagement during the implementation of the TikTok-based project in teaching recount text?
7. What challenges do you face in encouraging students to actively participate and stay engaged in the TikTok-based learning project?

3.6.2 Observation

Observation is a data collection technique in which the researcher observes and documents behaviors, actions, and interactions that occur naturally within a particular setting in order to understand participants' experiences in that situation. Spradley highlights the importance of conducting thorough and systematic observations to capture the social activities and behaviors taking place in the research context (Felice D. Billups, 2022).

In this research, the observation technique used is non-participant (indirect) observation, meaning the researcher does not intervene in the classroom activities but observes the learning process

as it naturally occurs. This approach enables the researcher to identify authentic patterns of students' engagement during the TikTok-based project in learning recount text.

The researcher will observe several sessions in which students plan, produce, and present their TikTok videos for recount text learning, focusing on their participation, collaboration, creativity, and interactions with the teacher throughout the project. These observations also aim to identify how the TikTok-based project influences students' engagement in the learning process. All findings will be recorded in detailed field notes to support the analysis of student engagement and the implementation of the project.

### 3.6.3 Documentation

According to Abdussamad (2021), documentation refers to records of past events, which may take the form of written texts, images, or students' work (Kemal Khalfani, 2023). In this study, documentation is used to collect supporting materials that provide additional insight into the implementation of the TikTok-based project in teaching recount text.

The documents to be analyzed include the lesson plans (RPP) used by the teacher to integrate the TikTok-based project, the teaching materials for recount text, and students' TikTok videos produced as project outputs. Additional documents such as class schedules, project guidelines, and teacher notes related to the learning process will also be examined. These documents help the researcher understand how the project was designed, structured, and carried out in the classroom.

Analyzing these materials allows the researcher to ensure that the project aligns with learning objectives and to see how students' engagement is reflected in their work and participation. Through documentation, the researcher obtains more comprehensive and valid data regarding the implementation of the TikTok-based project in the 10$^{th}$ grade recount text learning process at SMAN Purwoharjo.

## 3.7 Data Validity

The methods used to verify the validity of data in this study are careful observation and triangulation. Observation plays a central role in qualitative research because it enables the researcher to directly understand students' behaviors, interactions, and engagement during the learning process. Through systematic observation, the researcher can examine learning activities, interpret classroom conditions, and convert those findings into meaningful data. In the context of data validation, careful observation involves seeking consistent

interpretations supported by multiple techniques and continuous analytical reflection. To strengthen the credibility and accuracy of the data, this study employs triangulation.

According to Arianto (2024), triangulation is a qualitative cross-validation technique used to test data reliability by comparing information from various sources and through different methods. Meanwhile, Moleong (2015:125) classifies data validity checking into several categories, which include:

#### 3.7.1 Source Triangulation

Source triangulation is done by verifying data through comparison of information provided by various informants. In this study, the researcher compares information from students, the English teacher, and classroom situations to ensure consistency and accuracy.

#### 3.7.2 Technique Triangulation

Technique triangulation involves comparing data collected through various methods such as interviews, observations, and documentation. By analyzing information derived from multiple data-collection techniques, the researcher ensures that the findings are reliable and not dependent on a single method.

#### 3.7.3 Theory Triangulation

Theory triangulation is applied by comparing the research findings with relevant theories related to student engagement, social media–based learning, and the teaching of recount text. This helps the researcher interpret the data from broader theoretical perspectives.

Based on the explanation above, at least three triangulation techniques are implemented in this research. The researcher will formulate varied questions, validate responses using different methods, and compare practical findings with theoretical concepts. In this study, triangulation is used to cross-check the consistency of data regarding students' engagement during the TikTok-based project in teaching recount text to the 10th grade at SMAN Purwoharjo. This systematic validation process ensures that the collected data are credible and suitable for analysis in the research.

## 3.8 Data Analysis

This study applies interactive qualitative analysis, which consists of three main steps: data reduction, data presentation, and conclusion drawing.

Data collected from classroom observations, interviews, field notes, and students' TikTok project outputs will be organized systematically to obtain a clear understanding of how the TikTok-based project supports students' engagement in learning to recount text.

### 3.8.1 Data Reduction

Data reduction focuses on selecting the most relevant information related to students' engagement and the implementation of the TikTok-based project. The researcher will identify key patterns such as participation, collaboration, creativity, and interaction while removing unrelated or repetitive information. This process occurs continuously before, during, and after data collection to refine the focus of analysis.

### 3.8.2 Data Presentation

The reduced data will then be presented in organized forms such as narrative descriptions, tables, and categorized themes to make the findings easier to interpret. As suggested by Nasution, data presentation aims to provide clarity, allowing the researcher to visualize how students engage during the TikTok project and how each stage of the activity contributes to learning recount text.

### 3.8.3 Decision making

Decision making according to Miles and Huberman's principle that early interpretations are provisional and may change if new evidence emerges during further data collection. Conclusions will become more robust and credible as consistent patterns are identified across observations and interviews. These conclusions will explain how the TikTok-based project influences students' engagement and how effectively it supports the teaching of recount text.

The analysis in this study utilizes a qualitative case study approach, allowing for an in-depth exploration of the implementation of TikTok-based projects in actual learning situations at SMAN Purwoharjo. By analyzing data from multiple sources, the researcher will interpret how the project aligns with theoretical frameworks and identify both its strengths and challenges in practice. The overall analysis will provide a comprehensive understanding of how TikTok serves as a learning medium to enhance engagement in recount text learning.

# CHAPTER IV

# FINDING AND DISCUSSION

## 4.1 Research Finding

### 4.1.1 Students' Engagement Reflected in TikTok-Based Recount Learning

Based on the process of data reduction, the researcher carefully selected observation and interview data that explicitly indicated behavioral, emotional, and cognitive engagement during the implementation of TikTok-based recount learning. Data that did not directly relate to engagement indicators were excluded in order to maintain analytical focus and ensure alignment with the first research question. This step was essential to avoid the inclusion of irrelevant information that might weaken the analytical clarity of the findings. The analytical procedure followed the qualitative data analysis framework proposed by (Hidayah, 2025), which emphasizes systematic processes of data reduction, data display, and conclusion drawing in order to generate meaningful interpretations from qualitative data.

Following this procedure, the researcher organized the selected data into relevant categories based on observable student participation, affective responses, and cognitive involvement throughout the learning activities. The process of categorization allowed the researcher to identify recurring patterns of engagement reflected in students' actions, emotions, and thinking processes during the completion of the TikTok-based recount project. By focusing only on data that were directly associated with engagement indicators, the analysis remained closely aligned with the objectives of the study and provided a more accurate representation of students' learning experiences in the classroom context.

Through this focused analysis, three interconnected dimensions of engagement emerged, namely behavioral engagement, emotional engagement, and cognitive engagement. These dimensions are consistent with the multidimensional engagement theory discussed by Wong and Gregory, who conceptualize engagement as the dynamic interaction of students' actions, feelings, and thinking processes during learning (Syamsuri & Dkk, 2023). For analytical clarity, each dimension of engagement identified in this study is elaborated and discussed in detail in the following sub-sections to provide a comprehensive understanding of how students' engagement was manifested during the TikTok-based recount learning process.

1. Behavioral engagement was reflected in students' active participation throughout the project stages. When the teacher

introduced the TikTok-based recount task, students immediately formed groups consisting of three to four members and began discussing their past experiences to be transformed into a recount narrative. During the 20-minute collaborative discussion session, nearly all groups were involved in intensive interaction without showing signs of passivity or disengagement. Students contributed ideas, negotiated the sequence of events, divided roles (such as scriptwriter, narrator, or video editor), and practiced their scripts before recording the video. These role distributions enabled each group member to assume specific responsibilities, ensuring that all students were actively involved in the completion of the task.

The observation notes further indicated that students asked vocabulary-related questions, confirmed grammatical forms with the teacher, and revised their scripts after receiving feedback. Some students were also observed re-reading their scripts repeatedly to ensure the accuracy of pronunciation and sentence structure before proceeding to the recording stage. This iterative process of drafting, consulting, and revising reflects sustained effort and persistence in task completion. Such observable actions demonstrate that students were not merely participating at a surface level but were consistently engaged in the learning process through active involvement and collaboration.

The interview data reinforced these findings. When asked about her participation, one student (S2) stated, “I was more active because we had to create a video, not just complete exercises in the textbook.” Another student (S4) explained, “Working in a group made me participate in discussions instead of staying silent.” These responses indicate that the project-based nature of the activity encouraged students to move beyond passive learning habits typically associated with conventional classroom tasks. The requirement to produce a final digital product in the form of a TikTok video appeared to increase students’ sense of responsibility toward their assigned roles, as they independently managed rehearsal sessions, adjusted scripts, and coordinated recording procedures within their groups. Such findings illustrate that the TikTok-based project encouraged students to actively contribute to the learning process through consistent participation, peer interaction, and task-oriented collaboration (Choustoulakis et al., 2025).

2. Emotional Engagement

Emotional engagement was reflected in students' enthusiasm, enjoyment, and reduced anxiety during the learning process. Classroom observations showed that students appeared excited when watching their peers' videos during the presentation session. Laughter, applause, and spontaneous reactions frequently occurred as students responded to their classmates' performances, creating a positive and supportive classroom climate. Compared to traditional writing or oral presentation tasks, students demonstrated more expressive reactions and greater willingness to perform their recount stories in front of others. This indicates that the integration of digital media in the learning activity contributed to a more emotionally engaging learning atmosphere.

The interview excerpts further supported this observation. One student (S1) stated, "Learning through TikTok was fun and not boring." Another student (S4) mentioned, "The learning felt relaxed, not as tense as usual presentations." These responses suggest that the learning activity reduced the sense of pressure commonly associated with speaking or presenting tasks in language classrooms. Students appeared to perceive the video-based task as less intimidating, which encouraged them to express their ideas more confidently without excessive fear of making mistakes.

These statements were selected because they directly express students' affective responses toward the learning activity. Feelings of enjoyment and reduced anxiety are key indicators of emotional engagement, particularly in language learning contexts where speaking performance often generates stress and apprehension among learners. As suggested by Tsang & Dewaele (2024), emotionally supportive learning environments can lower language anxiety and enhance students' willingness to participate in communicative tasks. Therefore, the TikTok-based recount project not only fostered enjoyment but also helped create a relaxed learning environment that supported students' emotional involvement in the learning process.

3. Cognitive Engagement

Cognitive engagement was observed in the way students organized their recount stories, structured events chronologically, and applied appropriate past tense verbs throughout the task completion process. During group discussions, students actively debated vocabulary choices, corrected grammatical errors, and rearranged story sequences to improve clarity and coherence. Some

groups were also observed revising their initial drafts after identifying inconsistencies in tense usage or unclear event sequences. This indicates that students were not merely focusing on producing entertaining videos but were also cognitively involved in constructing meaningful and linguistically accurate recount texts.

Furthermore, students demonstrated their engagement through continuous reflection and problem-solving while developing their scripts. They discussed alternative word choices, evaluated sentence structures, and ensured that their narratives followed the generic structure of recount text, such as orientation, events, and re-orientation. This process required students to analyze their language use critically and make decisions collaboratively, which reflects deeper cognitive processing beyond surface-level task completion. The teacher emphasized this academic focus during the interview, stating, “I always reminded them to pay attention to past tense and the structure of recount text, not only the video effects.” This quotation highlights the teacher’s scaffolding role in ensuring that the project remained academically grounded and aligned with the intended learning objectives.

Therefore, the findings indicate that students’ engagement in TikTok-based recount learning was reflected not only through active behavioral participation and positive emotional responses but also through meaningful cognitive involvement in language production. The integration of digital media, collaborative work, and structured teacher guidance enabled students to engage in higher-order thinking processes while constructing their recount narratives. Such multidimensional engagement supports both language development and student motivation, particularly when instructional scaffolding is consistently provided throughout the learning process (Tsang & Dewaele, 2024).

### 4.1.2 Factors Influencing Students’ Engagement

Building upon the previous finding that students’ engagement was reflected behaviorally, emotionally, and cognitively during the TikTok-based recount project, the following section elaborates the factors that influenced the emergence, development, and intensity of that engagement. While the earlier section focused on how engagement was manifested in classroom practices, this part seeks to explain why such engagement occurred and what conditions supported or constrained it. After conducting systematic data reduction, categorization, and selection of interview transcripts, several dominant and recurring factors were identified. Only factors that were

consistently mentioned by both the teacher and multiple students, and that demonstrated a direct relationship with engagement indicators, were included in this analysis. This selective procedure was intentionally applied to maintain analytical rigor, avoid overgeneralization, and ensure strong alignment with the second research question concerning factors influencing students' engagement.

The analytical process followed the qualitative data analysis procedures proposed by Matthew B. Miles, A. Michael Huberman, and Johnny Saldaña (2014), particularly emphasizing systematic data condensation, thematic coding, pattern identification, and interpretative conclusion drawing. Through iterative reading and cross-checking between observation and interview data, five interconnected sub-findings emerged as the most significant influencing factors: (1) familiarity with the TikTok platform, (2) collaborative project-based learning, (3) opportunities for creativity and self-expression, (4) teacher scaffolding and structured guidance, and (5) linguistic challenges as constraints to engagement. These factors were not isolated elements but operated interactively in shaping the degree and quality of students' participation throughout the learning process (Bajaj, 2024). For analytical clarity and coherence, each of these factors is elaborated systematically in the following sub-sections to provide a comprehensive explanation of how they contributed to, or in some cases limited, students' engagement in TikTok-based recount learning.

1. Familiarity with the TikTok Platform

   The first influencing factor is students' familiarity with TikTok as a digital platform. The data revealed that students perceived the learning activity as more engaging because it utilized an application that was already embedded in their daily routines. Rather than encountering a completely new or unfamiliar instructional tool, students interacted with a platform they frequently used for entertainment, communication, and content creation. One student (S1) stated, "I felt more enthusiastic because we used an application that I often use in my daily life." The teacher reinforced this perception by explaining, "TikTok is close to their lives, so they are more interested." These responses indicate that technological familiarity contributed to students' readiness to engage with the task. Since students did not need additional cognitive effort to understand how the platform worked, they were able to focus more on the language-learning objectives embedded within the project.

This familiarity also reduced psychological barriers that often emerge when students are introduced to new digital tools in formal learning contexts. Because TikTok was already associated with enjoyment and creativity in their personal lives, its integration into classroom instruction created a more relaxed and less intimidating learning atmosphere. As a result, students demonstrated greater willingness to participate, experiment with language use, and collaborate with peers. When instructional media align with students' digital culture and everyday experiences, learners are more likely to display intrinsic motivation and sustained participation in classroom activities. This finding is consistent with Joshi et al (2023), who argues that the meaningful integration of familiar digital platforms into pedagogy can significantly enhance learner engagement by bridging the gap between students' social digital practices and academic learning environments.

2. Collaborative Project-Based Learning

The second factor influencing students' engagement is collaborative project-based learning. The implementation of group work within the TikTok-based recount project encouraged peer interaction, shared responsibility, and mutual support throughout the learning process. During classroom observations, students were seen actively negotiating story sequences, correcting grammatical errors together, and practicing pronunciation collaboratively before recording their videos. These collaborative practices enabled students to exchange ideas, clarify misunderstandings, and provide immediate feedback to one another, thereby fostering a supportive learning environment. One student (S4) stated, "When working in a group, I feel more confident because my friends help me." This response suggests that collaborative interaction contributed to students' confidence in expressing their ideas in English, particularly in a task that required both speaking and creative production.

Furthermore, collaborative learning environments allow students to rely on peer assistance when facing linguistic difficulties, which in turn enhances both behavioral and emotional engagement. By working together toward a shared goal, students were encouraged to remain actively involved in the task completion process while simultaneously reducing anxiety related to individual performance. The presence of group members

appeared to create a sense of collective responsibility that motivated students to contribute meaningfully to the project. This finding is supported by recent studies indicating that social media integrated project-based learning enhances student engagement through cooperation, shared accountability, and peer scaffolding in digital learning contexts(Karimi et al., 2024). Thus, collaborative project-based learning played a crucial role in sustaining students' participation and involvement throughout the TikTok-based recount activity.

3. Opportunities for Creativity and Self-Expression

The third factor influencing students' engagement is the opportunity for creativity and self-expression provided by the TikTok-based recount project. This activity enabled students to integrate various multimodal elements, such as music, visual effects, and personal storytelling, into their video productions. Such flexibility allowed students to personalize their learning outputs and connect the recount task with their own lived experiences. One student (S1) mentioned, "Making the video was enjoyable because we could use music and effects," while another student (S3) added, "I liked it because I could tell my own personal experience." These responses indicate that students perceived the learning task as meaningful and enjoyable when they were given autonomy to express themselves creatively through digital media.

The opportunity to incorporate personal experiences into language production appeared to increase students' intrinsic motivation and deeper involvement in completing the task. Rather than perceiving the activity as a conventional academic assignment, students viewed it as an opportunity to communicate their identities and experiences through English. This sense of ownership over the learning product encouraged sustained engagement and active participation throughout the project stages. According to Tour and Barnes (2022), multimodal digital production encourages meaningful engagement by allowing learners to express identity and personal experience through language, thereby enhancing both motivation and cognitive involvement in language learning activities.

4. Teacher Scaffolding and Structured Guidance

The fourth factor is teacher scaffolding and structured guidance throughout the implementation of the project. Although

the TikTok-based activity emphasized creativity and student autonomy, the teacher consistently maintained academic focus by providing step-by-step instructions, guiding students in developing story outlines, and offering corrective feedback before the recording stage. The teacher explained, “I guided them from creating the story framework to revising the language before they recorded the video.” This guidance ensured that students did not focus solely on the visual and entertaining aspects of video production but also paid attention to linguistic accuracy and the structural requirements of recount texts.

Such scaffolding played a crucial role in balancing students’ creative expression with academic rigor. Through continuous monitoring and feedback, the teacher supported students in refining their grammar, vocabulary, and narrative organization, thereby promoting deeper cognitive engagement with the learning material. Without structured guidance, digital project-based activities may risk becoming superficially focused on technical or aesthetic elements rather than language development. Research by Prasetiyo (2023), highlights that digital project-based learning requires consistent teacher support to sustain academic engagement and prevent students from prioritizing multimedia features over linguistic learning objectives.

5. Linguistic Challenges as Constraints to Engagement

However, the data also revealed certain challenges that influenced students’ engagement levels during the learning process. Some students experienced difficulty due to limited vocabulary and lack of confidence in speaking English when recording their videos. One student (S1) admitted, “Sometimes I find it difficult to arrange correct English sentences,” while another student (S3) stated, “I feel shy speaking English in a video because I am afraid of making mistakes.” These responses suggest that linguistic competence and self-confidence remained significant factors in determining the extent to which students could fully participate in the task.

Although the TikTok platform increased motivation and enjoyment, students who perceived their language ability as insufficient tended to experience hesitation when expressing themselves orally. This indicates that technological integration

> alone is not sufficient to guarantee optimal engagement if students continue to face challenges related to vocabulary mastery and grammatical accuracy. Therefore, while digital media can provide strong motivational benefits, sustained engagement depends on adequate language support, emotional safety, and continuous teacher guidance. These findings emphasize the importance of combining technological innovation with pedagogical scaffolding to ensure that all students can participate meaningfully in digital language learning activities (Selfa-Sastre et al., 2022).

The findings indicate that students' engagement in TikTok-based recount learning was influenced by a combination of technological, pedagogical, and individual factors. Familiarity with the TikTok platform, collaborative project-based learning, opportunities for creativity and self-expression, and structured teacher scaffolding functioned as facilitating elements that enhanced students' behavioral, emotional, and cognitive involvement throughout the learning process. Conversely, linguistic limitations such as restricted vocabulary and low speaking confidence were identified as potential constraints that affected the intensity of students' participation. Therefore, while the integration of social media platforms in language learning can create a motivating and interactive learning environment, their effectiveness in fostering sustained engagement depends on the provision of adequate language support, emotional encouragement, and continuous instructional guidance to ensure meaningful learning outcomes.

### 4.2 Discussion

The findings of this study demonstrate that students' engagement in the TikTok-based recount project was reflected through three interrelated dimensions: behavioral, emotional, and cognitive engagement. This multidimensional engagement supports recent perspectives in language learning research that view student engagement as a complex construct involving observable participation, affective involvement, and cognitive investment in completing academic tasks (Wong & Liem, 2022). In the present study, behavioral engagement was indicated by students' consistent participation in brainstorming ideas, negotiating story sequences, practicing pronunciation, revising scripts, and coordinating the recording and editing processes within their groups. These observable actions suggest that students were not passively receiving information but were actively involved in constructing their learning outputs. Such findings are consistent with recent studies highlighting that technology enhanced project-based learning environments can increase student participation by requiring learners to

produce authentic digital artifacts that integrate language skills with creative production (Suryani et al., 2024).

Emotional engagement was reflected in students' enthusiasm, enjoyment, and reduced anxiety when participating in the TikTok-based learning activity compared to traditional oral presentations. The flexibility to rehearse and re-record their performances provided a less intimidating environment for language use, thereby increasing students' willingness to express ideas in English. This finding supports the claim that digital storytelling and video based tasks can create emotionally supportive learning environments that reduce speaking anxiety and promote learner confidence in second language communication (Azqiya, 2025). When learners perceive classroom tasks as enjoyable and relevant to their interests, they are more likely to demonstrate persistence and sustained motivation throughout the learning process. In this context, the TikTok-based project contributed to creating a positive classroom climate in which students felt comfortable experimenting with language without excessive fear of making mistakes.

Cognitive engagement was evident in students' involvement in organizing recount narratives chronologically, selecting appropriate vocabulary, evaluating grammatical accuracy, and revising sentence structures collaboratively. During group discussions, students analyzed the structure of their stories and ensured alignment with the generic structure of recount texts, including orientation, sequence of events, and re-orientation. These processes required learners to engage in higher-order thinking skills such as problem-solving, analysis, and evaluation. According to Zhang (2025), meaningful engagement in language learning occurs when students actively process linguistic input and reflect on their language use through collaborative dialogue. The findings of this study suggest that the integration of digital media into project-based learning activities can support deeper cognitive processing when students are guided to focus on both linguistic accuracy and narrative coherence.

In addition to identifying how engagement was manifested, the study also revealed several factors influencing the development and intensity of students' engagement in the TikTok-based recount project. One significant facilitating factor was students' familiarity with TikTok as part of their everyday digital practices. The use of a familiar social media platform appeared to reduce technological barriers and enable students to concentrate more on the learning objectives embedded within the task. Recent research indicates that the incorporation of familiar digital tools into classroom instruction can enhance learner motivation by connecting formal learning activities with students' informal digital experiences (Tazhenova et al., 2024).

When instructional media align with students' technological habits, learners are more likely to perceive the task as relevant and meaningful, thereby increasing intrinsic motivation and participation.

Collaborative project-based learning also played an important role in fostering student engagement. Working in groups enabled students to exchange ideas, provide peer feedback, and collaboratively solve linguistic challenges encountered during script development. Such collaborative interaction contributed to increased confidence in expressing ideas in English, particularly in a task that required both speaking and creative production. Recent studies have emphasized that peer collaboration in digital project-based learning environments can enhance engagement by promoting shared responsibility and mutual support among learners (D'Elia et al., 2025). The presence of supportive peers appeared to reduce performance anxiety and encourage students to remain actively involved throughout the task completion process.

Furthermore, the opportunity for creativity and self-expression provided by the TikTok-based activity functioned as a motivational factor that enhanced both emotional and cognitive engagement. By allowing students to integrate music, visual effects, and personal storytelling into their videos, the project enabled learners to connect academic language production with their own experiences. This sense of ownership over the learning product increased students' intrinsic motivation and commitment to completing the task. As noted by Tzirides (2022), multimodal digital production tasks allow learners to express personal identity through language use, thereby fostering deeper engagement and meaningful communication in second language learning contexts.

However, the study also identified linguistic challenges as constraints affecting some students' level of engagement. Limited vocabulary knowledge and lack of confidence in speaking English caused certain learners to hesitate when recording their videos. This suggests that technological innovation alone may not guarantee optimal engagement if learners continue to experience difficulties related to language competence. According to Hung & Nguyen (2022), digital learning environments require adequate pedagogical scaffolding to ensure that students can participate meaningfully without being hindered by linguistic limitations. In this study, structured teacher guidance in the form of corrective feedback and language support played a crucial role in maintaining students' cognitive engagement and ensuring alignment with recount text learning objectives.

Overall, the discussion indicates that students' engagement in TikTok-based recount learning was shaped by the interaction between technological familiarity, collaborative learning environments, opportunities for creative expression, instructional support, and individual linguistic competence. While social media integration can enhance motivation and participation, its effectiveness in fostering meaningful engagement depends on the provision of consistent pedagogical scaffolding and emotionally supportive classroom conditions. Therefore, the successful implementation of TikTok-based projects in English language learning requires not only the integration of digital media but also carefully structured instructional strategies that address learners' affective needs and linguistic development in order to promote sustained engagement and meaningful learning outcomes.

# CHAPTER V

# CLOSING

## 5.1 Conclusion

This study concludes that the implementation of a TikTok-based project in teaching recount text has significant potential to enhance students' engagement across three interconnected dimensions: behavioral, emotional, and cognitive. In terms of behavioral engagement, students actively participated in various learning activities such as group collaboration, peer discussion, script development, and video production. These activities encouraged students to take responsibility for their learning and contribute meaningfully within their groups. From an emotional perspective, students demonstrated positive attitudes toward the learning process, as reflected in their enthusiasm, enjoyment, and increased confidence. The use of a familiar and entertaining platform like TikTok also helped reduce anxiety, particularly in speaking activities, which are often perceived as challenging in traditional classroom settings.

Moreover, cognitive engagement was evident in students' efforts to organize their ideas into coherent recount texts, apply appropriate grammatical structures, and evaluate their language use during the content creation process. These findings indicate that integrating digital project-based learning with widely used social media platforms can create more meaningful, interactive, and student-centered learning experiences. Students' engagement was further supported by several facilitating factors, including their familiarity with the platform, opportunities for creative expression, collaborative learning environments, and consistent teacher scaffolding. Nevertheless, the study also revealed that certain linguistic challenges, such as limited vocabulary mastery and low speaking confidence, continued to hinder some students from fully participating, highlighting the need for ongoing language support alongside technological integration.

## 5.2 Limited research

The research was conducted over a limited timeframe, which may not be sufficient to capture the full impact of the TikTok-based project on students' engagement and language development. Future studies are recommended to extend the duration of the research in order to observe long-term effects, particularly in terms of sustained engagement and improvement in students' language proficiency.

The study may not fully represent the experiences of students in other educational settings because it was carried out in a specific context, namely

SMAN Purwoharjo. The characteristics of the students, classroom environment, and institutional support may influence the findings. Therefore, to enhance the generalizability of the results, future researchers are encouraged to replicate this study in different schools or educational levels.

In addition, this study did not take into account several extraneous factors that might have influenced the results, such as students' prior English proficiency, digital literacy skills, learning motivation, and access to technology. These factors may affect students' level of participation and engagement in TikTok-based learning activities. Future research should consider controlling or examining these variables to improve the internal validity and provide a more comprehensive understanding of the effectiveness of technology-integrated language learning.

## 5.3 Suggestion

Considering that the findings of this study indicate that the implementation of a TikTok-based project can enhance students' engagement in learning recount text, several recommendations are proposed for teachers, students, and future researchers. These suggestions are intended to support the effective integration of digital media in language learning and to provide direction for further investigation in this area.

### 5.3.1 For The Teachers

Teachers who intend to incorporate TikTok or similar digital platforms into their teaching practices are advised to design well-structured learning activities supported by clear instructions and appropriate scaffolding. Providing concrete examples, language models, and step-by-step guidance is essential to help students stay focused on the learning objectives. In addition, teachers should pay attention to students' linguistic needs by offering vocabulary support and encouraging speaking practice, so that the use of digital media not only increases engagement but also improves language competence.

### 5.3.2 For The Students

Students are encouraged to actively engage in digital project-based learning activities and take advantage of platforms like TikTok as a medium for practicing English in creative and meaningful ways. Through active participation, students can develop not only their language skills but also their confidence in expressing ideas. Furthermore, students should make consistent efforts to expand their vocabulary and improve their speaking abilities. Seeking feedback from teachers and peers is also important, as it can

help them refine their language use and enhance the quality of their learning outputs.

### 5.3.3 For The Aspiring Researchers

For future researchers, it is recommended to explore the use of TikTok-based learning in different contexts, involving larger and more diverse samples to strengthen the generalizability of the findings. Conducting longitudinal studies is also suggested to examine the long-term impact of such digital learning approaches on students' engagement and language development. Moreover, combining qualitative and quantitative methods may provide more comprehensive insights into students' experiences. Future studies are also encouraged to investigate factors such as digital literacy, access to technology, and differentiated instructional strategies to better support learners with varying levels of proficiency.

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# APPENDICES

## APPENDIX 1: Guidance Card

5/5/26, 8:13 AM SISTEM INFORMASI MANAJEMEN AKADEMIK UIMSYA BLOKAGUNG ::

| | |
|---|---|
| NIM | **2211221026** |
| NAMA | **SALSABILA TAZKIA** |
| FAKULTAS | **TARBIYAH DAN KEGURUAN** |
| PROGRAM STUDI | **S1 TADRIS BAHASA INGGRIS** |
| PERIODE | **20252** |
| JUDUL | **STUDENTS ENGAGEMENT IN ENGLISH LEARNING THROUGH TIKTOK-BASED PROJECT IN TEACHING RECOUNT TEXT TO 10TH GRADE AT SMAN PURWOHARJO** |



| No | Periode | Tanggal Mulai | Tanggal Selesai | Uraian Masalah | Bimbingan |
|---|---|---|---|---|---|
| 1 | 20251 | 02 Mei 2026 | 04 Mei 2026 | acc seluruh bab | acc seluruh bab |
| 2 | 20252 | 25 April 2026 | 30 April 2026 | finalisasi seluruh bab | checking seluruh bab |
| 3 | 20251 | 11 April 2026 | 17 April 2026 | pengajuan bab 5 | penambahan suggestion |
| 4 | 20251 | 07 Maret 2026 | 16 Mei 2026 | revisi bab 4 | revisi bab 4 |
| 5 | 20251 | 01 Februari 2026 | 14 Februari 2026 | pengajuan draft bab 4 | penyesuaian dengan template buku pedoman |
| 6 | 20251 | 05 Januari 2026 | 30 Januari 2026 | pengambilan data di lapangan | cek instrumen penelitian |
| 7 | 20251 | 15 Desember 2025 | 20 Desember 2025 | penyesuaian research method | penyesuaian research method persiapan pengambilan data |
| 8 | 20252 | 06 Desember 2025 | 13 Desember 2025 | penulisan bab 4 | penyesuaian bab 4 dengan RQ |
| 9 | 20252 | 15 November 2025 | 22 November 2025 | acc bab 1-3 | acc bab 1-3 |
| 10 | 20252 | 01 November 2025 | 08 November 2025 | revisi proposal setelah sempro | revisi proposal setelah sempro |
| 11 | 20251 | 31 Oktober 2025 | 14 November 2025 | introduction proposal | introduction proposal |
| 12 | 20251 | 13 Oktober 2025 | 15 Oktober 2025 | pengajuan outline | pengajuan outline |
| 13 | 20251 | 08 Oktober 2025 | 09 Oktober 2025 | pengajuan judul | pengajuan judul |

APPENDIX 2: Certificate of Having Conducted Research

**PEMERINTAH PROVINSI JAWA TIMUR**
**DINAS PENDIDIKAN**
**SEKOLAH MENENGAH ATAS NEGERI PURWOHARJO**
Jalan Slamet Cokro, Purwoharjo, Banyuwangi, Jawa Timur 68483
Telepon (0333) 396475, Laman www.smanpurwoharjo.sch.id, Pos-el smanlpwhj@yahoo.co.id

**SURAT KETERANGAN**
**TELAH MELAKSANAKAN OBSERVASI**
Nomor : 400.3.12.1/39/101.6.7.16/2026

*yang bertanda tangan dibawah ini :*

| | |
|---|---|
| Nama | : Drs. Hadiri, M. M. |
| NIP | : 196711121995121001 |
| Pangkat / Golongan | : Pembina Utama Muda (IV/c) |
| Jabatan | : Kepala Sekolah |
| Unit Kerja | : SMA Negeri Purwoharjo |

Menerangkan dengan sebenarnya bahwa :

| | |
|---|---|
| Nama | : SALSABILA TAZKIA |
| NIM | : 2211221026 |
| Program Studi | : Tadris Bahasa Inggris (TBIG) |
| Fakultas | : Tarbiyah dan Keguruan (FTK) |
| Universitas | : Universitas KH. Mukhtar Syafaat |

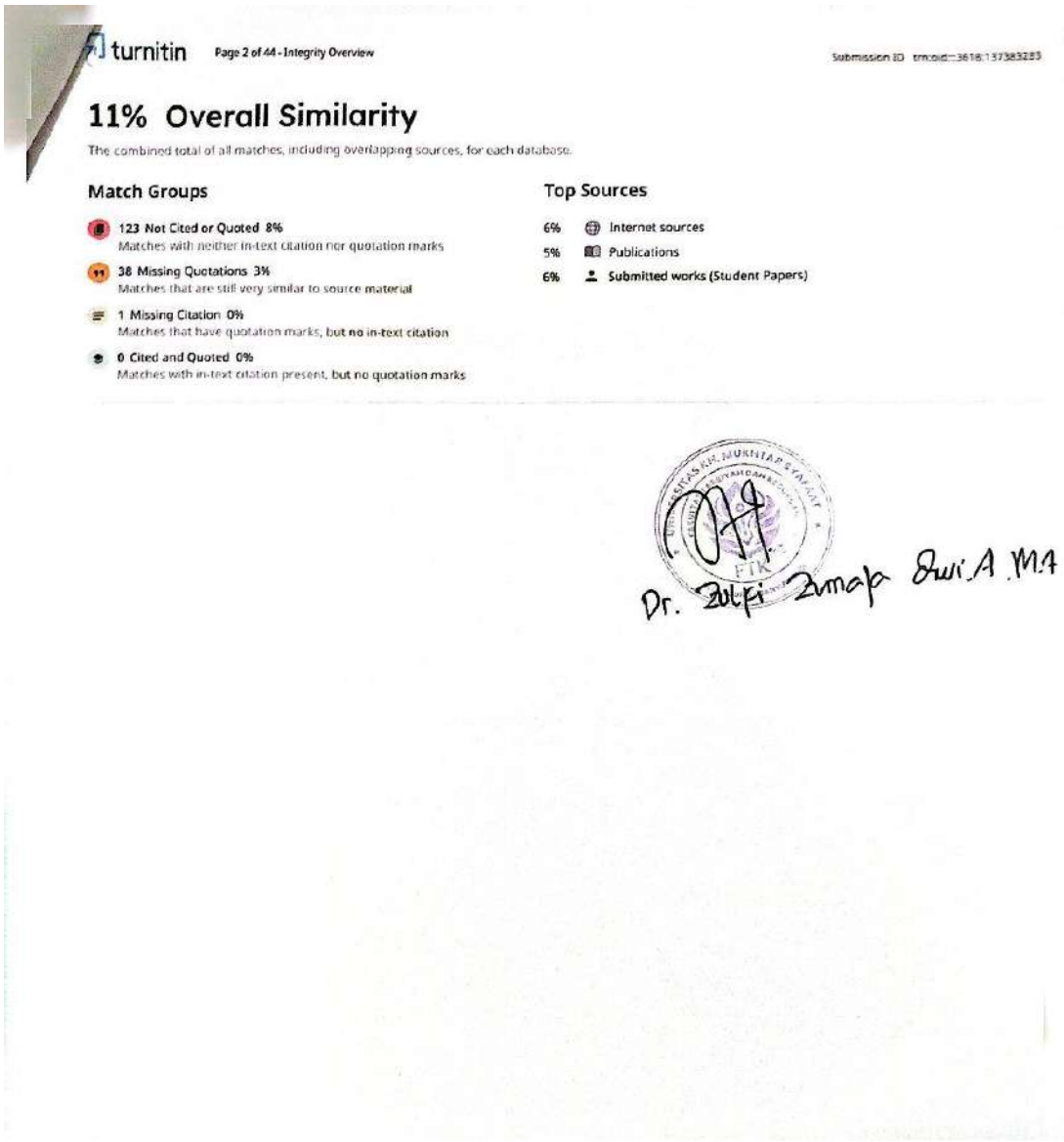
Telah melaksanakan Penelitian di SMA Negeri Purwoharjo Kabupaten Banyuwangi dalam rangka penyelesaian program tugas akhir artikel dengan judul **Student' Engagement In English Learning Through A Tiktok-Based Project In Teaching Recount Text To 10th Grade At Sman Purwoharjo.**

Demikian surat keterangan ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.

Purwoharjo, 22 Januari 2026
Plt. Kepala

Drs. HADIRI, M. M.
Pembina Utama Muda (IV/c)
NIP. 196711121995121001

APPENDIX 3: Certificate of Plagiarism



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Dr. Zulfi Zumafa Dwi A. M.A

APPENDIX 4: Research Documentation



*Picture 1. Classroom Observation during TikTok-Based Learning Activity*



*Picture 2. Students' Group Discussion in Preparing Recount Text Script*



*Picture 3. Students Recording TikTok Video Project*




*Picture 4. Interview Session with the English Teacher Regarding the Implementation of TikTok-Based Learning Project*

APPENDIX 5: Interview Guidelines

Research Title: Students' Engagement in English Learning through TikTok-Based Project in Teaching Recount Text to 10th Grade at SMAN Purwoharjo

Purpose of Interview:

To obtain in-depth information regarding students' engagement, perceptions, and factors influencing participation in English learning through a TikTok-based project in teaching recount text.

Type of Interview: Semi-Structured Interview

Participants: English Teacher and Selected Students of Grade X

Place: SMAN Purwoharjo

Interviewer: Salsabila Tazkia

A. Interview Guidelines for Students

1. How do you feel about learning recount text through a TikTok-based project?
2. Do you feel more interested or motivated in learning English through this activity? Why?
3. What activities did you do during the TikTok project?
4. What aspects of the TikTok project made learning more enjoyable?
5. What difficulties did you face while creating the TikTok recount video?
6. Did working in groups help your participation in learning? Explain.
7. Do you think this project helped your understanding of recount text? Why?
8. What suggestions do you have for future TikTok-based learning projects?

B. Interview Guidelines for Teacher

1. What was your purpose in using a TikTok-based project in teaching recount text?
2. How did you introduce and guide students during the project?

3. How did students respond to the TikTok-based learning activity?

4. What forms of student engagement did you observe during the project?

5. What challenges occurred during implementation?

6. How did the project help students understand recount text?

7. What factors influenced students' motivation and participation?

8. What improvements are needed for future implementation?

## APPENDIX 6: Interview Transcript

A. Interview Transcript with Students

Participant: Student 1 (S1)

Researcher: How do you feel about learning recount text through TikTok project?

S1: I feel happy because learning became fun and not boring.

Researcher: Do you feel more motivated in learning English?

S1: Yes, because TikTok is familiar for students, so we were excited.

Researcher: What activities did you do?

S1: We made script, practiced speaking, recorded video, and edited it together.

Researcher: What difficulties did you face?

S1: Sometimes I was confused about grammar and pronunciation.

Researcher: Did the project help you understand recount text?

S1: Yes, because we learned orientation, events, and re-orientation directly.

Participant: Student 2 (S2)

Researcher: How do you feel about this project?

S2: It was interesting because usually we only write in notebook, but this time we made video.

Researcher: Did group work help you?

S2: Yes, because we shared ideas and helped each other.

Researcher: What made the project enjoyable?

S2: Editing video, adding music, and watching friends' videos.

Researcher: What challenges did you face?

S2: Internet connection and lack of confidence speaking English.

Researcher: Did this project improve your English learning?

S2: Yes, especially speaking and vocabulary.

Participant: Student 3 (S3)

Researcher: How was your experience in TikTok-based learning?

S3: It was good because learning felt relaxed and creative.

Researcher: What did you learn from the project?

S3: I learned past tense, sequence words, and how to tell past experience.

Researcher: What suggestions do you have?

S3: More projects like this because students enjoy it.

B. Interview Transcript with Teacher

Participant: English Teacher (T1)

Researcher: What was your purpose in using TikTok project for recount text?

Teacher: I wanted students to be more active, creative, and confident in learning English.

Researcher: How did you guide students during the project?

Teacher: First, I explained recount text structure, then students worked in groups to make scripts and videos. I monitored their progress.

Researcher: How did students respond?

Teacher: Most students were enthusiastic and participated actively. They were more excited than in conventional lessons.

Researcher: What forms of engagement did you observe?

Teacher: Students discussed seriously, practiced speaking, asked questions, and collaborated well.

Researcher: What challenges occurred?

Teacher: Some students had grammar difficulties, limited confidence, and technical issues like editing or internet connection.

Researcher: Did the project help students understand recount text?

Teacher: Yes, because they applied the structure directly in making their own story.

Researcher: What improvements are needed?

Teacher: Better time management, stronger internet access, and more practice for speaking confidence.

**HISTORY LIST LIFE**



| | |
|---|---|
| Nama | : Salsabila Tazkia |
| NIM | : 2211221026 |
| TTL | : Banyuwangi, 17 Oktober 2003 |
| Jenis Kelamin | : Perempuan |
| Agama | : Islam |
| Prodi | : Tadris Bahasa Inggris (TBIG) |
| Alamat | :Dusun Ramiyan, Desa Margomulyo, RT/RW 01/01 Kec. Glenmore Kab. Banyuwangi |

**Riwayat Pendidikan:**

1. TK Diponegoro (2008-2010)
2. SDN 2 Margomulyo (2010-2016)
3. MTs Al-Amiriyyah (2016-2019)
4. MA Al-Amiriyyah (2019-2022)

**Pengalaman Organisasi:**

1. Anggota Kopri PMII Uimsya Rayon Abdurrahman Wahid (2023-2024)
2. Anggota Paduan Suara Uimsya (2022-2024)