



Developing A Guide Book of Project-Based Learning Utilizing TikTok Videos for Online English Classes

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ABSTRACT

The pandemic has migrated learning from offline to online as the effort to break the chain of the spread of Covid 19. Therefore, capability in utilizing technology in teaching is essential to support teaching English activities. Developing the appropriate learning model and instruction media in current situation is required to create the online teaching learning activities to be more innovative, attractive and effective. Based on the need analysis obtained from the English teachers who joint BIMTEK of *TikTok* as teaching Media, they have experienced implementing learning model proposed by Kemdikbud (Project-Based), but they have not utilized *TikTok* as teaching media. Therefore, the purpose of research is to develop a guide book of project-based learning utilizing *TikTok* videos for online classes. Qualitative method was used based on need analysis, design, and developing (ADD). The data were collected through questionnaires, field notes, and participants' reflection and comments. The data indicated that providing the appropriate learning model by utilizing the familiar media among the students is needed to ensure the English teaching activities are acceptable in giving meaningful experiences who learn from their respective homes. The result of this research is a guide book of *TikTok* Project Based teaching consisted of learning model implemented (project-based learning), the media utilization (*TikTok* videos), the sample of project-based *TikTok* activities, the sample of material, and designs. The product of this research contributes to provide additional media especially utilizing *TikTok* videos in teaching English by implementing Project based learning and to help English teachers to implement it.

Keywords: Development, A guide book, English Classes, Online, Project Based Learning, TikTok video Application.



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1. INTRODUCTION

1.1. Introduction

In this digital era, the utilization of technology in teaching learning activities presents challenges to the education field, especially teachers. In current situation (pandemic), they are forced to have the capability to introduce and take the technology in their teaching learning process. "Blended" or "Mixed" learning that merges face-to-face meeting and online teaching as an effort to support learning activities in the 21st century (Husamah, 2014, p.15). The utilization of technology in teaching learning process gives advantages for teachers to assist the students understanding the material. In the 21st century, implementing technology in teaching learning process support and help the students to gain material taught (Haryati & Cahyaningrum, 2018). Therefore, the capability in utilizing technology in this era needs possessed by the teachers. Awang (2020) indicated that teachers need to adapt themselves in utilizing the technology as the pedagogic not only providing for teaching only, but also academic interest and achievement.

English is a foreign language taught in the world no exception in Indonesia. Learners have different utilization of language skills among listening, speaking, reading and writing (Ahmadi, 2018). There are four skills demanding when people learn English language which are divided in two categories, both receptive skill and productive skill. The receptive skill consists of listening and reading while productive skill is speaking and writing (Nunan, 2003, p.48). Both of them have different priority based on the users who acquire the language whether they apply English language orally or in writing communication. Therefore, selecting and providing appropriate learning model and media will be helpful to motivate and to make English learning activities for students interesting and exciting especially in Pandemic situation.

There are a lot of platforms or online media have been utilized in supporting teaching learning activities online like, *Smart class, Zenius, Quipper, Microsoft, WhatsApp, and google classroom* (Abidah et al., 2020). *TikTok* video application is one booming platforms. It becomes the most downloaded application in 2020 (Hutchinson, 2020). The features of *TikTok* video application can be utilized in supporting English learning activities. Applying the familiar media can help the teachers to teach students since they have already known well how to utilize it. Utilizing the popular media is effective in supplementing the learning of content knowledge by activating learner interest, contextualizing content knowledge, and making abstract ideas more concrete and visible (Bertram et al., 2010, p.133).

There are some features provided by the *TikTok* Developer to indulge the users which make them to be more creative how to deal with the project created. Here is some *TikTok* application features (Bresnick, 2019),

Usage	Features
Voice Record	Recording sound through the device, then integrating it into a personal <i>TikTok</i> account.
Video Record	Recording video via device, then integrating it into your personal <i>TikTok</i> account.
Back sound	Adding background sound that can be downloaded from the media <i>TikTok</i> application storage.
Edit	Fixing and editing a draft video that has been made by giving effects.
Share	Sharing the existing video.
Duet	Collaborating with other <i>TikTok</i> application users.
Messaging	Having conversation with other users and viewers.
Livestreaming	Watch or create video in real time.

Based on the features provided by developer, there are some features can be utilized in supporting teaching learning activities like, voice recording, video recording, Back sound filling, editing, sharing, duet, messaging, and livestreaming. Those features are able to be utilized in creating education *TikTok* videos for learning English.

Project based is one of learning models recommended by Kemdikbuk implemented during pandemic. This is stated in the leaflet no. 4 of 2020 point, even though learning is done online, but still, it has to provide meaningful activities for students (Mendikbud, 2020). This model is appropriate implemented for the students who learn at distance since the principles of this learning model consist of independence (students' anatomy), collaboration (grouping), exploration, and project (Larmer et al., 2015; Mali, 2016). Those principles give opportunity in providing meaningful activities and exploring exciting sources instead of doing monotonous and boring assignments. According to Yang (2020), students expressed strong desire for being guided by the English teachers utilizing *TikTok* application for making English learning. Therefore, the utilization of *TikTok* videos by implementing project-based leaning gives chances for the students to be active in engaging English activities during pandemic by occupying its features above. So that, it contributes for the students to get responsibility in assigning their project, to distribute the teamplay based on the roles, to explore the knowledge they have, and in the end of activity, to create the product in the form of English *TikTok* videos. This is aligned what Kemdikbud proposed in the leaflet. Therefore, the implementation of project based will be excited and meaningful to collaborate with *TikTok* video application as teaching media.

Based on the data obtained from English teachers who joint BIMTEK of *TikTok* as media for English teaching which was held by PKM UNTAN supported by English MGMP Mempawah for West Kalimantan English teachers, it is indicated they have experienced in implementing project-based learning to support their learning activities. It seems they are familiar with the model of learning proposed. Unfortunately, the teachers have not implemented of project-based learning model merged with *TikTok* videos application. The reasons are they still have not known how to operate it and they thought the application possesses a lot of negative contents for the students. Therefore, this study intends to introduce *TikTok* videos as one of media that can be utilized in English teaching by creating a guide book of project-based learning utilizing *TikTok* videos for online English. It was also followed the previous study written theoretically by Ikhsanuddin & Purwoko (2022) about developing *TikTok* project-based online.

1.2. Research questions

Based on the background above, there are two research questions, they are:

- a. What are the targets need in implementing project-based learning with education *TikTok* videos in teaching English?
- b. How is a guide book of project-based learning utilizing English *TikTok* videos for online English classes developed?

1.3. Significance of the study

Based on the research questions and the objectives above, this study has two significances in theoretically and practically. They are described below.

- a. Theoretically, this study provides the information how to implement the project-based learning as one of learning models recommended mandate by utilizing the technology based on *TikTok* video application in creating English *TikTok* videos which is familiar and popular among the students in teaching learning process and to develop the capability to implement the learning model and media in teaching English activities online.
- b. Practically, for learners, this study is able to provide the meaningful activities by implementing project-based learning utilizing *TikTok* videos which encloses the students into their familiar media, to engage the students in learning English online as foreign language, to have meaningful contents of *TikTok* videos in education, and to give chances for them in exploring the tasks to be more active and creative than monotonous and boring assignments. For the English teachers, this study hopefully lightens them to provide additional information about the learning model proposed by Kemdikbud and the media

which is familiar and fond of by the students, to interact them to have positive activities by utilizing *TikTok video* application in creating English education *TikTok* videos in teaching learning activities online, and to guide the teachers to utilize *TikTok* video application in creating English education *TikTok* videos in order to be more creative and innovative to make teaching English material to be better and enjoyable. And for the researchers, this study is intended to give additional information about how to develop a guide book of project-based learning utilizing English *TikTok* videos as the reference to have the following research.

2. METHOD

2.1. Research Design

This study adopts research and development design proposed by Branch (2009). There are some phases in designing research and development which consist of cycles like, analysis, design, develop, implementation, and evaluation (ADDIE). In this study, there were three phases implemented based on ADD (Analysis, design, and develop). The implementation and evaluation are not applied.



Fig. 1 The ADD steps used

The first stage on doing development was analysis. Analysis is an activity to identify the probable cause for a performance gap, like motivation, lack of resource, knowledge and skill. The researcher took the data of participants' answer of questionnaires to have the information about the knowledge and skill they possess in implementing the learning model purposed and the media utilized.

The second is designing. The design concept is to verify the desires performances and appropriate testing methods, such as formulating learning objectives, selecting the instructional strategy, the media, and the way how to deliver the strategies. In this stage, the researcher formulated learning objective based on the need analysis, selected the popular and familiar media offered, promoted model of project-based learning, and managed the way how to deliver the strategy.

The third is developing. This stage is to develop media which has been selected to be implement in helping the teaching learning process in teaching English online, making the students and teachers' guide, and conducting the revision after making the product. The researcher developed the teacher's guide which consisted of material design by implementing

project-based learning model and made the sample of the activity sequences which should be done during the implementation of this model to complete the project for the students.

2.2. Samples/Participants

The subject in this study is English teachers who teach Junior High School level from West Kalimantan who come from different districts as, Pontianak, Mempawah, Kayong Utara, Landak, Sanggau, Bengkayang, Ketapang, Kubu Raya, Sintang, Sekadau, Kapuas Hulu, Sambas, Melawi, and Singkawang. There were 40 of 120 active English teachers during Bimtek of *TikTok* application as media for teaching and 25 of 40 participants teach in Junior High school. Therefore, the researcher focuses on 25 English teachers who teach in Junior High schools.

2.3. Instruments

In this research, there are some instruments used such as, questionnaires, field notes, participants comments and reflection assigned in each module provided.

The researcher formulated the questionnaire based on the need to get the first data of participants in implementing learning model and media proposed which consisted of Prior knowledge, Perception, Ability level, and wants (Branch, 2009; Dick et al., 2015; Graves, 2000) Then field notes were taken during the BimTek activities to get the detailed data about the steps of activity in progress. And it was also supported by the participants comments and reflection to get the deep information of implementing model and media.

2.4. Data analysis

The data analysis in this research is qualitative. The data was in the form of participants answers of needs analysis, both comments and reflection, and field notes which were explained descriptively. The need analysis data was to explain about the teachers need based on the questions arisen and it was supported by using the data from the participants' comments and reflection whether they were aligned each other. The field notes were to construct the steps of model of learning implemented during the BimTek.

3.FINDINGS AND DISCUSSION

3.1. Findings

The data from need analysis indicated that English teachers who joint BimTek were very familiar implementing project-based learning model proposed by Kemdikbud. Fortunately, they were very exciting to implement the model with the popular media nowadays by creating *TikTok* videos as the project. The data indicated that the media has not been utilized by the participants since they were not familiar how to operate it and they thought it consisted a lot of negative

contents. Therefore, this research was focused on compiling the guide book of project-based learning utilizing *TikTok* videos for online English classes to help the English teachers to utilize the media properly in implementing project-based learning model.

The second was design. In this step, the researcher formulated learning objectives from need analysis which consisted of, a. providing meaningful activities for the students, b. increasing the capability of cooperation among the students, c. imposing the responsibility on doing the project, d. attracting the students' attention to learn English, e. creating the interesting material for the students, and f. designing fun English material by utilizing *TikTok* video application.

The following was the steps of project-based learning which was divided into three steps consisted of skill competences debriefing, project work, and evaluation.

- a. skill competences debriefing phase. In the beginning of activity, ensure the teachers stimulate the students' attention by giving questions, asking them to remember their experience related to the material, and so on. Then, determining the goal learning activities, exploring the media utilized (*TikTok* apps) and giving the material needed to support the students' activities.
- b. Project work consisted of group project planning and organizing, checking project planning, actualizing and monitoring. Teachers ensure the students are in a group which consists two three students randomly or they are selected by their academic achievements. What the students need to is constructing the material based on the instruction for example the students make a short dialogue or conversation which they will perform it by utilizing the media (*TikTok* video application) then the script will be sent to the teachers in order it can be checked about the grammatical or another language elements. And the following is actualizing and monitoring the students' work. The teachers are able to give contribution like suggestion and advice to the students' work.
- c. In the last step is evaluation. The teachers are able to instruct the students to upload their project into familiar media among them and they are able to present what they have made into their friends or their friends are able to give comment to their projects.

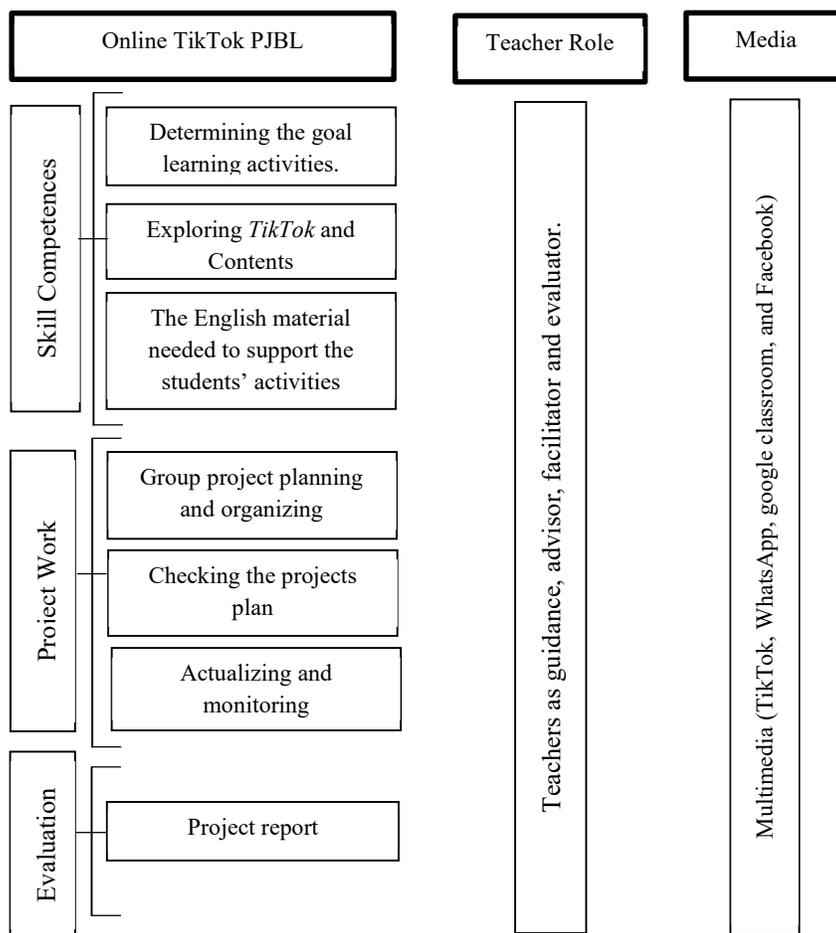


Fig 2 The Model of Project-Based Learning Design by utilizing *TikTok video* application (Ikhsanuddin and Purwoko, 2020).

TikTok video application cannot stand by itself as media utilized. It must be supported by another media. There are some media utilized in supporting the main media (*TikTok* video application) Google Classroom (GC), Facebook (FB), and WhatsApp Group (WA) (it depends on the teachers)

- a. Google classroom is utilized to give the instruction what the students need to do in each phase and to submit the project instructed. It is chosen since teachers are able to know whether the project is submitted on time or late easily.
- b. Facebook is utilized to submit the project instructed especially for product and the features of Facebook support the teachers and students to give comments and feedback based on the projects.
- c. WhatsApp is utilized to give chances for the students to ask what they have not known about the material and projects. It also is used to discuss the material for each student in a group. Besides, it also can be used to announce the students who have done the task or not.

Developing, in this phase the researcher developed the guide of *TikTok* project based for English teachers consisted of the model of learning implemented, media utilization, the sequence of learning activities, material design samples, and tutorial videos.

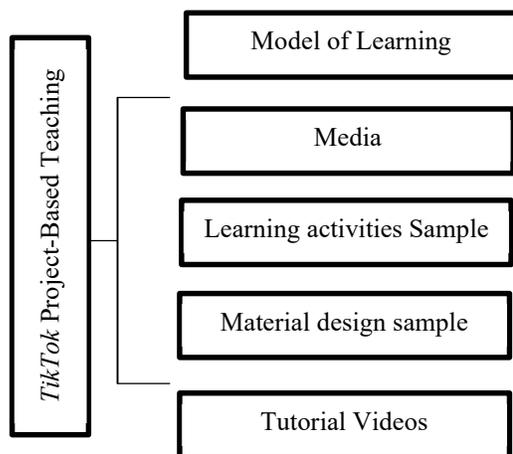


Fig 3 *TikTok* Guide Book in Teaching English Unit.

3.2. Discussion

This product (a guide book of project-based learning utilizing English *TikTok* videos for online English classes) was created to support the English teachers to provide teaching English activities in the pandemic situation especially, but it also can be utilized to assist them when face to face activities is held. It is followed up from the previous study written theoretically by Ikhsanuddin and Purwoko (2022). This product implemented project-based model to support the English activities based on the leaflet promoted by the education minister. Implementing project-based learning model is appropriate for those who learn at distance due to the characteristic, such as collaboration, grouping, independent, and based on project. This is aligned what Kemdikbud expected by promoting the recommendation learning model implemented during the pandemic. Therefore, this product is expected to help the English teachers in adapting to one of popular media which can be utilized in supporting teaching activities like what Awang (2020) wrote as the pedagogic not only providing for teaching only, but also academic interest and achievement.

Utilizing the popular media in implementing project-based learning (*TikTok* video application) is expected to help the teachers to motivate and attract the students' attention in learning English. It is aligned what Bertram et al., (2010) clarified that utilizing famous media contributes to activate the students in involving the activities since it has been familiar. The application also engages the students to be more active and creative in accomplishing the project assigned. Furthermore, it is merged by implementing project-based learning model which make the students to active to get responsibility in doing the assignments.

The data obtained that the activities are done both synchronous and asynchronous. Synchronous is done in the first phase in preparing the students related to the material and the media utilized by utilizing some applications like, Zoom meeting or Google meet while asynchronous is provided for the students to work in group even individually based on the project instructed like WhatsApp, Google Classroom, and Facebook. *TikTok* video application is not the one application utilized, but it should be supported by another application to support the main media. It can be inferred that the utilization of those media assists the English teachers to convey the instruction in supporting the main media (*TikTok* video) as replacement of face-to-face activities in online classes.

The media selected were proven assisting the English BimTek participants in doing the instruction. Therefore, those media are able to utilize in conducting English teaching with the students. WhatsApp is familiar communication application utilized by a lot of people especially for the teachers and students to interact each other related something they have not understood yet about the material. Then google classroom is utilized to provide the instruction what the students need to do based on the schedule provided, so the teachers are able to see whether the students are on time or late assigning the assignments while Facebook is utilized to post the product which is easier to give comment based on the video or script posted.

4. CONCLUSIONS

4.1. Conclusion

Regarding the data obtained, there are some points can be summarized such as, a guide book of project-based learning utilizing *TikTok* video application in creating English education *TikTok* videos for online English classes is beneficial for English teachers especially for giving them the information how to utilize the application as a media promoted to their students since they have not experienced yet to utilize it. This product also assists the English teachers to develop the material and to create the material utilizing popular media among the students. Implementing project-based learning model also helps the students to be more independent, to get responsibility in doing the assignment, and to give them experience of skill needed in 21st century.

4.2. Suggestions

The final product in this research is a guide book of project-based learning utilizing *TikTok* application in creating English *TikTok* videos for English online classes. This research is followed up the previous study on theoretical of project-based utilizing *TikTok* application. The researcher realizes there are a lot of things must be fulfilled to ensure that the product is usable. So, the researcher suggests the future research on implementing, evaluating the product, making English *TikTok* videos for teaching, and making the rubric assessments.

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