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The Effectiveness of TikTok Features in Teaching Writing of Procedure Text

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ABSTRACT

Writing is an essential language skill, yet many students struggle to produce coherent procedure texts. Although previous studies have investigated TikTok in writing instruction, limited research has examined its effectiveness for procedure texts. This study aimed to determine whether TikTok features are effective in teaching tenth-grade students at SMAN 11 Pontianak to write procedure texts. Using a pre-experimental one-group pre-test and post-test design, 33 students learned through TikTok's video-sharing and direct messaging features. Students' writing performance was assessed based on content, organization, vocabulary, and grammar. The findings revealed a significant improvement in students' post-test scores, demonstrated by a t-value of 4.19, which exceeded the t-table value of 1.69389, with a moderate effect size of 0.729. The study concludes that TikTok can enhance engagement and improve students' writing performance. Therefore, English teachers are encouraged to integrate TikTok-based examples and discussions to support practice and strengthen writing skills.
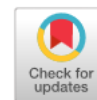
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INTRODUCTION

In all four language skills, writing is widely regarded as the most challenging aspect of learning English. Writing is not just about arranging words into sentences, but also involves organizing thoughts, expressing ideas clearly, and conveying messages effectively to readers (Hardianti & Sabata, 2025). In addition to these complexities, writing also involves several stages in the process. Writing involves several stages, including prewriting, drafting, and revising (Brown, 2007). In reality, many high school students do not consistently implement these stages, and regardless of whether they follow them or not, they still face serious challenges in writing.

Despite these challenges, writing holds a crucial position in English as a foreign language (EFL) learning. Writing is regarded as a vital skill in EFL learning because it helps students improve their vocabulary, grammar, critical thinking, planning, editing, revising, and other linguistic and cognitive abilities, making it a multifaceted skill (Olimovna, 2023). As learners engage in writing tasks, they are required to make decisions about word choice, sentence structure, and the organization of ideas, which deepens their understanding of language use. Through writing, students can also reflect on their comprehension, revise their thoughts, and refine their ability to convey meaning accurately. Moreover, writing provides learners with a space to practice the target language independently, allowing them to consolidate linguistic forms at their own pace. In addition, writing serves as a crucial element within overall language practice, working alongside other communicative skills like speaking and performing, which positions it as a key component of language development (Harmer, 2001). Therefore, strengthening students' writing skills becomes essential, especially when they are required to master specific text types in the curriculum.

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The difficulties become more apparent when students are asked to write genre-based texts, especially procedure texts. In the "*Kurikulum Merdeka*", procedure texts are taught as part of the writing curriculum for tenth-grade students (Kemendikbud, 2022). A procedure text serves to provide instructions to readers on the steps required to achieve certain goals (Batara et al., 2023). In procedure writing, the goal explains the purpose of the activity, the materials specify what is required, and the steps describe the process or sequence for completing the activity (Zulfa et al., 2023). This type of text is to provide readers with the information they need. The language features of this text include temporal conjunctions, imperative sentences, adverbials, action verbs, and the simple present tense (Ningsih et al., 2025).

However, learning these features is not an easy task for many learners, as previous research has identified several recurring difficulties in producing procedure texts. Several studies have documented the specific challenges students face when writing procedure texts. A recent study found that many learners struggle with limited vocabulary, weak mastery of grammar, and difficulty choosing appropriate imperative verbs, often resulting in unclear or incomplete instructions (Zai, 2023). This research also highlighted that students frequently misuse temporal conjunctions, confuse material with steps, and fail to organize procedural stages coherently. Another study found that students often struggle to consistently apply imperative sentences, adverbials, and the simple present tense, suggesting that the linguistic demands of procedure texts remain difficult for EFL learners to meet (Ningsih et al., 2025). These findings suggest that producing clear and well-structured procedure texts requires linguistic accuracy and genre awareness that many students have not yet developed.

These documented difficulties are also reflected in this study. Many students at SMAN 11 Pontianak still struggle to write procedure texts independently. A pre-observation at SMAN 11 Pontianak, in grade X, reveals that students frequently rely on AI tools or online sources instead of composing texts independently. To address this issue, teachers at SMAN 11 Pontianak have tried several media to make instruction more effective, using visual aids, videos, or games to facilitate students' understanding and application of procedure texts. However, English teachers at SMAN 11 Pontianak have not yet incorporated TikTok features into their writing lessons, leaving a gap that opens up opportunities for further exploration.

Nowadays, numerous social media platforms are used by people to connect and engage with others. Platforms like Facebook, Instagram, Twitter, and TikTok are not only designed for communication and sharing experiences but also as valuable resources for acquiring information and learning (Sabila & Dewi, 2024). With the widespread use of social media, educators are beginning to explore its potential to support language learning. In comparison to other social media platforms, TikTok stands out as a notable choice due to its widespread popularity among students and its extensive set of interactive features. TikTok is a social media platform that serves as a learning tool due to its large user base, diverse features, and wide range of content (Ferstephanie & Pratiwi, 2021). TikTok offers numerous features that can be used for language learning. The application provides a wide range of features, including video recording, background music, editing, posting, deleting, duets, video sharing, and direct messaging (TikTok, n.d.).

Beyond its popularity and features, TikTok offers pedagogical advantages that align with the nature of procedure texts. TikTok is a distinctive social media platform that blends audio and visual elements, creating a rich and expressive multimodal environment (Jia, 2024). This is pedagogically relevant for teaching procedure texts because, according to Mayer's Multimedia Learning Theory, learning becomes more effective when learners receive information through a combination of visual and verbal modes rather than through text alone (Mayer, 2001). TikTok's short video format allows teachers to present step-by-step demonstrations of processes, enabling students to see how actions are performed before translating them into written procedural instructions. Such demonstrations help learners recognize the sequence of activities, the use of imperative verbs, and the specific language features required in procedure texts, making abstract concepts more concrete and easier to internalize. By using these features, TikTok can create an engaging learning environment

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where students visually observe real examples and analyze how procedural steps are presented. However, this research focuses only on video sharing and direct messaging, enabling students to watch short videos and photo series with text and interactive features, which serve as an effective way to help them understand and practice writing procedure texts while also collaborating with peers.

Additionally, TikTok not only supports multimedia learning but also aligns with the scientific approach in the national curriculum. The scientific approach includes observing, questioning, reasoning, conducting experiments, and building relationships between the information obtained (Fathulloh & Rahmanto, 2024). TikTok serves as a practical platform that allows these stages to be applied more interactively. Through TikTok, students can watch short videos related to procedure texts, examine their structure and language features, and share or discuss them through direct messages. This activity encourages active engagement and collaboration, which are essential components of effective writing learning. Furthermore, TikTok offers authentic exposure to language use, allowing students to observe natural expressions, vocabulary, and grammar in real-life contexts (Susanto & Suparmi, 2024).

Various studies have shown the benefits of incorporating TikTok into English language teaching. Previous research has shown that TikTok helps students' engagement and creativity in their writing, however, this study was limited to narrative texts and was conducted at the junior high school level (Meylina & Rahmiaty, 2023). Another study found that TikTok increased students' self-confidence, motivation, and emotional engagement, leading to a greater interest in learning; however, the focus remained on affective responses rather than writing performance (Nadhilah, 2023). In the same way, TikTok-based educational content can support eighth-grade students in improving their writing skills, as evidenced by significant improvement from the pre-test to the post-test, although this study did not target a specific writing genre and was conducted at the junior high school level (Damanik et al., 2025). Additionally, a study found that the TikTok application had a significant impact on students' writing ability in recount texts, resulting in notable improvements in their post-test results compared to the control group (Firdayanti & Hartiningsari, 2023). Likewise, another study examined the use of social media videos, including TikTok, and found that such media effectively improved students' performance in writing procedure texts, although their study was conducted at the junior high school level (Anjarwati & Akhiriyah, 2025). In contrast to those studies, the present study explicitly investigates the effectiveness of TikTok features (video-sharing and direct messaging) in guiding tenth-grade students of SMAN 11 Pontianak on how to write procedure texts, applying a scientific approach and measuring writing skills across content, organization, vocabulary, and grammar.

Theoretically, this research integrates two major pedagogical frameworks, which are Mayer's Multimedia Learning Theory (2001) and Hyland's Second Language Writing (2003). Mayer's theory emphasizes that learners understand material more effectively when information is presented through a combination of visual and verbal media. Meanwhile, Hyland's genre-based pedagogy focuses on a process-oriented teaching cycle consisting of three stages: modeling, co-construction, and independent construction (Hyland, 2003). Through TikTok videos, teachers can model authentic procedure texts, and through direct messages, they can guide group collaboration and provide feedback, helping students construct their own texts with more confidence. This approach is also consistent with the principles of the *Kurikulum Merdeka*, which encourages creativity, critical thinking, and the use of digital literacy in learning.

Building on these theoretical and empirical perspectives, this research aims to examine whether the integration of TikTok features can effectively influence students' ability to write procedure texts. By focusing on the video-sharing and direct-messaging features, this study aims to explore how these tools can support students in organizing ideas, improving vocabulary usage, and maintaining coherence in writing. In line with this purpose, this study aims to examine the difference effects by using TikTok features in teaching procedure texts to tenth-grade students at SMAN 11 Pontianak during the 2024/2025 academic year. Specifically, the objectives of this research are: ((1) to determine whether the use of TikTok features creates

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a significant difference in students' ability to write procedure texts, and (2) to assess the extent of the difference through statistical analysis of pre-test and post-test results. Therefore, the study formulated the following hypotheses: the null hypothesis (H_0) asserts that TikTok features are ineffective in teaching procedure text. In contrast, the alternative hypothesis (H_a) states that TikTok features are practical in teaching procedure text. The results of this research are anticipated to provide contributions toboth theory and practice by providing empirical evidence on how social media platforms can be utilized in teaching English writing, particularly in promoting students' engagement, creativity, and writing performance in procedure texts.

METHOD

This research utilized a quantitative method, utilizing a pre-experimental design, to examine the effectiveness of TikTok features in teaching procedure text writing. In a pre-experimental design, after determining the cause-and-effect relationship, the participants are kept under observation to examine the outcomes (Zubair, 2022). This allows researchers to explore the potential impact of a treatment before applying it on a larger scale. This design examines a single group and includes an intervention during the experiment (Creswell & Creswell, 2018). In particular, this study used a single-group design with pre-test and post-test, in which students' writing performance was measured before and after the implementation of TikTok features to determine the impact of the intervention. In a single-group design with pre-test and post-test, a single group is observed before the treatment, exposed to the experimental intervention, and then observed again afterward to identify any changes resulting from the treatment (Leedy & Ormrod, 2015). The structure of this design is presented in Table 1.

Table 1. Research Design

Group	Obs	Tx	Obs

Note:

Obs = Result of a pre-test

Tx = Treatment in the class

Obs = Result of a post-test

A pre-experimental design was chosen because it provides a practical and efficient way to measure changes in learning outcomes after treatment, especially when random assignment or control groups are not possible due to classroom space limitations. This approach is suitable for classroom-based studies where the same group of students can be observed before and after the instruction, providing measurable evidence of learning progress. This type of design facilitates the connection between theoretical assumptions and hypotheses, as well as supporting evidence (Zhang, 2023). Therefore, this design aims to identify whether TikTok features contribute to differences in students' writing performance in a real classroom setting.

Population and Sample of the Research

This research was conducted at SMAN 11 Pontianak, focusing on tenth-grade students during the 2024/2025 academic year. The total population involved of 249 students, divided into seven classes (X-A to X-G). A population refers to the entire group of individuals or items that share specific that share common characteristics (Tawali, 2023). Determining the population is important because it helps researchers identify the group that will receive the research results. The population serves as a representation of the study's limits and helps readers understand the context and focus of the research (Hossan et al., 2023). However, from the entire population, only one class participated in this research as the sample. A sample represents a smaller portion selected from the overall population (Lohr, 2009).

To select the research sample, the researcher employed a cluster random sampling technique using the lottery method, which involved randomly selecting one class as the representative group. Cluster sampling involves dividing the population into groups and then selecting the groups or the clusters, rather than choosing individual members, to be included in the sample (Kothari, 2004). This approach enabled the researcher to randomly select an entire class for sampling. Based on the wheel spin, Class X D was selected, consisting of 33

students (16 male and 17 female) aged 15 to 16, which is typical for this grade level. Their initial English proficiency was classified as lower-intermediate, with a pre-test mean score of 48.27. All participants had previously studied English under the *Kurikulum Merdeka* curriculum, but none had prior experience with writing instruction incorporating TikTok features.

These students formed the experimental group and received the TikTok-based learning intervention. The use of cluster random sampling helped ensure that each tenth-grade class had an equal chance of being selected, reducing selection bias. After Class X D was selected, it was designated as the intervention group and received TikTok learning as the treatment. To ensure that the groups are equivalent at the start of the experiment, participants are typically assigned to groups using random allocation (Em, 2024). The other classes continued with regular learning and were not involved in the experiment, remaining controlled for external influences. This sampling approach strengthened the reliability of the findings by ensuring that differences in performance were primarily due to the treatment, rather than uncontrolled classroom factors.

Instruments of Research

To collect data, instruments are necessary for conducting the research. A research instrument refers to any instrument utilized to assess or evaluate a particular phenomenon (Naqvi, 2012). In this study, the instruments used consisted of a pre-test and a post-test, a lesson plan, and a scoring rubric. The pre-test was given before the treatment to assess students' initial ability to write procedure texts. Following the intervention, a post-test was given to evaluate any improvements in their writing performance. Both tests contained identical instructions, asking students to write a procedure text with the theme of "Food or Drink". Students were instructed to produce well-organized and easy-to-understand text related to the assigned topic. The test focused on four main aspects: content, organization, vocabulary, and grammar. In addition, a lesson plan was prepared to guide the implementation of the treatment. The plan was developed based on the school curriculum and incorporated TikTok features, such as sharing and direct messaging, into the learning process. The integration of TikTok features ensures that learning activities are well-structured, consistent, and aligned with the learning objectives for teaching writing procedure text.

The writing test was designed to measure students' knowledge of procedure text after being taught through TikTok-based learning. The theme "Food or Drink" was chosen because it is familiar to students' daily lives, making it easier for them to focus on the appropriate use of language features, such as imperative sentences, action verbs, and temporal conjunctions. The pre-test and post-test were conducted in the same learning environment to maintain consistency and fairness in assessment. During the test, students had 60 minutes to finish their writing tasks individually without using a dictionary or online assistance.

Student writing was assessed using an analytical scoring rubric adapted from Brown (2007). The rubric evaluated four main aspects of writing: content, organization, vocabulary, and grammar. Content was assessed based on the clarity of the goal, completeness of materials, and accuracy of procedural steps. The organization is focused on procedural sequencing and logical flow. Vocabulary assessed the appropriateness of verbs and process-related terms. Grammar was assessed through the accuracy of sentence construction and the correct use of tenses. Each aspect was scored on a five-point scale, resulting in a maximum score of 100 after weighting (Content 35%, Organization 25%, Vocabulary 20%, and Grammar 20%). The same rubric was consistently applied to both the pre-test and post-test to ensure objective, comparable scoring. The detailed scoring guideline is provided in Table 2:

Table 2. Assessment Guideline

Aspects of Writing	Score	Description	Weighting
Content (35%)	5	The topic is very clear, and all steps (goal, materials, and procedures) are explained completely and precisely. Includes relevant details for each step	3,5x
	4	The topic is clear, and most steps are explained well, though 1-2 minor details may be missing or underdeveloped	

	3	The topic is somewhat clear, but several steps lack explanation or important detail. May include some irrelevant information. (3 missing details/1 incomplete step)	
	2	The topic is unclear, and many steps are either missing or poorly explained, leading to confusion about the procedure. (4-5 missing details/unclear elements)	
	1	The topic is not clear, with most or all steps missing, incomplete, or confusing. The text fails to convey the purpose. (Missing most core elements)	
Organization (25%)	5	The text has a clear structure: includes a goal, complete materials, and logical steps. Sequencing words (first, next, then, etc.) are used consistently and correctly. The paragraphs are well-organized.	2,5x
	4	The text consists of three parts: the goal, materials needed, and the sequence of steps, but some parts are slightly unclear or could be better structured.	
	3	The text consists of three parts: the goal, materials needed, and the sequence of steps, but there are noticeable gaps or some disorganization.	
	2	Some structures (goal, materials, or steps) are missing or poorly structured, making the text difficult to follow.	
	1	The text is incomplete and lacks clear organization.	
Vocabulary (20%)	5	Uses a broad variety of words that are both precise and suitable (action verbs, tools, materials). Word choices are accurate, precise, and varied.	2x
	4	Mostly uses correct words, with only a few minor errors. (1-2 vocabulary errors and some repetition acceptable)	
	3	Using limited vocabulary. Some word choices are incorrect or unclear, making parts of the text difficult to understand. (3 vocabulary errors and noticeable repetitive)	
	2	Vocabulary is overly simple. Many incorrect words or poor word choices affect misunderstanding. (4-5 vocabulary errors and basic word choice repeated excessively)	
	1	Incorrect word usage makes the text very hard to understand (6+ vocabulary errors and vocabulary too limited).	
Grammar (20%)	5	Sentences are well-structured with no major grammar mistakes.	2x
	4	A few minor grammar mistakes, but they do not affect the meaning (1-2 grammatically errors)	
	3	Noticeable grammar mistakes that sometimes cause confusion (3 grammatically errors).	
	2	Frequent grammar errors make parts of the text unclear (4-5 grammatically errors).	
	1	Many grammar mistakes make the text difficult to understand (6+ grammatically errors).	

Teaching Procedures of Research

The teaching procedure in this study was developed by adapting Hyland's (2003) Second Language Writing, a well-established framework in genre-based pedagogy. The teaching and learning cycle of writing involves three main stages: (a) Modelling, in which the teacher presents model texts and discusses their structure and language features; (b) Joint Construction, where the teacher and students collaborate to construct a text; and (c) Independent Construction, during which students produce their own text based on the knowledge they have acquired (Hyland, 2003). To make the learning more interactive and engaging, this research utilized TikTok features, specifically video sharing and direct messaging, during these stages. The detailed procedures implemented by the researchers are outlined below:

Modelling Stage

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The teacher selected short TikTok videos and photo series demonstrating simple procedures (cooking steps) and shared them with students using the share feature through the TikTok direct messages feature. Students watched the video individually and then together as a class. The teacher guided students in analyzing the content, focusing on the generic structure (goal, materials, steps) and language features (imperatives, action verbs, temporal conjunctions). Students discussed their observations in the TikTok group chat and in classroom discussions, allowing them to identify characteristics of well-written procedure texts.

Joint Construction Stage

The teacher provided several additional TikTok videos and photo series for group assignments. The materials were adapted from TikTok content creators, including: (a) @nicopallotta (video), (b) @catherinezhang (videos), (c) @candidfoodie (photo series), (d) @azcooking94, @thesistersvibess, @pickyeatertries (photo series). Students were divided into groups of three. Each group received one selected video and one photo series through TikTok direct message. Within their groups, students analyzed the steps shown in the TikTok content and drafted a written procedure text. Throughout the process, students asked questions and discussed uncertainties through the TikTok group chat. The teacher provided real-time feedback via direct messages and classroom discussion (correcting verb choices and guiding step sequencing).

Independent Construction Stage

Students revised their texts based on previous feedback. Each student submitted their final version of the procedure text through the TikTok group chat. The teacher evaluated the final products using criteria of content, organization, vocabulary, and grammar.

Data analysis

Based on the research design described earlier, specific procedures were implemented to test the hypotheses. The hypotheses formulated for this study were as follows: (1) the null hypothesis (H_0) asserts that TikTok features are ineffective in teaching procedure text, and (2) the alternative hypothesis (H_a) proposes that TikTok features are practical in teaching procedure text. To evaluate these hypotheses and determine the impact of the treatment, several data analysis steps were conducted. Students' writing performance was measured through pre-tests and post-tests, which were evaluated using specific criteria: content (35%), organization (25%), vocabulary (20%), and grammar (20%) (Brown, 2007). Scores were then analyzed through several steps, starting with the calculation of an average score by dividing the total of all individual scores by the total participants. The results were arranged into four different categories based on the following score ranges, as shown in Table 3 below (Harris, 1974).

Table 3. Scoring of Classification

Range	Qualification
80-100	Good to Excellent
60-79	Average to Good
50-59	Poor to Average
0-49	Poor

After the classification stage, a paired-samples t-test was conducted to examine whether there was a significant difference between the pre-test and post-test mean scores. This statistical test was chosen because it compares the performance of the same group before and after treatment, making it suitable for a single-group design with pre-test and post-test. The pre-test and post-test were conducted in the same learning environment to maintain consistency and fairness in assessment. To evaluate the test's statistical assumptions, normality was assessed descriptively by examining the distribution of student scores. Since the score distribution showed no extreme deviations or unusual patterns, the data were assumed to meet the normality assumption commonly required for parametric testing in small-sample quantitative studies.

The paired t-test was calculated manually using statistical formulas rather than software-based analysis, such as SPSS. Mean scores, standard deviations, and t-values were

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calculated following Kothari (2004). To strengthen the interpretation of the difference, the effect size was calculated using Cohen's formula:

$$d = \frac{t}{\sqrt{n}}$$

Note:

d = Effect size (Cohen's d)

T = The result of t-test

$\sqrt{n}$ = Numbers of pairs in two samples

The effect size was then interpreted using Cohen's classification (1988): a value less than 0.2 represents a small effect, values between 0.2 and 0.8 reflect a moderate effect, and any value greater than 0.8 signifies a large effect (Cohen, 1988). Effect size analysis is crucial because it provides a more practical interpretation of the data, indicating not only whether a difference exists but also the strength of that difference in real terms. All calculations, including the t-test and effect size, were manually performed using statistical formulas to ensure accuracy and transparency. This analytical procedure provides a solid basis for determining whether the alternative hypothesis should be accepted or rejected, as presented in the following section.

FINDINGS AND DISCUSSION

The first step taken by the researcher was to conduct a pre-test and post-test to assess students' skills in writing procedure texts before and after being taught through the incorporation of TikTok features. Then, the scores from both tests were calculated and analyzed to determine the average level of student performance. Students' scores are also classified into pre-determined criteria to interpret their achievement levels. After that, the researcher applied a paired-sample t-test was employed to examine the differences between the average scores of the pre-test and post-test., determining whether the intervention produced a significant impact. This statistical test was used to test the impact of TikTok features on enhancing students' writing abilities. The analysis findings are presented in Tables 4 and 5.

Table 4. Students' Writing Ability in Pre-test and Post-test

Component	Pre-test	Post-test	Description
Mean score	48.27	60.06	Increase in average score.
Classification (Good to Excellent)	0 students (0%)	5 students (15.15%)	Positive changes in writing ability.
Classification (Average to Good)	13 students (39.39%)	13 students (39.39%)	No changes.
Classification (Poor to Average)	2 students (6.06%)	4 students (12.12%)	More students shift from the "Poor" category.
Classification (Poor)	18 students (54.55%)	11 students (33.33%)	A significant reduction that reflects overall effectiveness.

The results from the pre-test and post-test were examined to determine the effectiveness of using TikTok features in teaching procedure text writing. As shown in Table 4, the average score rose from 48.27 on the pre-test to 60.06 on the post-test, showing a clear difference in students' writing performance. This difference suggests that integrating TikTok's video-sharing and direct-messaging features had a positive impact on students' ability to organize ideas and construct coherent procedure texts. In addition, the total of students in the "Good to Excellent" category increased from 0 to 5 (15.15%), while those in the "Poor" category decreased from 18 (54.55%) to 11 (33.33%). These findings suggest that most students benefited from the learning process, exhibiting higher motivation and engagement when TikTok was incorporated into classroom instruction.

Table 5. Statistical Analysis of Pre-test and Post-test Results

T-test Value	T-table Value	Effect Size	Hypothesis Testing	Description
4.19	1.69389	0.729	H0 rejected; TikTok features are effective in teaching the writing of	T-test > t-table; significant difference. The effect size is medium.

procedure text.

Based on Table 5, the obtained t-value of 4.19 exceeded the critical t-table value of 1.69389, indicating a significant difference between the pre-test and post-test scores. These results show that the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted. The improvement was not incidental but was a direct outcome of the treatment.

In addition to statistical significance, the effect size value of 0.729 was categorized as moderate. This indicates that the treatment produced meaningful improvement at the classroom level, with most students experiencing noticeable progress rather than only a few. A moderate effect size indicates that TikTok-based instruction not only improved scores numerically but also affected students' writing performance in real-world learning. Specifically, students' post-test results showed clearer step-by-step sequencing, more accurate use of imperative verbs, and fewer grammatical errors, which were weaknesses identified on the pre-test.

These findings suggest that integrating TikTok features into writing lessons can provide measurable improvements in students' procedural writing skills. This aligns with the learning process implemented in this study, where TikTok served as both a source of teaching materials and a communication platform. Through short visual demonstrations (videos and photo-based instruction), students can observe real procedural sequences, while the group chat function allows for clarification, discussion, and teacher feedback. Therefore, the improvement, supported by a significant t-value and a moderate effect size, confirms that TikTok-based teaching contributes not only statistically but also pedagogically to better writing quality.

The results of this study are consistent with previous research on TikTok's influence on students' writing performance. One study found that TikTok-based narrative writing tasks promoted higher engagement, leading students to produce more coherent, structured texts (Meylina & Rahmiaty, 2023). Furthermore, a study reported improvements in junior high school students' writing scores, noting that short TikTok instructional videos provided concrete examples students could imitate in their writing tasks (Damanik et al., 2025). These findings align with the current study, which found that TikTok-based modeling activities allowed students to clearly observe the structure and sequencing of steps in procedure texts.

This study also supports that TikTok videos improved students' accuracy in recount writing (Firdayanti & Hartiningsari, 2023). In the present study, descriptive improvements were primarily seen in students' use of sequencing words, imperative verbs, and clearer organization of procedural steps, patterns that align with the rubric dimensions. Another study conducted with younger learners similarly indicated that video-based representations helped learners visualize actions before writing them down (Anjarwati & Akhiriyah, 2025). The current study demonstrates that TikTok remains relevant even in stages of learning characterized by higher linguistic complexity. Lastly, this study also found that using TikTok increased vocational students' self-esteem, ambition, and enthusiasm during writing activities (Nadhilah, 2023). This was similarly observed in this study, with students becoming more willing to revise and improve their writing after the treatment.

The improvement observed in the post-test scores also aligns with Mayer's Multimedia Learning Theory (2001), which states that learning is more effective when visual and linguistic inputs co-occur. Through exposure to TikTok content that modeled real actions, students transformed observational input into written procedural steps, allowing information mapping from visual input to linguistic output. This explains why students demonstrated a more precise, more logical sequence of steps and fewer grammatical distortions on the post-test. Furthermore, the moderate effect size obtained in this study can be explained through Hyland's genre-based pedagogy (2003). During joint construction, peer-supported editing and teacher guidance allowed students to internalize genre-specific features. The interactive use of TikTok group chats provided scaffolding moments for students to negotiate meaning, correct language choices, and clarify vocabulary. This aligns with Hyland's idea that writing develops when learners engage socially in the construction of texts. Thus, TikTok functioned not only as a content delivery platform but also as a collaborative writing space.

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Theoretically, this study strengthens the integration of multimedia learning and social constructivism into EFL writing pedagogy. The findings provide empirical evidence that when technology aligns with communicative and process-based teaching, it enhances writing quality across multiple aspects, including content, organization, vocabulary, and grammar. Practically, the results suggest that TikTok can serve as an engaging and relevant medium for teaching procedure texts, connecting students' daily digital practices with classroom learning. Teachers can use TikTok to provide authentic examples of procedure steps and provide feedback through direct messaging.

Despite these positive results, this study has limitations. First, the lack of a control group in the pre-experimental design limits the study to a broader population. Second, the duration of the treatment was limited, so long-term observation of students' writing skills was not conducted. Third, this study focused only on two TikTok features, which are video sharing and direct messaging, while other features, such as duets, comments, or text editing, can also be utilized to support language learning. Therefore, future research should adopt a quasi-experimental or mixed-methods design with a control group, extend the observation period, and explore the integration of other TikTok features to support various writing genres and skills.

Based on this, several implications can be drawn for students, teachers, and future researchers. For students, TikTok provides a relevant and interactive medium that helps them comprehend writing concepts through concrete visual examples, thereby enhancing their writing confidence and performance. For teachers, this study offers valuable insights into how TikTok's features can be effectively integrated into lessons to promote active learning, collaboration, and digital literacy. This approach supports the goals of the *Kurikulum Merdeka*, which encourages innovation in teaching strategies. Ultimately, this study lays the groundwork for future researchers to further explore digital platforms in language education. Future studies could examine TikTok's impact on other aspects of language skills, such as speaking or listening, involve larger and more diverse samples, or adopt a mixed-methods design to obtain a better understanding of learners motivation, engagement, and achievement.

CONCLUSIONS

This study found a significant improvement in students' writing performance after using TikTok-based learning, demonstrated by higher post-test scores and a moderate effect size. Students produced clearer step sequencing, more accurate vocabulary, and fewer grammatical errors. Practically, teachers can integrate TikTok videos and direct messaging to provide models, deliver feedback, and support revisions. Future studies should include a control group, longer treatment duration, or additional TikTok features to examine whether the improvement is consistent across different genres, skills, and learner groups.

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