

UNDERGRADUATE THESIS

**IMPROVING STUDENTS' READING COMPREHENSION
THROUGH TIKTOK-BASED LEARNING MEDIA
AT SMP NEGERI 1 TINAMBUNG**



BY:

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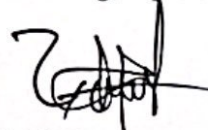
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ABSTRAK

ZAHNAZ HKALILLAH NAZLAH: Improving Students' Reading Comprehension through TikTok-Based Learning Media at SMP Negeri 1 Tinambung. **Skripsi. Majene: Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sulawesi Barat, 2025.**

Penelitian ini bertujuan untuk mengetahui efektivitas penggunaan media pembelajaran berbasis TikTok dalam meningkatkan kemampuan membaca pemahaman siswa serta untuk menganalisis persepsi mereka terhadap penggunaannya. Penelitian ini dilaksanakan di SMP Negeri 1 Tinambung pada tahun ajaran 2025/2026 dengan menggunakan metode kuantitatif dan desain quasi-eksperimental. Sampel penelitian terdiri atas 46 siswa kelas VIII yang terbagi menjadi kelas eksperimen dan kelas kontrol. Instrumen penelitian meliputi pre-test, post-test, dan kuesioner. Hasil penelitian menunjukkan adanya peningkatan signifikan pada kelas eksperimen, dari nilai rata-rata 58,42 menjadi 78,00, sedangkan kelas kontrol mengalami penurunan dari 54,50 menjadi 46,68. Analisis statistik membuktikan bahwa media pembelajaran berbasis TikTok efektif dalam meningkatkan kemampuan memahami ide pokok dan informasi faktual dalam teks bacaan. Selain itu, hasil kuesioner menunjukkan persepsi positif dari siswa (skor rata-rata 75,6; kategori *Good*), yang menandakan bahwa pembelajaran menjadi lebih menarik, memotivasi, dan meningkatkan kepercayaan diri mereka. Dengan demikian, media pembelajaran berbasis TikTok terbukti efektif dalam meningkatkan kemampuan membaca pemahaman siswa dan dapat diimplementasikan sebagai media pembelajaran inovatif dalam pembelajaran Bahasa Inggris di sekolah menengah pertama.

Kata kunci: Membaca pemahaman, TikTok, Media pembelajaran, Persepsi siswa, Pendidikan Bahasa Inggris

ABSTRACT

ZAHNAZ HKALILLAH NAZLAH: Improving Students' Reading Comprehension through TikTok-Based Learning Media at SMP Negeri 1 Tinambung. **Undergraduate Thesis. Majene: English Education Study Program, Faculty of Teacher Training and Education, Universitas Sulawesi Barat, 2025.**

This research aimed to determine the effectiveness of TikTok-based learning media in improving students' reading comprehension and to analyze their perceptions toward its use. The study was conducted at SMP Negeri 1 Tinambung in the 2025/2026 academic year using a quantitative method with a quasi-experimental design. The sample consisted of 46 eighth-grade students divided into an experimental class and a control class. The research instruments included a pre-test, post-test, and questionnaire. The findings revealed a significant improvement in the experimental class, where the mean score increased from 58.42 to 78.00, while the control class showed a decrease from 54.50 to 46.68. Statistical analysis indicated that TikTok-based learning media was effective in enhancing students' understanding of main ideas and factual information in reading texts. Furthermore, the questionnaire results showed a positive perception from students (mean score of 75.6, categorized as *Good*), indicating that the use of TikTok made learning more engaging, motivating, and confidence-building. In conclusion, TikTok-based learning media proved to be effective in improving students' reading comprehension and can be implemented as an innovative instructional tool in English language learning at the junior high school level.

Keywords: Reading comprehension, TikTok, Learning media, Students' perception, English education

CHAPTER I

INTRODUCTION

A. Background

Reading in general, can be defined as the process of understanding and interpreting written symbols, such as letters and numbers, to acquire information, knowledge, or entertainment. This process involves several skills, including word recognition, context understanding, and meaning analysis. Reading can take various forms, such as books, articles, newspapers, and digital media. According to Harianto (2020), reading is a process undertaken by readers to grasp the messages contained in a text. This process involves understanding and interpreting the information conveyed.

Reading is also a cognitive process that involves understanding and interpreting texts to obtain information and knowledge. According to Kustandi (2021), reading is not merely about recognizing letters and words; it also involves the ability to comprehend meaning, analyze, and evaluate the information presented in the text. This process is crucial in education, as good reading skills can enhance students' critical thinking and creativity. Reading goes beyond simply decoding words—it is a complex mental activity that involves constructing meaning, connecting ideas, and reflecting on what is read. It plays an essential role in developing students' intellectual capacities and overall academic performance. Davis (2020) highlights that learners with strong reading comprehension skills are more likely to succeed academically because they can absorb information effectively and think critically about it. Furthermore, Johnson (2020) emphasizes that reading allows individuals to engage with text on a deeper level, encouraging them to interpret, question, and relate content to real-life experiences. In addition, Martinez (2021) asserts that critical reading is about understanding various perspectives and evaluating arguments, a skill that is increasingly vital in navigating today's information-rich society. With these benefits, it becomes clear that reading is not only foundational to education but also essential to preparing students for lifelong learning and informed decision-making.

Good reading skills not only contribute to academic achievement but also have long-term impacts on an individual's personal and social development. According to Smith and Johnson (2021), regular reading can improve communication skills, broaden perspectives, and build empathy. Furthermore, individuals with strong reading abilities are often better equipped to face challenges in the workforce, as they can quickly understand information and adapt to changes. Therefore, the development of reading skills should be a primary focus in education, enabling students to maximize their potential.

Despite the widely recognized importance of reading, many challenges remain in developing this skill, particularly among students. According to Prasetyo (2021), factors such as a lack of interest in reading, limited access to quality reading materials, and ineffective teaching methods can hinder students' reading abilities. Additionally, the development of technology and digital media also affects how students interact with texts, often diverting their attention from traditional book reading.

During the Teaching Assistance Program at SMP Negeri 1 Tinambung, the researcher observed that many students appeared disengaged during reading lessons and demonstrated limited comprehension of the texts provided. Several students struggled to understand the main ideas and vocabulary, which often led to a lack of confidence and decreased motivation to read. These challenges were further exacerbated by the use of conventional teaching methods that did not fully capture students' interest. Based on these classroom observations, it became evident that there is a need for more interactive and student-friendly approaches to improve reading comprehension, especially among Grade VIII students.

A solution in the context of education refers to a systematic effort or approach designed to overcome specific learning problems encountered by students. It often involves the implementation of appropriate strategies, instructional methods, or educational technologies aimed at enhancing learning effectiveness. Miller (2021) states that integrating digital tools into learning environments can serve as a practical solution to bridge the gap between students' needs and instructional content, particularly by increasing their

motivation and participation. Furthermore, Hidayati (2022) highlights that the use of familiar and engaging platforms, such as social media, can foster students' interest in reading and contribute positively to their literacy development.

Based on the above perspectives, this study proposes the use of the TikTok application as an alternative learning medium to address students' difficulties in reading comprehension. TikTok, as a widely used social media platform among students, offers features that allow the presentation of educational content through short, engaging, and visually appealing videos. Santoso (2022) emphasizes that educational content delivered through TikTok can support students in understanding texts more effectively by utilizing visual storytelling and simplified language structures. Therefore, the integration of TikTok into the reading instruction process is expected to not only improve students' comprehension skills but also increase their enthusiasm for reading activities. This approach aligns with the aim of the present study to develop an innovative and student-centered reading strategy through digital media.

The application of technology in reading instruction, such as the use of the TikTok application, can enhance students' interest and create a relevant learning experience. According to Hidayati (2022), integrating platforms familiar to students into the learning process not only makes learning more enjoyable but also more effective in improving literacy skills. Therefore, it is essential for educators to continuously adapt and develop teaching methods that meet students' needs, creating a learning environment that supports and fosters a strong appreciation for literacy.

Based on the challenges faced by students, such as a lack of interest in reading and difficulties in understanding texts, the researcher has decided to choose the title " IMPROVING STUDENTS' READING COMPREHENSION THROUGH TIKTOK-BASED LEARNING MEDIA AT SMP NEGERI 1 TINAMBUNG." This research aims to explore how the TikTok application can be utilized as an engaging and interactive learning tool. It is anticipated that through this approach, students will not only improve their English reading skills but also cultivate a deeper appreciation for literacy.

B. Problem Identification

In learning English, reading is one of the essential skills that students must develop. However, many junior high school students still encounter various challenges that hinder their reading progress. These problems need to be clearly identified in order to find effective solutions that can support students' learning outcomes.

First, students often show low interest in reading English texts, which results in a lack of motivation to engage in reading activities. Second, many of them face difficulties in understanding texts due to limited vocabulary and weak reading strategies. Third, conventional teaching methods tend to be less interactive and fail to meet students' learning preferences. These issues indicate the importance of implementing more innovative and engaging media, such as TikTok, to help students improve their reading comprehension skills.

C. Problem Limitation and Formulation

This research focuses on the use of the TikTok application as a tool to enhance the English reading skills of Grade VIII junior high school students. The primary objectives of the study include:

1. To what extent does TikTok-based learning media improve the reading comprehension of Grade VIII students at SMP Negeri 1 Tinambung?
2. What are the students' perceptions of using TikTok-based learning media to improve their English reading comprehension?

D. Research Objective

1. To examine the effectiveness of TikTok-based learning media in improving the reading comprehension skills of Grade VIII students at SMP Negeri 1 Tinambung.
2. To analyze the students' perceptions toward the use of TikTok-based learning media in English reading comprehension.

E. Research Benefit

This research provides valuable insights into the use of technology-based learning media in enhancing students' reading skills, particularly through the TikTok application. The findings from this study may offer benefits to various stakeholders as follows:

1. For Teachers:
 - a. Provide insight into how TikTok-based media can be used effectively in reading instruction.
 - b. Help identify students' difficulties in reading comprehension and offer alternative strategies to overcome them.
2. For Students:
 - a. Increase motivation and engagement in reading activities through the use of familiar and interactive media.
 - b. Improve their reading comprehension skills in an enjoyable and student-centered learning environment.
3. For Researchers:
 - a. Serve as a reference for further studies involving social media platforms in language learning.
 - b. Offer empirical data on the effectiveness of short-form video platforms like TikTok in improving literacy skills.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

This chapter discusses the findings presented in the Research Findings section by interpreting the data and linking it to relevant theories and previous studies. From the research that has been conducted on the use of TikTok-based learning media to improve reading comprehension of seventh-grade students at SMP Negeri 1 Tinambung in the 2024/2025 academic year, and based on the findings from the data analysis and the discussion of results in the previous chapter, the researcher concludes that:

1. Test

After applying TikTok-based learning media in teaching reading comprehension for the experimental group, the researcher found that the use of TikTok significantly improved students' reading comprehension. This was evidenced by the increase in the experimental class's average score from 58.42 in the pre-test to 78.00 in the post-test. Meanwhile, the control class decreased from 54.50 in the pre-test to 46.68 in the post-test. The independent sample t-test result showed that the significance value (Sig. 2-tailed) was 0.000 (< 0.05), meaning that the alternative hypothesis (H1) is accepted and the null hypothesis (H0) is rejected. Therefore, it can be concluded that the use of TikTok-based learning media has a significant effect on students' reading comprehension.

2. Questionnaire

Based on the results of the questionnaire consisting of 15 statements given to the students in the experimental group, it can be concluded that students gave a positive response to the use of TikTok in learning reading comprehension. This is shown by the average student perception score of 75.6, which is categorized as *Good*. The data indicate that the majority of students found learning reading comprehension through TikTok to be enjoyable, motivating, and helpful in improving their reading ability. Therefore, it can be

concluded that the application of TikTok-based learning media in English reading comprehension learning is successful and brings improvement to students' learning outcomes.

B. SUGGESTION

Based on the conclusions above, several suggestions are proposed:

1. For teachers, it is recommended to consider TikTok-based learning media as an alternative instructional tool in teaching reading comprehension. Since the findings of this study proved that TikTok contributed to improving students' reading comprehension, teachers can design creative, interactive, and student-centered lessons by integrating short educational videos that focus on literal comprehension skills such as identifying main ideas and factual information. However, teachers should also ensure that the use of TikTok is guided and directed toward educational purposes to maintain its effectiveness and prevent distractions.
2. For students, it is suggested to actively engage in learning activities using TikTok-based media, as it can help them develop stronger motivation, confidence, and concentration when learning English reading. By taking advantage of familiar platforms, students can foster a more positive learning attitude, which in turn supports the improving of their comprehension skills. Students are also encouraged to view TikTok not merely as a source of entertainment but as a learning aid that can enhance their literacy and academic achievement.
3. For future researchers, it is recommended to explore the use of TikTok-based media in other language skills such as listening, speaking, or writing, as well as in different levels of education. Further studies can also expand the scope by involving larger samples or combining TikTok with other digital learning platforms to provide a more comprehensive understanding of its effectiveness. In addition, future research may include qualitative approaches to gain deeper insights into students' perceptions and experiences, thereby enriching the findings on how TikTok-based learning media influences language learning.

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