

CHAPTER I

INTRODUCTION

A. Background

Reading is not only to get the literal meaning, but also to extract the meaning of the text, so as to understand the deep meaning behind the literal. In other words, reading is not simply extracting the meaning of the text, but an interactive, flexible and purposeful process between the reader and the written language. As an important part of the basic knowledge of English language, English reading is an important way for students to acquire knowledge, accumulate vocabulary and cultivate thinking. It is also the most basic means of English language learning and use. Therefore, it is particularly important for students to develop their reading ability. Junior high school students should meet the following five levels of reading skills when completing the basic education: they can infer and understand the meaning of new words according to the context and word formation; Be able to understand the logical relationship between sentences in a paragraph; Can find out the theme of the article, understand the plot of the story, predict the development of the story and the possible outcome; Be able to read books of corresponding level and common genres; Can use simple reading strategies to obtain information according to different reading purposes; Be able to read with reference books such as dictionaries; The amount of

extracurricular reading should reach more than 150000 words. (Lu, 2022)

In the traditional English reading teaching, most of the teachers focus on the teachers when explaining the reading topics. The teachers only translate the reading comprehension articles and complete the topics. They pay too much attention to the meaning of words, the usage of phrases and sentence patterns and the explanation of grammar. As a result, the classroom reading teaching mode is single, the classroom content is very boring, and they rarely take the initiative to cultivate students' reading strategies. (1) On the other hand, in arranging English reading, teachers often use English knowledge to consolidate the content of learning. Therefore, under such circumstances, there is very little content to promote students to practice English reading. Although some students spend a lot of time and energy on English, and even let reading comprehension occupy most of the time in the exam, the reading results are still unsatisfactory. At the same time, the reading teaching of junior high school students is limited to textbooks, and there are few extra-curricular reading materials. Therefore, the reading range is not wide enough and the reading volume is insufficient. Therefore, studying the reading habits and reading strategies of junior high school students and cultivating students to master reading strategies is a very important issue in the current junior high school English

teaching, which has very important practical significance. (Lu, 2022)

Reading is important because it develops human mind. It helps you better understand the world around you. Reading different genres broadens the worldview and boosts self-esteem. It keeps mind active and improves creative ability. Reading also improves vocabulary and develops communication skills. For thousands of years, long before Gutenberg invented the printing press, access to written sources such as scrolls, historical records, or books for information was considered a luxury. The books were copied by hand in a painstaking process before most were lost due to war, natural disaster, or neglect. However, Gutenberg's invention in the 15th century revolutionized the way books were reproduced and thereby changed people's reading habits. Today, in the 21st century, due to digital technology, world is experiencing another revolution. As the press did, technological boons like the Internet, smart boards, tablets, and e-readers are completely reshaping the reading and learning habits. (Dukare, 2023)

Technology has even changed the way libraries are used. For example, search is done online and book is also reserved online, before it is picked up in person. This, in turn, saves a lot of time. Some modern libraries even offer their members the opportunity to borrow e-books and gain online access to

their databases. However, libraries that refuse to adapt to advanced technology risk becoming obsolete. (Dukare, 2023)

This study was motivated by the gap between the English reading teaching methods currently used in schools and the learning needs and characteristics of students in today's digital age. Until now, reading instruction at the junior high school level has tended to be conventional and monotonous, with teachers often relying on lecture-based methods, text translation, and emphasizing vocabulary, grammar, and sentence structure mastery, without giving sufficient attention to active and enjoyable reading strategies. This situation makes students passive, less motivated, and struggle to understand the content of readings deeply. On the other hand, although social media has become an integral part of students' lives, its utilization in an educational context, particularly to enhance reading skills, remains highly limited. TikTok, as one of the most popular social media platforms among teenagers, is primarily used for entertainment rather than educational purposes, despite its significant potential as an interactive and engaging learning tool.

In terms of research, there have been few empirical studies, especially those using a quasi-experimental approach, that specifically examine the effectiveness of TikTok educational content in improving the reading skills of junior high school students. Therefore, this research is highly urgent,

as it can make a real contribution to developing innovative learning approaches that are suitable for the learning style of Generation Z. Additionally, the results of this study are expected to provide empirical evidence of the effectiveness of using TikTok as an alternative medium that not only enhances students' learning motivation but also positively impacts improvements in English reading comprehension. Thus, this study is not only relevant for addressing modern learning challenges but also crucial as a foundation for developing technology-based learning strategies in the future.

One of the main problems in reading is the difficulty students have in maintaining concentration and focus, especially when faced with long and boring texts. This condition prevents them from reading effectively because their attention is easily distracted. In addition, reading speed is also a common obstacle. Many students feel that they read too slowly, so they are unable to finish reading within the specified time, which ultimately affects their academic achievement. Another equally important problem is low motivation to read. When the text presented is not interesting or is perceived as too difficult, students tend to be reluctant to read deeply. External factors also have an influence, such as inadequate learning facilities. A noisy, uncomfortable, or limited learning environment will disrupt concentration and reduce the effectiveness of learning activities. Thus, internal

factors such as concentration, reading speed, and motivation, as well as external factors such as the learning environment, all contribute to students' low reading skills.

In this study, TikTok was used as an alternative learning medium to improve the reading skills of eighth-grade students at SMP Negeri 18 Bengkulu. The use of TikTok focused on presenting educational content in the form of short videos lasting between 15 and 60 seconds, which were specifically designed to convey English reading material, including explanations of vocabulary, sentence structure, and text comprehension. The content was delivered to students through learning sessions in the experimental class as part of the treatment, replacing conventional teaching methods used in the control class, such as lectures or note-taking assignments.

The selection of TikTok as a learning medium was based on its high popularity among teenagers and its ability to present information in both visual and auditory formats simultaneously. This aligns with Mayer's (2009) multimedia learning theory, which states that the learning process is more effective when information is presented through both visual and verbal channels simultaneously. In practice, students are introduced to engaging educational content that is not only relevant in terms of subject matter but also aligns with the visual and digital learning styles commonly associated with Generation Z.

B. Identification of Problems

1. Concentration and Focus: It is difficult to maintain concentration for a long time, especially when reading long and boring texts.
2. Reading Speed: Many students feel that they read too slowly, which makes them unable to complete reading assignments on time.
3. Low Student Motivation: Students may lack motivation to read, especially if the text presented is not interesting to them or is perceived as difficult.
4. Study Room Facilities: Uncomfortable, noisy, or limited study space can interfere with concentration and learning effectiveness.

C. Problem Limitation

This research provides problems that are used to avoid deviations or broadening of the main problem, so that the research is focus on the influence of using tiktok education to improve reading skill of the students at the third semester. Several limitations of the problem in this research include that this research was on eighth grade students at state junior high school 18 in Bengkulu city.

D. Research of Problems

Based on the background of the above problems, the problem formulations in this study are: Is there any effect of using Tiktok education on students' English reading skills?

E. Objective of the Research

Based on the formulation of the problem above, this study aims to determine the effect of using Tiktok on reading skills in English students.

F. Significant of the Research

Enhanced reading Skills: The research could demonstrate how TikTok, as an engaging and popular platform, can be used to improve students' reading abilities through practical application and real-time feedback.

1. Theoretically

Theoretically, this research is expected to test the theory of whether there are differences in student learning achievement between students who use the TikTok education application and students who do not use the TikTok education application for eighth grade students at SMP Negeri 18 Kota Bengkulu.

2. Practically

For schools, this is information about the differences in reading comprehension achievement among students using educational TikTok content for eighth-grade students at SMP Negeri 18 Kota Bengkulu.

G. Definiton of key terms

1. Tiktok education

TikTok according to Prosenjit & Anwesana (2021) is an internet-derived application based on social media by providing features to create and share content in the form of short videos. TikTok application users can create and share short videos (15 seconds) with comedy content, dancing, singing, or any daily activity, including meals, meetings, and so on. The content can then be shared with the general public through the app.

2. Reading skill

Reading ability is skill of communications between the reader and the writer to get knowledge and information. Moreover, Brown (2001: 298) states that reading ability will be developed best in association with writing, listening, and speaking activities. Even in those courses that may be labeled reading your goals will be best achieved by capitalizing on the interrelationship of skills, especially the reading – writing connection.