

CHAPTER II

LITERATURE REVIEW

A. Theoretical review

1. Reading skill

Reading is a multifaceted process through which readers extract messages conveyed by writers through written language. This process demands that readers perceive groups of words as a cohesive unit, enabling them to derive meaning from individual words and comprehend the intended message. Failure to fulfill this requirement can impede the proper execution of the reading process, resulting in a lack of comprehension. Reading, therefore, serves as a means to access information encoded in written form, requiring the decoding of symbols that constitute language. (Syakur and Azis, 2020)

Reading is one of the major avenues of communication. It has occupied a good space at the Nepalese educational system. The study shows that to read is to lead. The desire to write comes from reading. It demands both passion and compassion to be a voracious reader. It is not only receptive but an active, communicative and interactive skill. It leads to understanding, communication, capacity building, critical thinking, testing and assessment. It is the means by which every age is linked to every other. It makes possible reader's capacity

for time binding, the ability to perceive himself or herself in the historic process and the fluid universe around him or her. Teaching reading is a humanizing process. Reading involves skills and thinking. It affects the entire personality. Through reading the learner can view ever-widening horizons and explore ever-new areas in the world of things, people and events. The key to learning, therefore, is the cultivation not only of the ability to read, but also of the love of reading. (Shiv Ram Pandey,2023)

Reading skill is an aspect that exists in the language skills of elementary school students which must always be mastered by students. Difficulty reading is also a distraction and a barrier that can hinder an aspect of students' reading ability. The type of students' initial reading difficulty was recognizing letters with almost the same shape. Beginning reading difficulties experienced by students are caused by internal factors and external factors. Efforts made by the teacher to reduce reading difficulties in students are by providing additional hours and designing learning that increases student enthusiasm for learning. (Ujang., et al, 2023)

Based on the theory from several journals above, it can be concluded that, reading is a complex process that involves comprehension and interpretation of written language. It is not just a passive activity, but rather an

active and interactive skill that supports comprehension, communication and critical thinking. Reading plays an important role in education and personal development, and this skill should be well developed from an early age. Reading difficulties, both internal and external, can hinder this ability, making it important for teachers to provide additional support and create a motivating learning environment.

Reading skills are one of the important language skills for individuals to be able to compete internationally, whether in aspects of scientific communication, economic transactions, or global negotiations. In the process of acquiring these skills, anxiety has been found to potentially hinder them. (Laily and Fitriani. 2023)

Reading is an important life skill that can lead to independence. However, many individuals with autism and/or intellectual disabilities find this skill difficult to master. Computer-Assisted Instruction (CAI) is one approach that combines recommended reading elements (such as phonics, fluency, and comprehension) with evidence-based teaching strategies to support the development of reading skills. (Olivia, et al, 2024)

Determine the level of English reading proficiency of students in a national community. It was possible to conclude that students' reading and literacy skills improved

through the use of quantitative descriptive techniques and questionnaires. A descriptive study is one that provides the most thorough picture or description of the situation while ignoring the behavior of the selected object. For informational purposes, reading is a sophisticated and challenging action or activity. Reading activities involve both internal and external factors. The ability to read is one of the most beneficial abilities one can have in both their academic and social lives. It comes before all other skills as well. (V., Sofiana., Suryadi. 2023).

Based on the theory from several journals above, it can be concluded that, Reading skills in English are crucial for academic and social life as well as for global competition. The evaluation of reading proficiency can be conducted using quantitative descriptive techniques and questionnaires, which indicate improvements in these skills. Descriptive studies provide a deep understanding of the reading situation without focusing on specific behaviors. Although reading involves complex factors and challenges, such as anxiety and difficulties for individuals with autism or intellectual disabilities, methods like Computer-Assisted Instruction (CAI) can be beneficial. Reading skills support scientific communication, economic transactions, and global negotiations, making them essential skills for competing at an international level.

Literacy is very important for everyone and children to be able to function, to understand the world around them, and to interact with others, thus creating a pathway to a successful career. Reading disorders often appear in primary school, with specific and individual difficulties in learning to read and write. Children with reading disabilities struggle to learn the alphabet, name letters, distinguish sounds, and associate them with specific letters. When beginning the improvement of reading skills, it is essential to respect the individual interests, needs, and abilities of the students. (Karīna,. Et al, 2023).

Argument from Thomas Barret in Brassell and Rasinski (2008) has suggested the following three types of action with his three-level taxonomy of reading comprehension;

1. Literal Comprehension: Literal comprehension, the lowest of the three levels, requires a reader to be able to retell or recall the facts or information presented in a text.
2. Inferential Comprehension: Inferential comprehension, the next level, refers to the ability of a reader to take in information that is inferred or implied within a text.
3. Critical Comprehension: Critical or evaluative comprehension, the third and highest level in the

taxonomy, involves making critical judgments about the information presented in the text.

All three levels of comprehension are important and need to be assessed. Another suggests that assessment of reading ability does not end with a measurement of understanding. Assessment of reading ability has a different purpose. Measurement of reading comprehension should help teachers monitor students' understanding and provide useful information for designing reading comprehension programs (Klinger, 2007). So it can be concluded that the comprehension of reading content has a diversity of types or types. It aims to learners or students able to have the ability to understand the reading as needed. Problem development to understand the reading also related to the learning process undertaken.

a. The concept of reading Skill

The activity of reading is a factor that determines the success for anyone. Indeed the activity of reading is a part of language skills, in addition to listening, speaking, and writing skill. All the skill are basically interrelated with each other. The listening and reading skills are grouped on the receptive skills, while the speaking and writing skills are grouped into productive skills.

In academic skills receptive plays a very important role because the learning and teaching activity requires both students and lecturers to read a lot to be able to acquire knowledge. The knowledge gained through reading activity will be passed on to the productive activities through writing and speaking skills. Therefore, in the absence of the activity of reading, it will be very difficult to be able to convey ideas or thoughts through writing and speaking activities. The understanding of reading comprehension is described by some experts, for example, Nuttall states "Comprehension is understanding what has been read rather than spelling the words". Nuttall further define the term of reading, "reading as meaningful, interpretation of printed or written verbal symbols. It means that reading does the writer intend a result of interaction between the perception graphic symbols that represent language and readers language skills, cognitive skills and knowledge". From Nuttall statement, it can be explained that (1)the activity of reading is to comprehend what has been read from a reading text by the reader and in this case the activity of reading is not merely to spell or pronounce the words printed in texts, (2) the activity of reading is necessary to

attempt to make sense and to interpret the symbols printed language in written form. In this case, the reader's cognitive knowledge or schemata are very helpful in accelerating the understanding of the texts they read. (Rizal s, 2017)

b. The purpose of reading skill

The purpose of reading skills is not only to look for factors related to reading material i.e. topic and main idea, but also sometimes EFL students must get the latest reading material as the times change in getting those material related with global Sustainable Development Goals (SDGs). Therefore, learning material must be in accordance with the needs of the EFL students, and SDGs represent a broad, integrated to catalyze implementation of sustainable development. (Hermariyanti, et al. 2023).

General objectives are divided into 3 types, 1) Reading to learn, which includes reading the content of a book, understanding the overall content of the book comprehensively, such as academic works, thesis, journals, etc.; 2) Reading for work, which involves reading various information to understand the meaning contained in the information closely related to the work being carried out, for example, office employees, education, organizations, and

others; 3) Reading for pleasure is an activity that someone does in their leisure time to satisfy the feelings and imagination of the reader, such as novels, comics, short stories, etc. (Sunarti, 2021:12)

Opinion presented in line with Tarigan that the purpose of reading is to: 1) capture the main idea or main idea in sentences, paragraphs, discourse accurately; 2) select important pieces of information about something; 3) determine the organization of reading material; 4) draw conclusions; 5) estimate the meaning of the reading and predict the impacts of that meaning; 6) summarize the events contained in the reading; 7) distinguish between related and unrelated information; 8) obtain information from various sources including dictionaries, the internet, journals, books, encyclopedias. (Yesika, 2020:38)

the purposes of reading are as follows: 1) Reading for pleasure, 2) Enhancing reading aloud, 3) Renewing previous knowledge on a theme, 4) Connecting new information with acquired information, 5) Obtaining information orally and in writing for reports, 6) Confirming or rejecting predictions, 7) Applying information obtained from reading in various other ways and learning about text structures. (Suparlan, 2021:8)

Reading skills play an important role in education, especially for EFL (English as a Foreign Language) students. The main purpose of reading skills is not only to look for factors related to reading material, such as the topic and main idea, but also to obtain the latest reading materials that are relevant to current developments, including the Sustainable Development Goals (SDGs). Therefore, learning materials must be tailored to the needs of EFL students, as the SDGs provide a broad and integrated framework to catalyze sustainable development.

Based on the theory of several journals above, it can be concluded that the purpose of reading needs to be adjusted to the needs and interests faced by the readers, whether general or specific, will still gain knowledge or information. If only reading without understanding what is being read, then the purpose of reading will not be achieved.

c. The function of reading skill

Three processes (phonological, syntactic, and working memory) show a significant increase in development during the period of rapid reading skill acquisition. Students with reading disabilities experience significant disruptions in these processes, but not to the same extent in semantic or orthographic

processes. However, reading is hampered by the underutilization of phonological processing and the near-total reliance on semantics and orthographic or other cognitive processes (sustained attention, sequential processing, visual processes, comprehension, etc.). The core traits of reading disability are deficits in three basic cognitive functions: phonological processing, syntactic awareness, and working memory. It is crucial that assessments for learning disabilities take into account and methodically measure these processes.

Phonological Processing: Involves the recognition and manipulation of sounds in language. Essential for reading and spelling; deficits may indicate dyslexia.

Syntactic Awareness: Understanding and applying grammar rules. Essential for reading comprehension and writing; difficulties can impact on comprehension and sentence construction.

Working Memory: Temporarily storing and manipulating information. Important for tasks such as problem solving and reading comprehension; impairments are often seen in ADHD and learning disabilities. (Ali, Et al. 2022)

Based on the theory from the journal above, it can be concluded that reading skills heavily relies on

phonological processing, syntactic awareness, and working memory. Students with reading disabilities struggle primarily with these three processes, leading to reading difficulties. They tend to underuse phonological processing and rely more on semantics and other cognitive processes. Effective assessments for learning disabilities should focus on these key areas to provide accurate diagnoses and support.

d. The benefits of reading skill

There are many benefits to reading. Reading allows students to increase information for themselves, add ideas, and broaden knowledge. In line with the opinion of (Pratiwi, 2020:2), one will gain extensive knowledge through reading activities; reading fluently will affect other learning as well.

In a variety of fields of study, including business, science, technology, and international politics, English is crucial. The importance of English to the competitiveness of English-speaking countries drives educational authorities to develop effective strategies to improve people's English proficiency. For instance, English language publications, TV networks, and radio shows have gained popularity worldwide. Learning reading is one of the most important elements in teaching a foreign language. Reading is a

speech activity aimed at visual perception and understanding of written speech. Through reading a person is introduced to the scientific and cultural achievements of humanity, gets acquainted with the art and life of other peoples. The process of reading has a huge impact on the formation of personality. With the help of reading enriches the active and passive vocabulary of the students, forming grammatical skills. It is well known that the methods and resources currently employed for teaching and learning English as a foreign language need to be reconsidered. The use of reading in EFL training, according to the study's authors, may be the key to helping students acquire the essential level of English competence. (Shukhratzoda Sevarakhon Dilshod Kizi, 2023)

Reading is known to be one of the basic skills of language development. Reader can transfer message in the written form and the concerned people get the information by reading the message. Therefore, it has become one of the important means of communication. Furthermore, different writers communicate to the reader and the reader interacts with the writers' assumptions or intentions. From the entertainment point of view also, reading is very

important. We can enjoy by reading several different literary works of different writers. Therefore, one of the aims of foreign language teaching must be to make the learners proficient in reading skill. (Shiv. et al. 2023)

Based on the theory of several journals above, it can be concluded that reading offers numerous benefits, including the enhancement of knowledge, the development of ideas, and the broadening of perspectives. It plays a critical role in learning English, which is essential in fields such as business, science, technology, and international politics. Reading activities enrich students' vocabularies and grammatical skills and are crucial in teaching English as a foreign language. Effective reading strategies can significantly improve English proficiency. Additionally, reading serves as a vital means of communication and provides entertainment, making it an essential skill in foreign language education.

According to Lubis (2020:129) that reading helps someone to see problems from a different perspective and view them as issues that need to be resolved. Reading has many benefits, including developing critical thinking skills, increasing knowledge, as well as enhancing memory and

understanding. By reading regularly, one develops the ability to process knowledge, learn various disciplines, and apply them in life. The hobby of reading can also protect the brain from Alzheimer's disease, reduce stress, and promote positive thinking. Reading gives the brain a different type of exercise compared to watching TV or listening to the radio. The habit of reading trains the brain to think and focus. (Lubis, 2020:129)

2. Tiktok education

TikTok is a social networking and music video platform that was launched in 2017. TikTok is an application developed by ByteDance China, a technology company. Users can download TikTok from the app store, Google Play, and other Android applications. The TikTok app has been downloaded over 500 million times and has reached 10 billion daily video viewers, with the largest user base in the USA and the United Kingdom. TikTok turns users' phones into a mobile studio, where users can interact through short videos lasting about 15 seconds. The videos on TikTok are diverse, with the app offering various effects for users to get creative. Therefore, TikTok also allows creators to develop their talents limitlessly. (Ahmad Fauzan, 2021).

In today's digital age, social media platforms have revolutionized how we communicate, learn, and interact with the world around us. TikTok has emerged as a global phenomenon among these platforms, captivating millions with its short-form videos and diverse content. While often associated with entertainment and viral trends, TikTok is proving to be a surprisingly effective tool for language learning, particularly for English as a Foreign Language (EFL) students. (Pratiwi et al., 2021)

TikTok is a social media platform for sharing short videos. TikTok is a social media platform based on short video sharing that features video clips of up to 60 seconds each; hence, it is no surprise it targets Generation Z. What sets TikTok apart is the excitement and creativeness this short content brings. In addition, the video clips offered in TikTok allow EFL students to interact and be a part of the language, which is a far better technique than the conventional learning procedures. These video platforms feature diverse videos that include tutorials, language challenges, conversations, cultural aspects, and typically entertaining and laughter-inspiring content and catering to different language proficiency levels and interests. (Hanson, 2020)

So, according to some of the above theories explain that TikTok, launched in 2017 by ByteDance, is a popular social networking and music video platform known for its short videos of up to 60 seconds. With over 500 million downloads and 10 billion video views daily, primarily in the United States and the United Kingdom, TikTok offers a creative space for users to interact through diverse and engaging content. TikTok has also emerged as an effective tool for English as a Foreign Language (EFL) students, providing an immersive and interactive language learning experience that goes beyond traditional methods.

According to most people, learning a foreign language for the first time is very difficult. This is not completely wrong because we do learn new things that we didn't know at all before. In elementary school, English lessons begin to be taught and then continue in secondary school. From research by Jusak Patty and Libreck FA Noijs in Social Media Revolution: Tiktok's Impact on English Language Learning that social media such as Tiktok can provide opportunities for students to learn English, overcome language challenges by improving skills such as listening, speaking, writing, reading, vocabulary, and grammar, making this platform an important tool for English education in today's digital

era. According to Nabilah in the world of education, perhaps the most effective use of TikTok is a video made by a teacher that students can watch repeatedly. Many TikTok videos contain English material, such as pronunciation, vocabulary, tenses, speaking, reading, and writing. Students can gain knowledge of English not only at school but also at home using the social media Tiktok, by simply searching for the desired material. (Nabilah et al., 2021)

Tiktok has the advantage of being popular with students by displaying interesting content with short video duration. This is a creative and entertaining method to convey oneself through video. Tiktok is one of the most popular applications in the world, including Indonesia. TikTok's popularity has increased in recent years. Initially, Tiktok social media was seen as useless social media, but over time Tiktok can become a media for providing education. With this change, students can directly learn and gain new knowledge just by watching short videos. (Erwani et al., 2022)

Another potential concern of TikTok is the student's reading and writing skills. TikTok's shortform video format and fast-paced nature may contribute to shorter attention spans and reduced focus on more traditional forms of reading and writing. Some students

may become accustomed to consuming quick, surface-level content rather than engaging with longer texts that require deeper comprehension. Thus, TikTok provides an opportunity for students to engage with diverse forms of written content, such as short stories, poetries, and informative captions. Watching videos with subtitles on TikTok can help students to improve their reading comprehension and expose them to new vocabulary. (Rama et al., 2023)

According to some of the above theories, learning a foreign language, such as English, can be challenging for beginners. However, TikTok has emerged as a valuable educational tool. Research shows that TikTok helps improve a wide range of English skills, including listening, speaking, writing, reading, vocabulary and grammar. The short and engaging video content of the platform makes it popular with students, allowing them to learn both in and out of school. While there are concerns that the fast-paced nature of TikTok may affect students' attention spans and traditional reading and writing skills, TikTok also offers opportunities to engage with diverse written content and improve reading comprehension through subtitled videos.

According to Mayer, the assumptions underlying the cognitive theory of multimedia learning are dual-

channel, limited capacity, and active-processing. Multimedia is defined as the presentation of material using both words (verbal form) and pictures (pictorial form). The dual-channel assumption states that humans have separate channels for information processing for visual material and auditory material. Information in the form of words is received by the eyes and ears, while images are received by the eyes which constitute sensory memory. After being selected by sensory memory, the information is passed on to working memory. In working memory, information is organized for integration which is then passed on to long-term memory. (Mayer, 2009:64)

a. The History of tiktok

TikTok is a social networking application and music video platform that originated from China launched in September 2016. TikTok is a combination of two previous applications, Douyin and Musically. In 2018, TikTok became the most downloaded application, with 45.8 million downloads. This number surpassed other popular applications, such as YouTube, WhatsApp, Facebook, and Instagram. Approximately 10 million active users of the TikTok application are in Indonesia, mostly millennials, school-aged, or commonly known as Generation Z.

On July 3, 2018, the TikTok application was once blocked in Indonesia. The Ministry of Communication and Information Technology (Kemenkominfo) monitored the TikTok application for a month and found many reports of complaints about this application. As of July 3, the reports and complaints received reached 2,853. According to Minister Rudiantara, there is a lot of negative content, especially for children. However, with various considerations and new regulations, in August 2018, the TikTok application could officially be downloaded again. One of the regulations suspected is the minimum age limit for TikTok users, which is 11 years old. Despite the controversy, considering the fact that the number of TikTok users in Indonesia exceeds 10 million and the majority are school-aged children (millennial generation), TikTok is widespread in all segments of society in Indonesia, from children to adults, and is particularly popular among teenagers. Teenagers start using it as a social media to create, upload, and search for videos according to their own desires and creativity.

In September 2021, TikTok introduced a new feature called TikTokshop. This feature is available to business account users in various countries such as

the United States, the United Kingdom, Canada, and Indonesia. The feature was launched on TikTok in response to the increased sales of various products after brands promoted them through the social media platform, enabling users to engage in buying and selling. It can be concluded that the TikTok app is a popular, attractive, and highly sought-after application by all age groups, especially millennials. TikTok serves as a modern communication medium for receiving and sharing information, creating videos, and facilitating online transactions. TikTok can be utilized as a contemporary learning tool that follows trends, an entertainment platform, an e-commerce platform, and a medium for spreading information that is currently a trending topic in its category. (Anang Sugeng, 2020)

b. Positive and Negative Impact of TikTok application for reading

The TikTok application has the following positive impacts:

Students can develop skills and learn to adapt, socialize with others. Expand friendship networks. Increase students' insights into news and knowledge. As a teaching medium, such as preaching, discussion, and organizing. Students can exchange ideas from

other people's words, so they can quickly be responsive and communicative. (Juaira,2021)

The TikTok application can also be a platform for expressing creativity, entertaining, and showcasing talents for its users, such as singing, creating interesting videos, dubbing, dancing, and even turning its users into influencers. (Yohana Noni Bulele,2020)

TikTok can be used as an engaging and interactive learning tool for students. The TikTok application can be implemented as an alternative media in education. With various features available on the TikTok app, it is highly possible to design it as a learning tool. For speaking skills, for example, students can use the voice recording feature on this app and then communicate through social networks. This shows that the TikTok app is interactive for students in learning. Based on these indications, it can be concluded that the TikTok app meets the criteria of a good learning media, which is engaging, close to students, and makes students more creative and innovative. (Juaira,2021)

Negative Impact of TikTok Application:

Behavior changes, Increased narcissism, Can reduce interest in learning, Neglecting responsibilities, Time management. (Lia Valiana,2020).

The negative impact of the TikTok application on its users is that there is an abundance of content containing elements that lead to negativity. This is because the application cannot be restricted in its usage and is not specifically designed for both underage children and adults. The substantial amount of negative content within the TikTok application has a significant adverse effect on the growth and mental development as well as the learning process of children. The TikTok application is widely used by children and teenagers. The thoughts of underage children, especially those in elementary school, are not yet stable because there are still ongoing developments in their educational world. TikTok can have a negative effect that can cause students to lose motivation to learn. (Yohana Noni Bulele,2020)

With the explanation above, it can be concluded that the TikTok application is an unlimited application that can be used by anyone and any group. Although the main purpose of this application is to entertain or provide an alternative platform for

someone to showcase their creativity and talent, this application is considered very harmful to children. As mentioned above, this application contains negative elements that can influence children to continue using it.

c. Factors Influencing the Use of TikTok Application for reading

The development of technology is increasing over time. The emergence of new trends makes individuals have to be able to adjust. Trends become very important because every day and every time trends are always changing, such as trends in social media that are increasingly in demand by various groups. social media which is increasingly in demand by various groups. According to one expert, it is said that it is important to know the trends in social media to decide which applications to explore and embrace. to explore and embrace. A growing trend in social media is the popularity of video creation and sharing, from short looping videos to live streaming (Elson, 2020).

as for some of the factors influencing the use of the tiktok application on students as follows:1) Lack of socialising In daily life, socialising is commonplace in the period of being a first-year

student. Students now do not or rarely hang out and interact directly with their peers because of the existence of social media as a barrier. The existence of social media in the daily lives of teenagers is spent online using social media.2) Be more present with the times Being fashionable is the target of all students at this time to get recognition from outside or from society. That is what encourages students who are in level one are more active or often use the TikTok application as a place to get.3) Addiction Using the app TikTok application makes students unable to stop using it or in other words, the TikTok application makes the users are addicted to it, including students. Nowadays more students who use the TikTok application than parents, and many teenagers are already addicted to the tik tok application. and not be outdated.4) Increased consumptive culture By using social media students more often use it to shop for their needs online or shopping online thus the consumptive culture of teenagers in the village of patikarya increased. (Meilla Dwi Nurmala, et al., 2022).

- d. Tiktok application as a learning media for reading skills

One of the key strengths of TikTok as a language learning tool is its authenticity. Unlike scripted dialogues or textbook exercises, TikTok videos showcase real-life language usage in various contexts, exposing learners to authentic accents, slang, and colloquial expressions. This authenticity not only enhances listening skills but also helps students develop a more natural and intuitive grasp of the language. Additionally, TikTok's interactive features, such as comments, likes, and duets, foster a sense of community among EFL learners, creating collaboration, feedback, and peer support opportunities. By engaging with content creators and fellow learners worldwide, students can practice their English skills in a social and supportive environment, building confidence and fluency in the process. (Perangin-angin, E. F. SP. Br, et al, 2021)

Another potential concern of TikTok is the student's reading skills. TikTok's shortform video format and fast-paced nature may contribute to shorter attention spans and reduced focus on more traditional forms of reading. Some students may become accustomed to consuming quick, surface-level content rather than engaging with longer texts that require deeper comprehension. Thus, TikTok

provides an opportunity for students to engage with diverse forms of written content, such as short stories, poetries, and informative captions. Watching videos with subtitles on TikTok can help students to improve their reading comprehension and expose them to new vocabulary. The students can pause the video when they come across a new word and try to understand its meaning from the context. (Rama et al., 2023)

Despite the potential advantages of English language learning and the increasing acceptance among students, there is a lack of extensive research on the effectiveness of TikTok as an English learning tool from the perspectives of students. Gaining an understanding of how students perceive this innovative strategy can offer significant insight into whether it can be successfully incorporated into English language classroom. Hence, this study aims to examine student' perspectives on using TikTok as a digital tool for learning English. Moreover, it will investigate students' perspectives towards this unconventional educational tool and evaluate their opinions regarding its effectiveness in improving their English language skills.

B. Previous studies

Research titled "Pengaruh Penggunaan Aplikasi Tiktok terhadap Perilaku Belajar Peserta Didik di SMA Negeri 4 Barru" Haerani Nur (IAIN Parepare, 2022). This study aims to examine the level of TikTok application usage and its impact on the learning behavior of students at SMA Negeri 4 Barru, as well as to analyze whether the use of the TikTok application significantly affects the learning behavior of students at SMA Negeri 4 Barru. The research approach used is quantitative with a correlational research type. The population of this study consists of 108 students, with a sample of 52 students selected using Slovin's technique. Data collection was conducted using a questionnaire.

The collected data was then analyzed using descriptive statistical analysis and inferential statistical analysis techniques. The results of this study are as follows: (1) The results of the One Sample T-test for the use of the TikTok application (X) obtained a value of 68.4%, which falls into the high category. (2) The results of the One Sample T-test for learning behavior (Y) obtained a value of 70.3%, which falls into the good category. (3) The results of the Pearson product moment correlation test yielded a value of 0.410, indicating a moderately strong relationship. It is known that the calculated r value of 0.410 is greater than the table r value of 0.273, thus the Pearson correlation in this study is positive, and the

significance value of 0.00 is less than 0.05, indicating a significant relationship. (4) The results of the simple linear regression test show a regression coefficient value of 0.395, meaning that for every 1% increase in discounts, learning behavior increases by 0.395.

The F test result obtained an F calculated value of 10.087, which is greater than the F table value of 4.03. The conclusion is that the use of the TikTok application has a significant impact on the learning behavior of students at SMA Negeri 4 Barru. The results of the coefficient of determination test obtained an R square of 0.168, indicating a very low level of relationship. This means that the extent of the influence of using the TikTok application is 16.8%, while 83.2% is influenced by other factors not included in this study. (Haerani Nur, 2022)

The thesis titled "Penggunaan Media Aplikasi TikTok Dalam Pembelajaran Keterampilan Menulis Narasi Siswa Kelas VII MTs Al-Falah Jakarta Selatan Tahun Pelajaran 2022/2023." Study Program of Indonesian Language and Literature Education, Faculty of Tarbiyah and Teacher Training, Syarif Hidayatullah State Islamic University Jakarta.

The objectives of this research are: (1) To determine how the TikTok application is used as a media for teaching narrative writing to seventh-grade students of MTs Al-Falah for the 2022/2023 academic year. (2) To find out the students'

responses to the use of TikTok application media as a learning medium. (3) To assess the narrative writing ability of seventh-grade students of MTs Al-Falah South Jakarta using TikTok application media as a learning tool.

The research method used is descriptive qualitative. Data collection techniques include interviews, observations, tests, and documentation. The aspects evaluated in narrative text writing are the relevance of the narrative text content, organization of content, accuracy of diction, correctness of narrative text structure, and accuracy of spelling and writing conventions. The results of the research on the narrative writing skills of seventh-grade students of MTs Al-Falah South Jakarta using TikTok application media show that the highest score achieved was 95 with an excellent qualification, while the lowest score was 70 with a sufficient qualification. The average score obtained by the students was 87.14, which is classified as excellent and has exceeded the Minimum Completeness Criteria (KKM). It can be concluded that the use of TikTok application media is proven to effectively generate topic ideas, enhance students' interest in skills, motivate learning, and is easy to understand. (Nabila Putri,2023)

Research titled “Exploring EFL Students’ Perspectives: The Role of TikTok in Enhancing English Language Skills”. Presently, numerous media platforms are available for autonomous English learning, with TikTok emerging as a

popular option. This study explores students' perspectives on employing TikTok as a tool for English learning. Twenty participants from the 2022 English Language Education program who utilized TikTok for English learning completed questionnaires, with five students participating in interviews. The selection of participants was carried out through purposive sampling. Employing a descriptive qualitative approach, data collection involved questionnaires and interviews. Thematic analysis revealed that students utilized TikTok for multiple language skills and its component such as listening, speaking, reading, writing, grammar, vocabulary, and pronunciation. TikTok aided vocabulary expansion and contextual understanding of grammar. Although challenges like accuracy and content quality variations existed, most students recommended TikTok to enrich English learning experiences. (Arica, et al., 2024).

Research with the title “How the Application Became the Motivation for Online Learning for EFL Students During the COVID-19 Pandemic in Indonesia”. This research aims to determine whether the social media application TikTok effectively increases the motivation for English as a Foreign Language (EFL) students to learn English using senior high school students in Tangerang, Indonesia, for the study. As 2022's sixth most often used social media application in the world, TikTok provides many features that can be easily used

for teaching and learning EFL. As a result, the researchers chose TikTok as a medium in the English teaching-learning process. A quantitative approach using a quasi-experimental design and data collection through pre-tests and post-tests was used by the researchers along with quantitative descriptive research used in the data analysis, normality test, homogeneity test, and hypothesis testing (Mann-Whitney U). The results can be seen from the pre-test and post-test analysis using the Mann-Whitney U test, namely $\text{sig} < 5\%$ ($0.000 < 0.05$), and H_0 was rejected which means that there is a significant difference in students' motivation when learning English between the experimental class who were taught using the TikTok application and the control class students who were not taught using TikTok. (Euis, et al., 2024)

C. Theoretical Framework

One of the key strengths of TikTok as a language learning tool is its authenticity. Unlike scripted dialogues or textbook exercises, TikTok videos showcase real-life language usage in various contexts, exposing learners to authentic accents, slang, and colloquial expressions. This authenticity not only enhances listening skills but also helps students develop a more natural and intuitive grasp of the language. Additionally, TikTok's interactive features, such as comments, likes, and duets, foster a sense of community among EFL learners, creating collaboration, feedback, and peer support

opportunities. By engaging with content creators and fellow learners worldwide, students can practice their English skills in a social and supportive environment, building confidence and fluency in the process. (Perangin-angin, E. F. SP. Br, et al, 2021)

"Exploring EFL Students' Perspectives: The Role of TikTok in Enhancing English Language Skills" is the title of the study. There are now several media platforms for independent English learning, with TikTok becoming more and more popular. The purpose of this research is to examine students' attitudes about using TikTok as a tool for learning English. Twenty students from the 2022 English Language Education course who used TikTok to study English completed questionnaires, and five of them took part in interviews. Participants were chosen using purposive sampling. Data was gathered through questionnaires and interviews using a descriptive qualitative approach. Thematic analysis demonstrated that students used TikTok for a variety of language skills and its components, including pronunciation, vocabulary, grammar, reading, writing, speaking, and listening. TikTok helped with vocabulary growth and grammar understanding in context. (Arica,et al., 2024).

Tiktok Education → Students Reading Ability

D. Hypothesis

Based on the explanation of the problem presented by the analyst, the investigation theory is stated as follows:

1. Alternative Hypothesis (H_a): Tiktok Education has a significant effect on increasing the reading comprehension of class VIII students at SMP 18 Bengkulu City.
2. Null Hypothesis (H_0): Tiktok Education does not have a significant effect on increasing the reading comprehension of class VIII students at SMP 18 Bengkulu City.

