

**THE EFFECT OF TIKTOK EDUCATION CONTENT FOR INCREASING THE
READING COMPREHENSION**

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ABSTRACT

The integration of social media into education continues to evolve, with TikTok emerging as a potential learning medium. This study aims to investigate the effect of using TikTok educational content on improving the reading ability of eighth-grade students at SMP Negeri 18 Bengkulu. The research applied a quasi-experimental design with a non-equivalent control group model. A total of 52 students were divided into two groups: the experimental group received instruction through TikTok-based content, while the control group received conventional teaching. The reading test, administered as both pre-test and post-test, was used as the research instrument and analyzed using an Independent Sample t-test with SPSS version 25.0. The results showed a significant difference between the two groups, with a p-value of 0.043 (< 0.05), indicating that the use of TikTok has a positive impact on students' reading comprehension. Therefore, TikTok can be considered an effective alternative medium for English language learning, especially in enhancing students' reading skills.

Keywords: *TikTok Education, Reading Comprehension, English Learning, Quasi-Experiment, Social Media*

ABSTRAK

Penggunaan media sosial dalam dunia pendidikan semakin berkembang, salah satunya adalah pemanfaatan TikTok sebagai media pembelajaran. Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan konten edukasi TikTok terhadap peningkatan kemampuan membaca siswa kelas VIII SMP Negeri 18 Kota Bengkulu. Penelitian ini menggunakan metode kuasi-eksperimen dengan desain non-equivalent control group. Sampel terdiri dari 52 siswa, yang dibagi menjadi dua kelompok: kelas eksperimen yang menerima pembelajaran menggunakan media TikTok, dan kelas kontrol yang menerima pembelajaran konvensional. Instrumen yang digunakan berupa tes membaca (pre-test dan post-test) yang dianalisis menggunakan uji Independent Sample t-test melalui SPSS versi 25.0. Hasil penelitian menunjukkan bahwa terdapat perbedaan yang signifikan antara hasil belajar siswa di kedua kelompok. Nilai signifikansi (p-value) sebesar 0,043 ($< 0,05$) menunjukkan bahwa penggunaan TikTok secara signifikan meningkatkan kemampuan membaca siswa. Dengan demikian, TikTok terbukti efektif sebagai media alternatif dalam pembelajaran Bahasa Inggris, khususnya dalam meningkatkan pemahaman membaca siswa.

Kata Kunci: *TikTok Edukasi, Kemampuan Membaca, Pembelajaran Bahasa Inggris, Kuasi-Eksperimen, Media Sosial*

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. 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. Research Method

The Methods of this research used a quantitative method. According to John W Creswell, "Quantitative research is a means for testing objectives theories by examining the relationship among variables" (Creswell & Creswell, 2017). Quantitative methods emphasize objective measurements and the statistical, mathematical, or numerical

analysis of data collected through polls, questionnaires, and surveys, or by manipulating pre-existing statistical data using computational techniques.

This type of research used quasi-experimental, according to Sugiyono (2010: 75), quasi-experimental design consists of two forms: time series design and nonequivalent control group design. The design used in this research is quasi-experimental design, specifically using the nonequivalent control group design model. Before being given treatment, both the experimental group and the control group are given a test, known as a pretest, with the intention of understanding the condition of the groups before the treatment. After the treatment is administered, both the experimental group and the control group are given a test, known as a posttest, to determine the condition of the groups after the treatment.

C.Result and discussion

Based on the results of this study, it can be interpreted that the use of TikTok as an educational medium has a significant impact on improving the reading skills of eighth-grade students at SMPN 18 in Bengkulu City. This is evident from the data analysis results using the t-test, which shows a significance value of 0.043 (< 0.05), indicating that the use of TikTok Education statistically has a positive effect on enhancing students' reading skills. This finding suggests that learning methods that utilize technology and popular social media, such as TikTok, are capable of increasing engagement, motivation, and understanding in English learning, particularly in the reading aspect.

This interpretation aligns with the findings in research by Fageeh (2011), which demonstrated that the use of blogs in English learning significantly improves students' positive attitudes towards writing and reading skills, as they feel freer and more interactive in expressing ideas through digital media. Additionally, research by (Kamnoetsin (2014) supports that the use of social media in educational contexts can enhance the English learning process because students feel more emotionally and

cognitively involved. Meanwhile, (Pratiwi et al. (2021) specifically mention that TikTok, although initially known as an entertainment platform, has begun to evolve into an effective learning aid due to its short, engaging, and easily understandable video format.

Furthermore, (Nabillah et al. (2021) found that many students utilize educational content on TikTok to learn English independently, including reading skills and vocabulary acquisition. This is supported by Jusak Patty and Libreck FA Noija, which show that the use of TikTok can help students develop various language skills such as listening, speaking, reading, vocabulary, and grammar in a more enjoyable and contextual manner. Research by (Erwani et al. (2022) also states that TikTok as a learning medium has characteristics that are appealing to students due to its short content duration, attractive visuals, and the ability to learn without feeling burdened.

Thus, the interpretation of this study indicates that TikTok Education-based learning can address the challenges of conventional learning that is monotonous and less engaging, while providing innovative solutions to

enhance students' interest and reading abilities. The success of this approach reinforces the view that 21st-century learning demands the integration of digital technology and education, considering the learning styles of the younger generation that are closely tied to social media. Therefore, teachers and educators need to adopt more flexible and contextual approaches to create a fun, effective learning atmosphere that aligns with the times.

E. Kesimpulan

Based on the results of the research that has been conducted, there are several suggestions that can be given to the parties involved in this study, namely:

1. For English Teachers

English teachers must be able to see the needs and interests of students before determining the learning materials. It is very important for every teacher to use various techniques or strategies according to what the students need, as this can reduce boredom and fatigue in learning. Therefore, it is very useful for teachers to use educational TikTok as one of the appropriate strategies to attract students' interest in reading in the

classroom, especially in English classes.

2. For Students

By using educational TikTok, students have many opportunities to share experiences that are on their minds. It can also increase student engagement and motivation to be more enthusiastic about learning.

3. For further research

The limitation of this research is the time constraint faced by the researcher in conducting the study. Other researchers who are interested and have a focus in the same field are advised to implement learning actions over a longer period to achieve more optimal results, so that significant improvements can be observed.

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