

**ENHANCING READING SKILL BY USING TIKTOK
APPLICATION FOR THE EIGHT GRADE STUDENTS
OF SMPN 8 PALOPO**

A Thesis

*Submitted to the English Language Education Study Program of Education and
Teacher Training Faculty of State Islamic Institute of Palopo for Undergraduate
Degree in English Education*



Composed By:

Mahpud

2002020012

Supervised:

- 1. Prof.Dr.Sahraini, M.Hum**
- 2. Husnaini, S.Pd.I., M.Pd.**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
EDUCATION AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2025**

NOTA DINAS PEMBIMBING 1

NOTA DINAS PEMBIMBING

Lam : -

Hal : Skripsi an. Mahpud

Yth. Dekan Fakultas Tarbiyah dan Ilmu Keguruan

Di

Palopo

Assalamu'alaikum wr.wb

Setelah melakukan bimbingan, baik dari segi isi, bahasa maupun teknik penulisan terhadap naskah skripsi mahasiswa di bawah ini:

Nama : Mahpud

NIM : 20 0202 0012

Program Studi : Pendidikan Bahasa Inggris

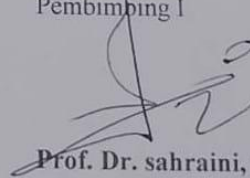
Judul Skripsi : Enhancing Reading Skills by Using Tik-tok Application For The Eight Grade Students of SMPN 8 Palopo

Menyatakan bahwa skripsi tersebut telah memenuhi syarat-syarat akademik dan layak diajukan untuk diujikan pada ujian seminar hasil.

Demikian persetujuan ini dibuat untuk proses selanjutnya

Wassalamu'alaikum wr.wb

Palopo, 7 februari 2025
Pembimbing I



Prof. Dr. sahraini, M.Hum

NIP.19691231 199903 2 001

NOTA DINAS PEMBIMBING 2

NOTA DINAS PEMBIMBING

Lam : -

Hal : Skripsi an. Mahpud

Yth. Dekan Fakultas Tarbiyah dan Ilmu Keguruan

Di

Palopo

Assalamu 'alaikum wr.wb

Setelah melakukan bimbingan, baik dari segi isi, bahasa maupun teknik penulisan terhadap naskah skripsi mahasiswa di bawah ini:

Nama : Mahpud

NIM : 20 0202 0012

Program Studi : Pendidikan Bahasa Inggris

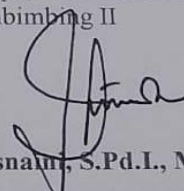
Judul Skripsi : Enhancing Reading Skills by Using Tik-tok Application For The Eight Grade Students of SMPN 8 Palopo

Menyatakan bahwa skripsi tersebut telah memenuhi syarat-syarat akademik dan layak diajukan untuk diujikan pada ujian seminar hasil.

Demikian persetujuan ini dibuat untuk proses selanjutnya

Wassalamu 'alaikum wr.wb

Palopo, 7 Februari 2025
Pembimbing II



Husnaini, S.Pd.I., M.Pd.

NIP.19840820 200902 2 007

EXAMINER APPROVAL

Thesis Entitle : **ENHANCHING READING SKILLS BY USING
TIKTOK APPLICATION FOR THE EIGHT
GRADE STUDENTS OF SMPN 8 PALOPO**

Written By

Name : MAHPUD

Reg. Number : 2002020012

Faculty : Tarbiyah and Teachers Training

Study Program : English Education Study Program

Has been corrected and approved to be examined in Munaqasyah thesis.

Palopo, April 24th 2025

Examiner I



Dr. Wisran, S.S., M.Pd
NIP. 19720611 200003 1 001

EXAMINER APPROVAL

Thesis Entitle : **ENHANCHING READING SKILLS BY USING
TIKTOK APPLICATION FOR THE EIGHT
GRADE STUDENTS OF SMPN 8 PALOPO**

Written By
Name : MAHPUD

Reg. Number : 2002020012

Faculty : Tarbiyah and Teachers Training

Study Program : English Education Study Program

Has been corrected and approved to be examined in Munaqasyah thesis.

Palopo, April 28th 2025

Examiner II



Yuyun Ruqiyvat Said, S.Pd., M.Pd
NIP. 198704192 023212 030

STATEMENT OF AUTHENTICITY

Who undersigned below:

Name : Mahpud

Reg. Number : 2002020012

Faculty : Education and Teacher Training Faculty

Study Program : English Language Education Study Program

Stating exactly that:

1. This thesis is originally my own work, not the result of plagiarism or duplication of the work of others that I acknowledge as my own work thought
2. All part of this thesis is my own work, except the citations whose original source have been reported. All mistakes or error in it are my responsibility

If later this statement is not true, I am willing to accept administrative sanctions for the act, then the academic degree that I have achieved can be revoked.

In the end, this statement is made truthfully and to be used in accordance with its purpose

Palopo, 16 September 2025








Mahpud

THESIS APPROVAL


This thesis entitled “Enhancing reading skill by using tiktok application for the eight grade students of smpn 8 palopo” written by Mahpud, Registration Number 2002020012, the student of English Language Study Program of Education and Teacher Training Faculty at State Islamic Institute of Palopo, has been examined and defended in Munaqasyah Session which is carried out on Friday, Mei 16th 2025. Coincided with 18 Dzulqadha 1446 H. It is has been approved by the examiner as requirement to pursue the title of Sarjana Pendidikan (S.Pd).

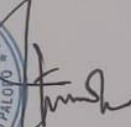
Palopo, 9 September 2025

BOARD OF EXAMINERS

- | | | |
|------------------------------------|---------------|---|
| 1. Husnaini S.Pd.I., M.Pd. | Chairwoman | () |
| 2. Dr. Wisran S.S., M.Pd. | Examiner I | () |
| 3. Yuyun Ruqiyat said, S.Pd, M.Pd. | Examiner II | () |
| 4. Prof. Dr. Sahraini, M.Hum | Consultant I | () |
| 5. Husnaini S.Pd.I., M.Pd. | Consultant II | () |

Approved by:

On behalf of Rector of IAIN Palopo
The Dean of Education and Teachers
Training Faculty

Prof. Dr. H. Sukirman, S.S., M.Pd.
NIP 19670516 200003 1 002

The Head of English Language
Education Study Program

Husnaini, S.Pd.I., M.Pd.
NIP 19840802 200902 2 007

ACKNOWLEDGMENT

The researcher expresses his gratitude to Allah Swt by saying alhamdulillah rabbil 'Alamin. The Most Compassionate, the Most Merciful, who has provided guidance, blessings, and His grace so that the thesis of the English language education study program, the faculty of tarbiyah and teacher science, the state Islamic institute (IAIN) Palopo with the title "Improving Reading Skills Using the Tiktok Application for Class VIII Students of SMPN 8 Palopo" can be completed. In the spirit of gratitude and appreciation, it is appropriate to extend profound respect and gratitude to the Prophet Muhammad PBUH, the chosen Prophet, upon whom may peace and safety be bestowed.

The researcher expresses profound gratitude and appreciation to all individuals who have contributed to the completion of this thesis by providing inspiration, encouragement, and guidance. Special acknowledgment is due to:

1. Dr. Abbas Langaji the Rector of IAIN Palopo, who always support the researcher during the year of study at IAIN Palopo.
2. Prof. Dr. Sukirman, S.S., M.Pd. as the dean of tarbiyah and teachers training Faculty, has given his support in writing this thesis.

3. Amalia Yahya,S.E., M.Hum as my academic advisor thank for all the guidance, direction, and knowledge that have been generously provided throughout the process of writing this thesis.
4. Husnaini S.Pd.M.Pd I. as the head of English Study Program and than as the second consultant who has provided guidance, explanations, corrections, suggestions, and some initial ideas so that researchers can complete this thesis.
5. Prof. Dr. Sahraini, M. Hum. as the first consultant who has given guidance, explanations, corrections, suggestions, and some preliminary ideas until the researcher can finish this thesis.
6. Dr.Wisran,S.S.,M.Pd and Yuyun Ruqiyat said, S.Pd., M.Pd My sincere thanks to the thesis examiners, who have been a source of encouragement, valuable discussions, and support throughout various stages of this work.
7. Ermawati, S.Pd.I., M.Hum in the capacity as a validator, the individual has offered guidance, corrections, suggestions, and a number of ideas regarding research methods until such time as the researcher locates the research results.
8. The lectures at IAIN Palopo, especially the English department lectures, provided the researcher with information, encouragement, and interest in language learning.
9. The whole family of the researcher. am especially thank my beloved parents, my father (Alwi Annas) and my mother (Nasria), who presented and accepted me as a child and provided endless love, attention and prayers for the success of the

researcher. And thanks to my siblings (Jumlaini) (Nur Hafsah) (Junadia) and (Jumrianah) who supported me materially and became inspirers and motivators for researchers during their education.

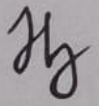
10. Many thanks to the researcher's friends Doni Junergi, and Khusnul Khatimah who cannot be thanked one by one for their help, support research in completing this thesis.
11. Researcher would like to thank my fellow researchers at IMM (Ikatan Mahasiswa Muhammadiyah). (Wulan),(Risma),(Masriani),(Siska),(Nisa). The undersigned wishes to express their profound gratitude to the following individuals, whose invaluable support and assistance have been instrumental in enabling the completion of this thesis.
12. The researcher would like to express his gratitude to his associates,(Alhadi Rahman), (Fisal Gasal)i, (Ramadhan), and(Zulkifli), for their invaluable assistance and encouragement throughout the course of this study.
13. Thank you to researcher classmates, particularly for your contributions and suggestions during the academic year 2020 (Big B).

الملخص

محفوظ، ٢٠٢٥م. "تعزيز مهارة القراءة باستخدام تطبيق *TikTok* لطلاب الصف الثامن بالمدرسة المتوسطة الحكومية الثامنة بفالوفو." رسالة جامعية في برنامج دراسة تعليم اللغة الإنجليزية بكلية التربية والعلوم التعليمية، الجامعة الإسلامية الحكومية فالوفو. تحت إشراف: سحريني وحسنيني.

يهدف هذا البحث إلى تعزيز مهارة القراءة لدى طلاب الصف الثامن بالمدرسة المتوسطة الحكومية الثامنة بفالوفو من خلال استخدام تطبيق *TikTok* كوسيلة تعليمية. كما يسعى البحث إلى تحليل آراء الطلاب تجاه استخدام تطبيق تيك توك في تعليم القراءة. اعتمد البحث على المنهج التجريبي بتصميم اختبار قبلي وبعدي لمجموعة واحدة. وقد شملت العينة ٢٩ طالباً من الصف الثامن-٧ تم اختيارهم عشوائياً من بين ٢٠٧ طالباً. تم جمع البيانات باستخدام اختبار للقراءة، ثم تحليلها بواسطة اختبار (*T*) عبر برنامج *SPSS* الإصدار ٣٠.٠. أظهرت نتائج البحث وجود تحسن ملحوظ في مهارة القراءة لدى الطلاب، حيث ارتفع متوسط الدرجات من ٢٨,٩١ (في الاختبار القبلي) إلى ٤٥,٠٧ (في الاختبار البعدي). وعلاوة على ذلك، أبدى الطلاب استجابة إيجابية تجاه استخدام تطبيق تيك توك، معتبرين أنه أكثر جاذبية ومحفزاً للتعلم. خلص البحث إلى أن تطبيق تيك توك يمكن أن يكون وسيلة تعليمية فعالة لتعزيز مهارات القراءة لدى الطلاب. ويوصى المعلمون بالاستفادة من المنصات الرقمية لزيادة تفاعل الطلاب وتحفيزهم على التعلم.

الكلمات المفتاحية: تعزيز مهارة القراءة، *TikTok*، الوسائل التعليمية

Verified by UPT Pengembangan Bahasa IAIN Palopo	
Date	Signature
29/04/2025	

ABSTRACT

Mahpud. 2025. *"Enhancing Reading Skills by Using Tiktok Application of Grade Eight Students at SMPN 8 Palopo"*. Thesis of English Language Education Study Program, Faculty of Tarbiyah and Teacher Training, Institute Agama Islam Negeri (IAIN) Palopo. Supervised by Sahraini and Husnaini.

This study aims to enhance the reading skills of eighth-grade students at SMPN 8 Palopo by utilizing the TikTok application as a learning medium. It also examines students' perspectives on the use of TikTok in reading instruction. The research employed an experimental method using a one-group pre-test and post-test design. The sample consisted of 29 students from class VIII-7, randomly selected from a total population of 207 students. Data were collected through reading tests and analyzed using a t-test in SPSS 30.0. The results revealed a significant improvement in students' reading skills, with the average score increasing from 28.91 (pre-test) to 45.07 (post-test). Furthermore, students responded positively to the use of TikTok in learning, finding it more engaging and motivating. The study concludes that TikTok can serve as an effective learning medium to improve students' reading skills. Therefore, educators are encouraged to incorporate digital platforms such as TikTok to enhance student engagement and motivation in learning.

Keywords: Reading Skill Enhancement, Tiktok, Learning Media.

Verified by UPT Pengembangan Bahasa IAIN Palopo	
Date	Signature
29/04/2025	

ABSTRAK

Mahpud, 2025. "*Meningkatkan Keterampilan Membaca dengan Menggunakan Aplikasi Tiktok pada Kelas 8 Di SMPN 8 Palopo*". Skripsi Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri (IAIN) Palopo. Dibimbing oleh Sahraini dan Husnaini.

Penelitian ini bertujuan untuk meningkatkan keterampilan membaca siswa kelas VIII SMPN 8 Palopo dengan menggunakan Aplikasi *TikTok* sebagai media pembelajaran. Penelitian ini juga menganalisis perspektif siswa terhadap penggunaan *TikTok* dalam pembelajaran membaca. Metode yang digunakan adalah eksperimen dengan desain *one-group pre-test* dan *post-test*. Sampel terdiri dari 29 siswa kelas VIII-7 yang dipilih secara acak dari total 207 siswa. Data dikumpulkan melalui tes membaca dan dianalisis menggunakan uji-t melalui SPSS 30.0. Hasil penelitian menunjukkan peningkatan signifikan dalam keterampilan membaca siswa, dengan skor rata-rata meningkat dari 28,91 (*pre-test*) menjadi 45,07 (*post-test*). Lebih lanjut, siswa memberikan respons positif terhadap penggunaan *TikTok* dalam pembelajaran karena dianggap lebih menarik dan memotivasi. Peneliti dapat menarik kesimpulan bahwa Aplikasi *TikTok* dapat menjadi media pembelajaran yang efektif dalam meningkatkan keterampilan membaca siswa. Oleh karena itu, pendidik disarankan untuk memanfaatkan *platform* digital tersebut guna meningkatkan keterlibatan dan motivasi siswa dalam belajar.

Kata kunci: Peningkatan Keterampilan Membaca, *Tiktok*, Media Pembelajaran.

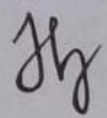
Verified by UPT Pengembangan Bahasa IAIN Palopo	
Date	Signature
29/04/2025	

TABLE OF CONTENTS

NOTA DINAS PEMBIMBING	ii
ACKNOWLEDGMENT	iv
ABSTRACT	vii
TABLE OF CONTENTS	x
LIST OF TABLES	xii
CHAPTER I INTRODUCTION.....	1
A. Background	1
B. Problem Statement	8
C. Objectives of the Research	8
D. Significance of the Research	9
E. Scope of the research	10
F. Definition of variables	10
CHAPTER II REVIEW OF RELATED LITERATURE.....	12
A. Previous Study	12
B. Literature Review	19
C. Conceptual Framework.....	36
D. Hypothesis	37
CHAPTER III RESEARCH METHODOLOGY	38
A. Research Design	38
B. Location	38
C. Operational Variable	38
D. Population And Sample	39
E. Instrument of the Research.....	39
F. Procedure of Collection Data.....	41
G. Data Analysis Technique.....	42
CHAPTER IV FINDINGS AND DISCUSSION	45
A. Finding	45
B. Discussion	55
CHAPTER V CONCLUSION AND SUGGESTION	58

A. Conclusion.....	58
B. Suggestion	59
BIBLIOGRAPHY	61
APPENDICES	
BIOGRARAPHY	

LIST OF TABLES

Table 3.1 Blue print of reading skills	40
Table 3.2 Aspects of reading skills assessment	43
Tabel 4.1 The score of students correct answer in pre test	45
Table 4.2 The mean score of students descriptive statistics	47
Table 4.3 The paired samples statistics	47
Table 4.4 The paired samples effect sizes	48
Table 4.5 The mean score of students correct answer in post-test.....	49
Table 4.6 The descriptive statistics	51
Table 4.7 Paired samples statistic post-test.....	52
Table 4.8 Paired sample effect sizes	53
Table 4.11 The data presented questionnaire	54

CHAPTER I

INTRODUCTION

A. Background

Reading skills as one of the skill that the student need to master English comprehensively. Khan.R.M.I (2020) defines that, “Reading skill is one of abilities that become an important foundation in learning English. In reading skills reader requires to look at the printed or electronic version characters, alphabet, punctuation, and exclamation mark to function his cognitive skill to attain the meaning and understand the message of a writer.”¹

Improving students' reading skills is a crucial investment in their education. Proficient reading not only aids in deeper understanding of academic material but also enhances vocabulary, strengthens writing abilities, and fosters critical thinking skills. Regular reading encourages students to consider various perspectives, connect information, and evaluate arguments more effectively. Additionally, it stimulates imagination and creativity, enriching their experiences beyond the confines of textbooks. Beyond academic prowess, strong reading skills cultivate lifelong positive habits, enabling students to explore their interests deeply and prepare them for the challenges of an increasingly complex and fast-paced world. Therefore, educators should actively promote and support students in developing optimal reading abilities to ensure their success in both learning and life.

¹ Khan. R. M. I., Shahbaz, M., Kumar, T., & Khan, I (2020). *Investigating reading challenges faced by EFL learners at elementary level*. *Register Journal*, 13(2), 277-292

Anderson, Richard C. dan Pearson, P. David in their research entitled “Reading Comprehension and Its Importance in Education” defines that The findings of this research demonstrate that text comprehension skills serve as a crucial foundation for learning across all academic disciplines. Students who demonstrate proficiency in reading tend to exhibit higher levels of academic achievement.²

Stanovich, Keith E. in their research entitled “The Role of Phonological Awareness in Learning to Read” defines that is research emphasizes the importance of phonological awareness in reading development. Students who have good phonological awareness find it easier to learn to read and write.³

The relationship between the research by Anderson and Pearson in “Reading Comprehension and Its Importance in Education” highlights that reading comprehension skills are crucial for academic success across various subjects. In contrast, Stanovich's study, “The Role of Phonological Awareness in Learning to Read,” emphasizes that phonological awareness recognizing and manipulating the sounds in spoken language is a fundamental skill for learning to read. Good phonological awareness supports word decoding, which in turn enhances reading comprehension. Thus, both studies demonstrate a close relationship between early phonological skills and improved reading comprehension.

² Anderson, R. C., & Pearson, P. D. (1984). A schema-theoretic view of basic processes in reading comprehension. *Handbook of reading research*, 1, 255-291.

³ Stanovich, K. E., Cunningham, A. E., & Cramer, B. B. (1984). Assessing phonological awareness in kindergarten children: Issues of task comparability. *Journal of experimental child psychology*, 38(2), 175-190.

The relationship between previous research and my study is significant in understanding the broader context of reading development. Anderson and Pearson's research on reading comprehension underscores the critical role that understanding and interpreting text plays in academic success across various subjects. Their findings illustrate that strong comprehension skills are essential for overall academic achievement. Meanwhile, Stanovich's research on phonological awareness highlights how foundational skills in recognizing and manipulating sounds in spoken language are crucial for learning to read. My study builds on these insights by exploring how early phonological awareness impacts the development of reading comprehension skills. By examining this connection, my research aims to bridge the gap between early phonological skills and advanced reading comprehension, offering a more integrated perspective on how foundational abilities influence academic outcomes.

Social media as one of the internet-based platform can be used as a media in teach reading. One of the mast popular social media for teenager is Tik-tok application. The advent of technology has also transformed the way in which literate individuals live their lives. One of the most. Social media is defined TikTok as popular social media platform known for its short-form video content, has gained immense popularity among adolescents worldwide. With its user-friendly interface and diverse content, TikTok has emerged as a powerful tool for communication, entertainment, and even education. Recognizing its potential as an educational tool, educators are exploring ways to integrate TikTok into the classroom to enhance learning experiences and engage students in meaningful ways. M. Amin, F. (2023).

Defines that, They perceive TikTok as a positive platform due to its multimodal nature, combining language with visual, auditory, and spoken elements in a comprehensive manner. Given its effectiveness in enhancing students' interest in reading, TikTok can be employed as a medium for teaching and learning reading in educational settings.⁴ As the research conducted by social media found the tik-tok is a social media platform that has gained considerable popularity in the contemporary era, particularly among adolescents.

TikTok is a social media platform that enables users to create, share, and view brief videos. The application was initially developed by the Chinese technology company Byte Dance in September 2016 under the name Douyin in China, and a year later was introduced to international markets as TikTok. Richard E. Mayer Learning is more effective when information is presented through a combination of text, images, and audio.⁵ TikTok offers short video content that has the potential to be an effective educational tool if utilized properly. Therefore, the integration of TikTok in learning is expected to attract students' interest and improve their reading skills.

My research on enhancing reading skills through the TikTok application for eighth-grade students at SMPN 8 Palopo is both intriguing and relevant to Richard E. Mayer's principles. Mayer (2003) posits that learning is more effective when information is presented through a combination of text, images, and audio, a

⁴ Amin, F. M. (2023). Exploring Students' Reading Interest Through Tiktok Multimodal Literacy. *Journal Of Education And Teaching Learning (JETL)*, 5(2), 157-164.

⁵ Mayer, R. E. (2023). The promise of multimedia learning: using the same instructional design methods across different media. *Learning and instruction*, 13(2), 125-139.

concept known as the multimedia principle. This principle suggests that using multiple forms of media can improve understanding and retention of information. In this context, TikTok, which delivers content via short videos that integrate text, images, and audio, aligns well with Mayer's multimedia principle. By leveraging TikTok's multimedia format, my research aims to engage students in a more dynamic and appealing manner compared to traditional methods, potentially enhancing their reading skills. However, the effectiveness of TikTok in education will depend significantly on how the content is designed and incorporated into the curriculum, ensuring that it serves both educational and entertainment purposes. My research provides valuable insights by applying Mayer's multimedia principles in a contemporary setting, offering perspectives on how modern digital tools can be utilized to improve learning experiences and academic outcomes for students.

The difference of this research with the other research is Previous research on TikTok as a medium for learning English has primarily focused on students' speaking skills. This is because TikTok is a social media platform that primarily uses short-form video content, with most TikTok content being used in speaking lessons. As evidenced by research conducted by Amalia Rahmawati, Muh Syafei, and Moh Aris Prasetyanto (2023) in their research entitled "Improving Speaking Skills Through Tiktok Application: An Endeavour Of Utilizing Social Media In Higher Education" focuses on In the context of English language teaching and learning, it is essential that speaking instruction provides students with opportunities to express their ideas. One of the media through which students'

speaking abilities may be enhanced is by the use of the TikTok platform.⁶ This research examines the efficacy of using TikTok to enhance students' reading skills. The approach entails displaying paragraphs on videos, with each paragraph presented for a brief duration. This design necessitates that students focus on the paragraphs displayed by the video, thereby facilitating the development of their reading abilities, particularly in the skimming section. This research is distinguished from previous research by the aforementioned methodology.

Improving students' reading skills at SMPN 8 Palopo is crucial for their educational development. Strong reading abilities not only enhance their understanding of subjects but also foster critical thinking skills essential for evaluating information and making informed decisions. Additionally, regular reading exposes students to diverse topics, cultures, and values, broadening their perspectives on the world around them.

Furthermore, enhanced reading proficiency not only benefits academic performance but also instills lifelong learning habits. Proficient readers are more likely to remain motivated to learn throughout their lives and adapt to the complexities of the modern world. Therefore, by focusing on improving reading skills at SMPN 8 Palopo, the school aims not only to boost academic achievement but also to prepare students holistically for a successful future in both their careers and personal lives.

⁶ Rahmawati, A., Syafei, M., & Prasetyanto, M. A. (2023). Improving speaking skills through TikTok application: an endeavour of utilizing social media in higher education. *Journal of Languages and Language Teaching*, 11(1), 137-143.

From the observation and interview with Mrs. Asrika S.Pd, an English teacher at SMPN 8 Palopo, it was noted that students face challenges in understanding texts provided by teachers due to insufficient comprehension and limited vocabulary knowledge. This hinders their ability to grasp the main ideas presented in the texts. Furthermore, there is a lack of interest in reading among students, which complicates efforts to improve their reading skills. Therefore, the researcher proposes using TikTok as a platform to teach English, focusing specifically on reading skills. TikTok, being a highly trending platform among teenagers, can potentially increase students' enthusiasm and motivation for learning.

Based on my experience during the two-month teaching internship at SMPN 8 Palopo, I encountered several issues related to students' reading skills. Many students struggled with understanding and identifying the main topics or content within a text. Additionally, a significant number of students were unfamiliar with techniques such as skimming and scanning.

Students at SMPN 8 Palopo continue to exhibit deficiencies in their reading abilities, as well as a lack of interest in reading texts. To motivate students to become more engaged with reading, researchers have employed the use of TikTok as a medium to teach reading skills. The proposal to utilize TikTok as a tool for enhancing reading skill to eight grade students at SMP 8 Palopo stems from a recognition of the evolving landscape of education, particularly in the context of digital literacy and student engagement. Traditional methods of teaching reading often face challenges in capturing the attention and interest of adolescents, who are

increasingly immersed in digital technologies and social media platforms. In responding to this shifting educational landscape, researcher is exploring innovative approaches to leverage digital platforms for instructional purposes. The advent of technology in the era of globalization has brought about a multitude of benefits for humans in various aspects of life. The role of technology in education is of great importance in various aspects of life. To assist teachers and students in the teaching and learning process.

B. Research Questions

From the study above, the researcher will conduct the research entitled “Enhancing Reading Skill By Using TikTok Application For The Eighth Grade Students of SMPN 8 Palopo”

1. Is the students’ Reading Skill improved by using tik-tok application?
2. How is the students’ perspective on the use of tik-tok application in learning Reading Skill?

C. Objectives of the Research

The tittle “Enhancing Reading Skill By Using Tiktok Application For The Eight Grade Students of SMPN 8 Palopo” indicates that this research aims to improve the reading skills of eight grade students at SMPN 8 Palopo by using the tiktok application. The objectives of this research likely include:

1. To know whether the student’s reading skills improved.
2. To analyse the student’s perspective about TikTok Application learning reading skill

D. The Significant of the Research

The results of this research are expected to be useful both theoretically and practically, which will be described in the following section.

1. Theoretically

The significance of this research is grounded in several theoretical frameworks and principles in education and language acquisition. This study explores the use of TikTok, a popular social media platform, as a tool to enhance the reading skills of eighth-grade students.

2. Practically

a. For teacher

Students can upload videos of their reading assignments, allowing teachers to assess pronunciation, fluency, and comprehension quickly and efficiently. By embracing TikTok as a teaching tool, teachers can enhance their instructional methods, engage students more effectively, and foster a more interactive and dynamic learning environment.

b. For Students

The practical significance of this research for students focuses on the direct benefits and applications of using TikTok to enhance their reading skills. Students can access a wide range of content on TikTok, including educational videos, book reviews, and storytelling clips. This exposure to diverse materials can enhance their reading comprehension. By integrating TikTok into their learning routines, students can enjoy a more engaging, interactive, and effective way to enhance their reading

skills, making the learning process enjoyable and relevant to their everyday experiences.

3. For the next research

Conduct long-term studies to assess the sustained impact of using TikTok on students' reading skills. This can help determine whether the improvements observed are lasting and how continued use of the platform influences reading development over time. In order to facilitate future research, the current study's findings must be built upon in order to provide a more comprehensive and detailed understanding of the ways in which digital platforms like TikTok can be effectively utilized to enhance reading skills in a multitude of educational settings.

E. Scope of the Research

This research project aims to enhance the reading skill of students in class VIII G at SMPN 8 Palopo by employing the use of TikTok, with a particular focus on Recount Text. Recount Text encompass a range of forms, including personal experiences, short stories, memories, and autobiographies. The term "autobiography" is defined as a written account of a person's life. The reading skills be applied in this research are aspects reading skills.

F. Definition Of Variables

1. Tik-tok application

TikTok is the official Chinese social networking and music video application that helps advance the digital industry in Indonesia. This app was launched by the Chinese company, By the Dance. The company first released a short-lived app called Douyin. Within 1 year, Douyin had 100 million users and 1

billion daily video views. Douyin's high popularity became the main reason for expanding outside of China under the name TikTok.⁷

2. Reading skills

The ability to read is a complex cognitive process that involves a variety of mental processes, including comprehension, interpretation, and analysis of written text. These skills are essential for success in everyday life, as well as in educational and professional settings.

⁷ Zaitun, Z., Hadi, M. S., & Indriani, E. D. (2021). TikTok as a Media to Enhancing the Speaking Skills of EFL Student's. *Jurnal Studi Guru Dan Pembelajaran*, 4(1), 89-94.

CHAPTER II

RIVIEW OF RELATED LITERATURE

A. Previous Study

In this research, the research conducted a literature review of several relevant scientific works as reference material for this research.

In their research, entitled "Reading Skills Used in English Textbooks," Suyadi Suyadi and Husnaini Husnaini investigate the content of reading skills in English textbooks used in secondary schools. The following paper will discuss the similarities between Suyadi Suyadi's research and that of Husnaini Husnaini. A notable similarity between the two studies is their shared objective to enhance students' reading abilities through the use of recount texts. However, a distinguishing aspect of Husnaini Husnaini's research is its utilization of the Tiktok application as a medium, a departure from Suyadi Suyadi's employment of English textbooks.⁸

Syam, and Furwana in their research, entitled "*The Lecturers and Students' Voice about Digital Reading: Does it Influence the Students' Reading Skill?*" focuses on the effectiveness of digital reading in comparison to traditional reading, exploring the perceptions of both lecturers and students on digital reading. The research conducted by Syam and Furwana shares certain similarities with this study, as both address the topic of reading skills. However, there are notable distinctions between the two research. Syam and Furwana's research employed a mixed research

⁸ Suyadi, S., & Husnaini, H. (2022). Reading Skills Used in English Textbook. *Jurnal Ilmiah Universitas Batanghari Jambi*, 22(2), 1322-1328.

method, whereas this research utilized a pre-experimental research method. Furthermore, the media utilized in each research differs, with Syam and Furwana employing digital books and this research utilizing the TikTok application to enhance students' reading abilities.⁹

Usman, Hendrik, Madehang, and Wisran in their research, entitled *“Difficulties in Understanding the TOEFL Reading Test of English Language Education Study Program at University”* focuses on identifying the challenges encountered by students in the TOEFL Reading test and the factors that contribute to these difficulties, with a particular emphasis on understanding the test. A notable similarity exists between the research conducted by Usman, Hendrik, Madehang, and Wisran and the present study, particularly in terms of the skills under study, namely reading skills. Both studies prioritize the examination of students' reading abilities. However, there are notable distinctions between the two studies. Firstly, Usman, Hendrik, Madehang, and Wisran's research employed descriptive qualitative methods, while this study utilized pre-experimental methods. Secondly, their research exclusively focuses on reading skills within the context of the TOEFL test, whereas this study aims to ascertain the efficacy of the TikTok application in enhancing students' reading skills.¹⁰

⁹ Syam, A. T., & Furwana, D. (2023). The Lecturers and Students' Voice about Digital Reading: Does it Influence the Students' Reading Skill?. *Linguistics Initiative*, 3(1), 66-78.

¹⁰ Usman, N., Hendrik, H., & Madehang, M. (2024). Difficulties in understanding the TOEFL reading test of english language education study program at university. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 12(1), 755-773.

Syam, and Hartina in their research, entitled “*The Use of Three-Level Guide Strategy in Teaching English Narrative Text: A Classroom-Based Research*” focuses on the application of the three-level guide strategy in improving students' reading skills on narrative text. A comparison of these two studies reveals notable parallels in their objective to enhance students' reading abilities. However, a closer examination reveals distinguishing characteristics. Syam, and Hartina's research employed a quantitative approach, whereas this research utilized a pre-experimental method. Additionally, Syam, Hand Hartina's sresearch implemented the three-level guide strategy, leveraging narrative text as a medium to enhance reading proficiency. In contrast, this research employed the TikTok application to facilitate the acquisition of reading skills through recond text.¹¹

In their research, entitled "Enhancing Junior High School Literacy: Incorporating Luwu Cultural Heritage into Reading Materials," Tompo, Sahraini, and Tayyib explore the potential benefits of integrating local cultural elements into language materials to enhance students' reading skills. The two studies demonstrate striking similarities in their objective to enhance students' reading abilities. However, a notable distinction emerges in their methodological approaches. While Tompo, Sahraini, and Tayyib employ the ADDIE model for development and assessment, this study utilizes pre-experimental methods.¹²

¹¹ Syam, S. H., & A. T. (2021). The Use of Three-Level Guide Strategy in Teaching English Narrative Text: A Classroom-Based Research.

¹² Tompo, D. S., Sahraini, S., & Thayyib, M. (2023). Enhancing junior high school literacy: incorporating luwu cultural heritage into reading materials. *Voices of English Language Education Society*, 7(3), 497-509.

Fakhrurrazi M. Amin (2023) has on research “Exploring Students’ Reading Interest through TikTok Multimodal Literacy”. This research aims to explore students' interest in reading by utilizing the TikTok application as a teaching tool for English. This study adopts a qualitative research design to gather data in the form of written or spoken expressions and observed behaviour. Data collection methods include observation, interviews, and document analysis. The findings reveal that students exhibit a strong interest in using the TikTok application as a medium for reading. This research aims to explore students' interest in reading by utilizing the TikTok application as a teaching tool for English. The study adopts a qualitative research design to gather data in the form of written or spoken expressions and observed behaviour. Data collection methods include observation, interviews, and document analysis. The findings reveal that students exhibit a strong interest in using the TikTok application as a medium for reading.¹³

The similarities between this research and the aforementioned studies are as follows: 1) The Researchers utilize TikTok as a medium for their studies, focusing on a single skill, namely reading skills. The differences between this research and previous studies are as follows: 1) Previous studies employed a different methodology. Qualitative research methodology was employed in this study, with qualitative data collection methods utilized.

Marleni, L and friends. (2021) “Improving the Students’ Speaking Skill by Using Tik Tok Application”. This research aims to explore students' interest in

¹³ Amin, F. M. (2023). Exploring Students’ Reading Interest Through Tiktok Multimodal Literacy. *Journal Of Education And Teaching Learning (JETL)*, 5(2), 157-164.

reading by utilizing the TikTok application as a teaching tool for English. The study adopts a qualitative research design to gather data in the form of written or spoken expressions and observed behavior. Data collection methods include observation, interviews, and document analysis. The findings reveal that students exhibit a strong interest in using the TikTok application as a medium for reading.¹⁴

Rahayu, V. R. (2022) has on research “The use of TikTok as a literacy learning medium for elementary school students. *Indonesian Journal of Multidisciplinary Science*”. Low interest in reading, to elementary students is the root cause that makes students not achieve. Especially in the age of technology like today, students must have hp based on android, but the utilization is still limited to having fun playing TikTok and playing games. The purpose of this study is to describe the use of TikTok as a learning medium for literacy of grade VI elementary school students and to know the responses of learners to the use of TikTok as a learning medium for literacy of grade VI elementary school students. This study uses qualitative descriptive research methods, data collection techniques using observation methods, interviews, documentation, and questionnaires with research subjects in 23 students of 6th grade of SDN Benchmark 1 District Kraksaan, Probolinggo. The results of this study show that the TikTok application can be used as a medium that supports the learning process of literacy of grade VI elementary school students, and the utilization of TikTok application as a learning medium

¹⁴ Marleni, L. U. S. I., Sari, N. U. R. H. I. D. A. Y. A. H., & Hardi, V. A. (2021). Improving the Students' Speaking Skill by Using Tik Tok Application. Lembaga Pengabdian, Dan Pahlawan, Universitas Tambusai, Tuanku.

obtained positive responses of learners on literacy learning of class VI students in elementary school.¹⁵

Anggi E Pratiwi, Naura N Ufairah² and Riska S Sopiah has research on “Utilizing tiktok application as media for learning English pronunciation”. This study aims to learn how a TikTok application can become a medium of learning for the pronunciation skill or pronunciation of students. Subject of this study was the university's English education student Suryakancana. The total number of respondents was 8 (eight) persons of five (5) regular class students and three (3) non-regular class students. The data collections device was done with observation and questionnaire. The data in this study was analysed by qualitative. The data analysis follows an interactive model from Miles and Huberman, weaving: data reduction, display data, and verification of data and prediction. From this research shows that the respondents had a positive attitude toward a TikTok application as a video aid while learning through TikTok application used it as an English language learning strategy to help and enhance literacy and speaking skills. In addition, respondents expressed a strong desire to use a TikTok application to watch and understand all the content associated with basic English skills.¹⁶

The overarching conclusion of these studies is that TikTok shows promise as a medium for improving various language skills, including reading, speaking, and pronunciation. Students at different levels of education (from elementary

¹⁵ Rahayu, V. R. (2022). The use of TikTok as a literacy learning medium for elementary school students. *Indonesian Journal of Multidisciplinary Science*, 1(5), 512-516.

¹⁶ Pratiwi, A. E., Ufairah, N. N., & Sopiah, R. S. (2021, April). Utilizing TikTok application as media for learning English pronunciation. In *Proceedings International Conference on Education of Suryakancana* (Vol. 12, pp. 372-382).

school to university) demonstrate strong interest in using TikTok as a tool for language learning. The qualitative nature of this research enabled the researchers to gain deep insights into students' perceptions and experiences with TikTok as a learning medium. Each study underscores the potential of TikTok not only as an entertainment platform but also as an efficacious educational instrument that can engage students and bolster their language learning endeavors. In the research that will be referenced henceforth, the pre-experimental method was employed, comprising a pre-test, treatment, and post-test. These variables can typically be quantified through instruments, allowing for statistical techniques to analyse the resulting data. In order to ascertain whether there is a significant impact of TikTok on students' reading abilities, the writer will employ a comparative methodology to analyse and compare the students' scores before and after they have been taught using TikTok at SMP 8 Palopo.

TikTok application as one of social media which is easy to use considered suitable for millennials. It is not only for entertainment, but TikTok is also can be used for learning especially for reading class in increasing students reading interest. From the results of observations, it is known that most of students like to read on the TikTok application. It is proven by the data that the average student has a TikTok account, and they used to read through the application. From observation found that participants FB, MS, WMA, DEZ used to read on TikTok application, and two students only read through their FYP. The data from the observation also supported by data from of interviews that also showed most of students interested reading in TikTok application; participant FB said that “TikTok is used as a social media which

can indeed generate learning, experience, interest in reading. She confirms by stating that TikTok application is used as a reading medium.

B. Literature Review

1. The Concept of Reading Skills

a. Types of Reading Skill

According to Nunan, the type of reading skill is divided into two, namely Extensive Reading and Intensive Reading. Extensive reading involves reading a large amount with the aim of gaining a general understanding of the text. It is often done for pleasure or to gain general information. The goal is to understand the broad content of the text without paying too much attention to small details. Examples of extensive reading include reading novels, magazine articles, or non-fiction books. Intensive reading involves reading in depth and focusing on details to understand the text completely. This is usually done in an academic or research context, where in-depth understanding and critical analysis of the text is required. Intensive reading requires attention to sentence structure, vocabulary, and deeper meaning. Examples include reading scientific journals, academic texts, or research articles.¹⁷

According to Grellet, reading skills can be categorized into several main types, each with distinct purposes and approaches. First, scanning is a technique focused on finding specific information within a text without reading the entire content. This is useful for locating details such as names, dates, or numbers. Examples include searching for a phone number in a directory or specific answers

¹⁷Afdhalina, A. (2022). The effect of reading strategies and learning styles on the students achievement in reading comprehension. *Jurnal Scientia*, 10(2), 172-186.

in an exam. Second, skimming aims to get a general overview or main idea of the text. Readers quickly go through the text, focusing on titles, subtitles, and topic sentences to determine if the text is worth a more thorough read or to quickly grasp its summary.¹⁸

a. Reading Principle

- 1) Students need to be engaged with what they are reading. Outside normal lesson time, when students are reading extensively, they should be involved in joyful reading. We should try to help them get as much pleasure from it as possible. But during lesson time, too, we will do our best to ensure that they are engaged with the topic of a reading text and the activities that they are asked to do while dealing with it.
- 2) Encourage students to respond to the content of a text. It is important for students to study reading text in class in order to find out such things as they use language, the number of paragraphs they contain and how many times they spend for one page.
- 3) Prediction is a major factor in reading. When we read text in our own language, we frequently have a good idea of the content before we actually start reading. Book covers give us a clue what is in the book, photographs and headlines hint at articles are about, we can identify reports from their appearance before we read a single word.
- 4) Match the task to the topic when using intensive reading text. Once a decision has been taken about what reading text the students are going to read (based on

¹⁸Nguyen, T. L. P. (2022). Teachers' strategies in teaching reading comprehension. *International Journal of Language Instruction*, 1(1), 19-28.

the topic of the text), we need to choose good reading task the right kind of question, appropriate, activities before during and after reading The most useful and interesting text can be undermined by boring and in appropriate tasks.

- 5) Good teachers exploit reading text to the full. Any reading text is full of sentences, word ideas, description, etc. Good teachers integrate the reading text into interesting lesson sequences, using the topic for discussion and further tasks, using the language for the study and the activation, and using a range of activities to bring the text to life.
- 6) Goals and techniques for teaching reading. Teacher wants to produce students who, even if they do not complete control of the grammar or an extensive lexicon, can fend for themselves in communication situations. In this case reading, this means producing students who can use reading strategies to maximize their comprehension of text and content from the text.

Based on the explanation above, it can be conclude that there are some principles in teaching reading, those are students need to be engage with what they reading, encourage students to respond to the content of a text, prediction is major factor in reading, match the task to the topic when using intensive reading text and good teachers exploit reading text to the full. The teachers should pay attention to all the principles when they teach the students for reading.

b. Ways of teaching Reading Skills

The teaching of reading skills necessitates the implementation of a multifaceted and comprehensive approach, encompassing a range of facets

pertinent to the subject. The following section outlines a number of effective methodologies for the instruction of reading skills:

According to Jean Chall, the phonics approach to teaching reading involves teaching the relationship between letters and sounds (phonemes). Students learn to identify and blend these sounds to read words. Chall emphasizes the importance of systematic and sequential phonics instruction to build strong decoding skills, especially in the early stages of reading development. This approach helps students read new words more easily.¹⁹

Frank Smith's whole language approach to teaching reading focuses on understanding and using context to grasp meaning from texts. It emphasizes engaging with real texts and integrates reading with other language skills, prioritizing comprehension and meaning over phonics drills.²⁰

Balanced Literacy, as defined by David Pearson, is an approach to reading instruction that integrates a range of methods and strategies to facilitate the effective development of reading skills in students. This approach acknowledges the significance of imparting phonemic awareness and phonics skills, while also providing avenues for students to engage in meaningful reading and writing activities.²¹

The Reading Recovery Method, developed by Marie Clay, is an early literacy intervention program designed to help first-grade students who struggle

¹⁹ Chall, J. S. The Role of Phonics in the Teaching of Reading: A Position Paper Prepared for the Secretary of Education.

²⁰ Smith, F. (2022). *Understanding reading: A psycholinguistic analysis of reading and learning to read*. Routledge.

²¹ Pearson, P. David. "Reading the whole-language movement." *The Elementary School Journal* 90.2 (1989): 231-241.

with reading and writing. The program involves intensive one-on-one instruction over a period of time.²²

The Reciprocal Teaching method, developed by Ann Brown and Joseph Campione, is an interactive teaching strategy that aims to enhance students' reading comprehension. In this method, students and teachers collaborate to comprehend text through structured dialogue and the application of four fundamental strategies.²³

The Guided Reading concept, developed by Irene Fountas and Gay Su Pinnell, is a structured and purposeful method of teaching reading. It is designed to support the individual literacy needs of each student. The approach emphasizes small-group instruction and focuses on differentiating instruction to improve reading comprehension.²⁴

c. The Reading Skills Assessment

The assessment of reading skills employs a range of techniques aimed at evaluating the various facets of students' reading abilities, including comprehension, fluency, and pronunciation. The assessment of reading abilities entails the utilisation of a multitude of techniques and methodologies, as proposed by experts in the field.

²² Clay, M. M. (1991). Why is an inservice programme for reading recovery teachers necessary?. *Reading Horizons: A Journal of Literacy and Language Arts*, 31(5), 2.

²³ Brown, Ann L., and Annemarie Sullivan Palincsar. "Reciprocal Teaching of Comprehension Strategies: A Natural History of One Program for Enhancing Learning. Technical Report No. 334." (1985).

²⁴ Fountas, Irene C., and Gay Su Pinnell. *Guided reading: Good first teaching for all children*. Heinemann, 361 Hanover Street, Portsmouth, NH 03801-3912, 1996.

The teaching of reading skills requires a multifaceted and individualized approach to accommodate the diverse needs of students. By integrating a range of methodologies and techniques, educators can assist learners in attaining comprehensive and nuanced reading abilities. Reading is the meaningful interpretation of printed or written verbal symbols. It means that reading is a result of interaction between the perception of graphic symbols that represent language and the reader's language skills, cognitive skills, and the knowledge of the world. In this process, the reader tries to create the meaning intended by the writer.

Reading can be defined as the process in which readers learn something from what they read and involve it in the academic context as a part of education. Learning happens when there is a change in mind from an unknown thing to the known one. As reading is included in learning, the reader tries to grasp the texts being read by interpreting, synthesizing, evaluating, and selecting the important information. On the other hand, reading is the strategic process in that a number of the skills and processes used in reading call for effort on the part of the reader to anticipate text information, select key information, organize and mentally summarize information, monitor comprehension, repair comprehension breakdowns, and match comprehension output to the reader's goals.

From the definitions above, it can be said that reading is the interaction between the reader and the writer where the reader tackles what the writer means. The reader expresses it by giving attention, encoding, and retrieval with eyes and. On the other hand, it can be concluded that reading is one of the important skills to be a master of language because the language learner will not be able to get a lot of

knowledge without reading. Therefore as students of English, we have to master the reading skill to support the other language skills.

Based on the explanation above, it can be concluded that there are four types of reading. those are perceptive, selective, interactive, and extensive. The types of reading from different experts are exactly having the same use to be useful consideration for the teachers to provide the reading materials for the students. Teachers have to know what types of reading should be applied which match the students' characteristic.

The success in teaching reading is definitely influenced by the approach select by the teacher. The interactive reading approach, combination between the top-down approach and the bottom-up approach, is the approach that suits the needs of the students with beginner, intermediate, and advanced level because this approach focuses on the good side both from the top-down and the bottom-up approach. In applying the interactive reading approach, teachers have to conduct both the top-down and the bottom-up processing in a balance way since both the top down and the bottom-up processing play an important role in the interactive reading approach¹⁵. Eskey and Morales argue that both the bottom-up processing and the top - down processing have important implications to the interactive approach to reading. Since second language readers are susceptible to both language and content problems of a text, there is a need for classroom instruction to include both bottom-up and top-down process of reading to assist students in the comprehension process.

Moreover, the interactive reading approach will also care with the importance of reading comprehension which is on its pre-reading stage. Alyousef states that an interactive approach “demands that the teachers activate the students’ schemata” during the pre-reading phase by helping “students recognize the knowledge that they already have about the topic of a text”. The reading activity can be started through discussion of titles, subheadings, photographs, identifying text structure, previewing. While reading in interactive reading approach is to develop the students’ ability in tackling texts by developing their linguistic and semantic knowledge.

According to Vacca, teachers who hold an interactive view of reading and learning to read fall between the bottom-up and the top-down belief systems on the beliefs continuum. Such teachers recognize that a reader processes both letter-sound cues and meaning cues during reading. Reading as a meaning-making activity is uttermost in their thoughts about reading and learning to read, but they also believe that readers must be able to identify words quickly and accurately if they are going to make sense of what they read.

By referring to the explanation above, it can be conclude that the mix of the top down and the bottom - up approaches is called the interactive reading approach. The implementation of this approach can be see in real context when the teacher starts teaching the reading materials using the top - down style by questioning the students about several terms relate to the main topic that will be discased and end using the bottom-up style by reviewing the smallest units of language that the students have learnt from the lesson.

In teaching reading using the interactive reading approach, teachers have to follow a set of procedure to deliver the material which can be seen in explanation below:

1. Opening of the Lesson

- a. Greeting the students and checking the students' attendance list
- b. Asking about the students' homework and previous lesson
- c. Creating good rapport with the students by talking about recent issue in the text.
- d. Conducting pre-reading activity by giving students several verbal questions to activate their schemata, to lead them to the reading text, and to set the students' readiness to learn.

2. Content of the Lesson

- a. Attracting the students' schemata by giving students some short questions that will lead them to the text
- b. Giving the text to the students and asking them to read it in order to find the general and specific information
- c. Checking the students understanding about the text by asking the students what the text tells about
- d. Asking the students if there are some unfamiliar words that they found during:
 - 1) If they find unfamiliar words: Asking the students to check out the meaning of the unfamiliar words in the dictionary and re-asking the students if there are still some unfamiliar words that they still do not understand.

- 2) If they do not find unfamiliar words: Selecting certain words and asking the meaning of the words to the students to make sure that students really know the meaning, if students cannot answer the meaning of the words, the teacher masks students to check the meaning in the dictionary and discussing the meaning of the words together. If a certain word has several meanings, the teacher asks students to match the meaning based on the context of the text.
- 3) If students have no more problems with unfamiliar words, asking students about specific information that they find in each paragraph in the text. After that, asking the students about the general information. Checking the comprehension of the students about the text by giving them several exercises related to the text.
- e. Continue, reviewing students' understanding about the text by asking about general information, specific information, and moral value
- f. Discussing, correcting, and assessing the answers of the exercises that the students have done.
3. Closing The Lesson
 - a. Checking the students' understanding about the whole lesson that have just learned by asking them one-by-one and randomly Closing the lesson by asking the students to conclude what they have learned during the lesson.
 - b. Checking the students' grasp of the entire material that they just learnt by randomly asking them questions, Asking the students to sum up what they've learnt during the session is a good way to end the lesson.²⁵

²⁵ Brown, Douglas. 2001. *Teaching by Principle*. San Francisco state University: Longman

4. How to Use Interactive Approach

a). Identify the purpose

Determine and identify the goals are very important for students. Knowing the purpose of a reading can lead the students to what they have learned (background knowledge) and give descriptions of what will they learn. Brown mentioned that efficient reading consists of clearly identifying the purpose in reading process. Identify purpose can be done by getting the students by asking what they have already know from reading the text.

b). Use graphemic rules and patterns to aid in bottom up decoding (especially for beginning level learners)

Beginning level of English, students will encounter a problem in process of reading. They usually had difficulties in making correspondences between spoken and written English. The learners have become acquainted with oral language and have some difficulty learning English spelling conventions. So they may need hints and explanations about certain English orthographic rules and peculiarities.

c). Use efficient techniques for silent reading comprehension

Further, vocational school students' age is on 16-17 years old range and belongs to intermediates level category, by using silent reading these students are given the time and tranquility to read every word and try to understand. It provides peace and allows time to picking out which words are difficult.

d). Skimming the text of main ideas

Skimming is quickly running one's eyes across a whole text (such an essay, article, or chapter) by doing a skimming, the students will have an advantage of

being able to predict the purpose of the passage, the main topic, or message, and possibly some of the developing or supporting ideas. This gives them a head start as they embark on more focused reading.

e). Scan the text for specific information

Scanning is quickly searching for some particular piece or pieces of information in the text. This scanning process is useful when students read about an advertisement, schedule, or a restaurant menu in accordance with the existing syllabus to save the time. The purpose of scanning is to extract specific information without reading through the whole text.

2. The Concept of Tik-Tok

a). Tik-Tok

TikTok is the official Chinese social networking and music video application that helps advance the digital industry in Indonesia. This app was launched by the Chinese company, By the Dance. The company first released a short-lived app called Douyin. Within 1 year, Douyin had 100 million users and 1 billion daily video views. Douyin's high popularity became the main reason for expanding outside of China under the name TikTok.²⁶

TikTok is a social networking site that enables users to make 15 to 60 second films with a variety of elements including music, filter stickers, and other imaginative features. Taking into account that the TikTok program has characteristics that may make content more appealing and simpler to market. A

²⁶ Almaidah Bahri and others, "Aplikasi Tiktok Sebagai Media Pembelajaran Bahasa Inggris Di Indonesia", *Jurnal Indonesia Sosial Sains*, 3.1 (2022): 121.

Chinese startup named By Dance initially released an app with a brief lifespan called Douyin before launching this one. Douyin boasts 100 million users and daily video views of 1 billion in only one year. Due of TikTok's popularity, many users, particularly young people, may utilize this platform to get information and knowledge that is packed succinctly and simply in TikTok content. The public in Indonesia often uses Tiktok media for both creative and doing commerce. Self confidence may be impacted by using TikTok social media, particularly among youth.²⁷

Launched in September 2016, the Tik Tok app is a social networking and music video platform that originated in China. Users are able to produce their own personal, short music videos using the software. TikTok established itself as the most downloaded application during the course of the first quarter (Q1) of 2018, with a total of 45.8 million downloads. This figure is higher than those of other popular apps like YouTube, WhatsApp, Facebook Messenger, and Instagram. According to tekno.kompas.com, there are around 10 million people in Indonesia who are actively using the Tik Tok application. The vast majority of people who use the TikTok app in Indonesia are either millennials, still in school, or members of the generation generally referred to as Generation Z.

TikTok it's self is a video sharing platform with short durations, supported by music, and various interesting filters. This application provides freedom for users to be creative as possible. TikTok also has a variety of special effects that further

²⁷ Wisnu Nugroho Aji, *Aplikasi Tiktok Sebagai Media Pembelajaran Bahasa Dan Sastra Indonesia.*, 432

stimulate the user's imagination, which can be combined with music according to the user's taste with various video editing freedoms. Short videos that have been created by users can be directly shared with fellow TikTok social media users or other social media users such as Instagram.

TikTok is now the app that has the most users and the highest demand in the whole globe. According to a report by a Chinese business called. In the beginning. By dance introduced a short-form video application known as , which is more well known as TikTok. In 2018, TikTok was the iOS application that received the most downloads everywhere in the globe. TikTok is the program that is expanding at the quickest rate and now has 1.5 billion active users, the majority of whom are youngsters and teens. The program known as TikTok is a kind of social media that is undergoing fast growth in order to establish itself as a prominent part of popular culture in Indonesia. The majority of millennials are youngsters who are now in elementary school or middle school, and the TikTok application has grown outstanding, is appreciated, and has grabbed the attention of millennials.

TikTok is one of the social media platforms that is now in demand by all circles in 2020, as stated. TikTok is a mobile application that was introduced in September of 2016 and originated in China. Millennials and members of Generation Z make up the vast majority of users of the TikTok app. This program allows users to create movies and share them with other people who use TikTok. The program TikTok has a large amount of video material, all of which may be seen or downloaded by a large number of users. Typically, the videos that are submitted to the TikTok app fall into one of the following categories: education, business,

da'wah, entertainment, instructional, or any combination of these. TikTok is capable of being transformed into engaging and engaging learning tools for kids to use.

b. Tik-Tok Features

Tik-tok is also used to updating its features, for example, developing features so that users can use them more freely, especially for educational purposes. Adding music and usage reviews makes people who have never used this application want to use it too. This is what attracts people, especially students and continues to use this video application.

Referring to the explanation above, therefore it can be concluded that the TikTok application can be used as a means or media in the learning process that is feasible to use. For starters, the TikTok application can complement the learning interests of students. Both TikTok applications can attract the interest of students because of the various features that can be realized in the learning process. And lastly, the TikTok application is proportional to the progress of development and interaction of students to be connected and close to the digital world, especially gadget.

TikTok's distinctive advantages render it a versatile and potent platform for entertainment, education, marketing, and social interaction. Its capacity to engage users, encourage creativity, and drive cultural trends has established it as one of the most prominent social media platforms globally. TikTok offers a plethora of filters, effects, and music options that facilitate the creation of content in an enjoyable and straightforward manner.

c. Advantages of Tik-Tok

TikTok's distinctive advantages render it a versatile and potent platform for entertainment, education, marketing, and social interaction. Its capacity to engage users, encourage creativity, and drive cultural trends has established it as one of the most prominent social media platforms globally. TikTok offers a plethora of filters, effects, and music options that facilitate the creation of content in an enjoyable and straightforward manner.

d. Tik-Tok As a Reding Media

TikTok is one of the video platforms that people often use to record their videos on their cell phones with a fairly short duration from 15 seconds to 1 minute and this platform is also a trending application right now. Moreover, many people have used it because it is so fun that TikTok is starting to be widely used by Indonesians. In fact, in December 2019 the Indonesian Ministry of Education had given a strange idea that could make people cheerful in memorizing, more precisely using the TikTok application as learning in world time. There is a part of instruction that one can learn from studying general information about a school or college as well.

And there are also many content creators who present neat and interesting English learning, discussing various English learning materials. All you have to do is enter the hashtag in the search field on TikTok, various videos will appear that match the keywords we are looking for. Quoted from the [soco.id](https://www.soco.id) website, here are some examples of TikTok accounts that can be used as references for learning English:

1. @Mulverb.app

If you want to learn and expand your vocabulary, the TikTok account owned by @Multiverb.app has a lot of vocabulary that we can know to improve our English Reading skills. On that account, they often provide new challenges as a replacement. For example regarding substitute words for expressions, such as the word thank you can be replaced with I really appreciate it, I can't thank you enough, or I owe you one.

2. @glotenglish

If we work in a foreign company that requires speaking English, maybe the tips provided by @glotenglish. Through her TikTok video, It teaches also many idioms that are often used in English. For example, the use of the term 'once in a blue moon' which means something that rarely happens, can be used in the sentence, “Yeah, I'm pretty lazy. I only played sports once in a blue moon.” Another type of content presented by Chia is about the difference between American English and British pronunciation which is still questioned by many people

3. @carchibee

Grammar is sometimes one of the barriers that many people still don't have confidence in speaking English. Actually, grammatical mistakes are normal, because English is not our main language. Slowly, try to learn grammar in a fun way from @carchibee video. Actively responding to followers' questions, he often shares important lessons about English grammar. Like for example the difference. between I was and I were or maybe and perhaps. The development of technology today is indeed making it easier for us to learn new things. The use of media such

as TikTok as a learning medium is also one of the proofs. In this era that demands us to be creative, TikTok can be chosen as an interesting learning medium, starting from content, ease of access, media, TikTok can be used as a way to learn English in a more enjoyable way.

There is the Procedure for Applying TikTok To Reading Mastery Learning:

1. The teacher makes three videos using the TikTok application. One video contains explanations about vocabulary mastery as material, while two videos contain daily activity about vocabulary mastery as material
2. The teacher shows the video to the students
3. Students see and take knowledge of vocabulary mastery
4. The teacher closes the video which contains an explanation of vocabulary mastery from the reading.
5. The teacher assesses the results of the student assignment.

C. Conceptual Framework

This research used 1 class as the research subject, this class was the experimental class. Where this class receives the learning model treatment that will be compared. Then the researcher collected data twice through pre-test and post-test. Before being given treatment, students are first given a pre-test to determine the students' writing abilities. Next, this class was given a post-test after sbeing given treatment

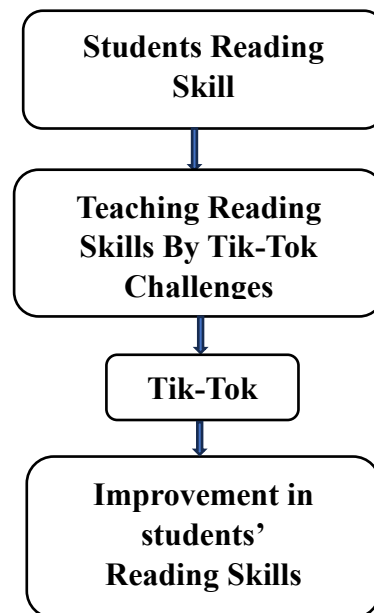


Figure 3.1 Conceptual Framework

D. Hypothesis

Based on the frame of theory and assumption the writer formulates hypotheses as follows:

1. Null hypothesis (Ho): Tik-tok application is not significantly in enhance student's Reading Skills at Junior High School of eight Palopo.
2. Alternative hypothesis (Ha): Tik-tok application is effective in improving student's Reading Skills at Junior High School of eight Palopo.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the writer used pre-experiment method by using “one group pre-test and post-test” where the writer provided experiment in a single group only. These variables can usually be measure on instrument so that statistical technique can analysis numbered data. To know if there is any significant influence of Tik-tok on students reading skill, the writer used the comparative technique in order to analysis and compare the students score before and after being taught by using Tik-tok of the junior high school of eight Palopo.

Pre-test	Treatment	Post-test
X ₁	O	X ₂

Adapted from Gay²

Notes: X₁ : Pre-test

O : Treatment

X₂ : Post-test

B. Location

The Writer conducted the research in VIII.G class at Junior High School of eight Palopo on Jl. Dr. Ratulangi, Balandai, Bara, Palopo, South Sulawesi.

C. Operational Variables

This research is focus on independent variable and dependent variable. The independent variable is Tik-tok Media (X) and dependent variable (Y) that is

Reading Skill. In conducting the research, the researcher used pre-experimental design with one group pre-test and post-test. The pre-test is given before treatment and the post-test was carrying out after treatments. This research was intended to investigate whether there is an effectiveness of using Tik-tok media on the students' Reading skill.

D. Population and Sample

1. Population

The population of this research is the eighth-grade students at SMPN 8 Palopo, consisting of 7 classes with a total of 207 students.

2. Sample

The sampling technique in this research is cluster random sampling where the sampling technique is carried out randomly without paying attention to the strata in the population. The researcher took VIII.G class as sample, which amount 29 students.

E. Instrument of the Research

1. Reading Test

The Reading test is used to measure student's Reading ability. This stage is included in the pre-test and post-test which consist 50 question for skimming and scanning Reading test related to recount text material. The pre-test was employed prior to utilizing the TikTok application through reading learning. The post-test was carried out after treatment by giving students the project of Reading recount text stories on Tik-Tok.

2. Questionnaire

Questionnaires can be employed to assess student work, and it is beneficial to solicit feedback from users or participants in order to ascertain their level of satisfaction and identify areas for improvement. If the data to be collected is to be statistically evaluated, it would be advisable to prepare a brief guide, listing perhaps 10 major open-ended questions, with appropriate probes or prompts listed under each.

Tabel 3.1 Blue print of reading skills

Research's Title: Enhancing reading skills by using tiktok application for the eighth grade students of smpn 8 Palopo²⁸

Aspect	Items number	Total
Comprehension and fluency	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16	16
Critical thinking	17,18,19,20,21,22,23,24,25,26	10
Text analysis	27,28,29,30,31,32,33,34,35,36	10
Vocabulary	37,38,39,40,41,42,43,44,45,46, 47,48,49,50	14
Total		50

²⁸ Febi Putri. (n.d.). *Blue print of reading*. Scribd. Retrieved from <https://www.scribd.com/document/492471648/Blue-print-of-Reading>

F. Procedure of Collection Data

The most important thing in this research is collecting the data that can determine the result of the research. Some technique will be used in collecting data in this research are. First the writer gives pre-test before teaching and learning process to know the students' abilities and their initial scores before and after the writer gives students treatment by using tiktok application.

a. Pre-test

The pre-test given to the students Reading test in the first meeting to find out students' ability in the beginning before using Tik-tok media in their reading activity. The pre-test in this research was in the form of reading test.

b. Treatment

This treatment is designed to help students develop their reading comprehension abilities through various reading skills. In the second and third sessions, students focus on comprehension and fluency skills, utilizing the TikTok app to present material on recount texts <https://vt.tiktok.com/ZSMptg5EH/> and <https://vt.tiktok.com/ZSMpttwHd/> . During the fourth and fifth sessions, students continue to develop their fluency skills with the TikTok app, again using recount text material <https://vt.tiktok.com/ZSMptCcnA/> and <https://vt.tiktok.com/ZSMptvPCB/> . In the sixth and seventh sessions, the emphasis shifts to critical thinking skills, taught through TikTok by displaying recount text content. In the eighth and ninth sessions, students work on text analysis skills, with the same app and recount text material <https://vt.tiktok.com/ZSMptsB3T/> and <https://vt.tiktok.com/ZSMptnewG/> . Finally, in the tenth and eleventh sessions,

students enhance their understanding of reading texts by improving their vocabulary skills, using the TikTok app to present recount text material <https://vt.tiktok.com/ZSMptcU9u/> and <https://vt.tiktok.com/ZSMpt4Uy4/> .

c. Post-test

The post-test given to the students in the last meeting after treatment to find out whether the treatment give any effect to the students' reading skill. The post-test in this research was in the form of reading skill.

d. Questionnaire

This research employs a questionnaire to gather data on the effectiveness of using the TikTok application to enhance reading skills. The questionnaire is designed to collect comprehensive information regarding how TikTok impacts students' reading abilities. All responses provided will be kept strictly confidential and will solely be used for research purposes. Participants are encouraged to answer each question truthfully to ensure the accuracy and reliability of the data collected. Your honest feedback is crucial for the success of this study and will contribute significantly to understanding the role of TikTok in improving reading skills.

G. Data Analysis Technique

To investigate whether there is the effective of Tik-Tok media toward reading skills at the eleventh graders of State Junior High School of Eight Palopo, the researcher has to know the reading ability and given reading test to the students. In analysing pre-test data the author uses 50 questions and gets a score. The score follow:

$$X = \frac{\sum X}{N} \times 100\%$$

X = score

$\sum X$ = the number of students' answer

N = the total of students

Finally, the mean score, test between pre-test and post-test achievement by using the SPSS Statistic program to evaluate the score.²⁹

Table 03. Aspects of reading skills assessment ³⁰

Aspect	Description	Score 1 -5 (Low)	Score 6-10 (Moderate)	Score 11-15 (High)
Comprehension	Ability to understand the main idea, details, and inferences from the text.	Poor understanding	Partial understanding	Full understanding
Fluency	Ability to read smoothly, with appropriate intonation and speed.	Not fluent	Somewhat fluent but choppy	Very fluent
Critical Thinking	Ability to evaluate and give opinions about the text,	Not critical	Superficially critical	Deeply critical

²⁹ Hariani, H. (2020). *The effectiveness of cooperative learning with collaboration quantum teaching method in teaching reading comprehension at the nine grade students of junior high school 4 Suppa* (Doctoral dissertation, IAIN Parepare).

³⁰ Cotter, J. (2022). Understanding the relationship between reading fluency and reading comprehension: Fluency strategies as a focus for instruction.

	connecting it to other contexts.			
Text Analysis	Ability to analyze text structure, language style, and the author's purpose.	Minimal analysis	Good analysis	In-depth analysis
Vocabulary	Mastery of vocabulary used in the text and ability to understand new terms.	Limited vocabulary	Adequate vocabulary	Extensive vocabulary

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The findings of this study present a statistical analysis of the data obtained, including a comparison of students' pre-test and post-test scores. In addition, the percentage distribution of students' scores on both tests is presented, showing how the scores were distributed. The study also calculated the mean and standard deviation of the students' scores, which gives an idea of the variation in the students' test results. The study's findings offer insights into the changes in students' abilities and the effectiveness of the applied learning methods employed:

1. Students Score initial test

Table 4.1 The Score of Students' Correct Answer in Pre-test

Respondents	Corect answer				
	Comprehencion	fluency	Critical thinking	Text analysis	Vocabulary
R1	5	3	2	1	5
R2	4	3	1	3	7
R3	3	6	6	5	8
R4	3	4	4	3	7
R5	3	4	2	1	4
R6	5	1	1	1	6
R7	3	6	2	2	6
R8	1	3	1	1	4
R9	2	4	2	1	9
R10	1	4	2	3	7
R11	6	2	3	2	6
R12	5	2	3	5	8
R13	1	5	3	2	8

R14	1	5	2	1	5
R15	5	2	2	1	5
R16	3	2	2	1	6
R17	3	2	3	3	7
R18	3	2	2	3	6
R19	5	2	2	2	5
R20	5	3	3	5	6
R21	4	2	1	3	7
R22	4	2	2	2	4
R23	3	5	1	2	6
R24	3	3	2	2	7
R25	4	1	1	3	7
R26	6	1	1	1	5
R27	2	4	2	2	9
R28	2	4	2	2	9
TOTAL	95	87	63	63	179

Table 4.1 The presented data represents an evaluation of 28 respondents across five language proficiency components: comprehension, fluency, critical thinking, text analysis, and vocabulary. Each individual was assessed using numerical scores for each of these categories.

The cumulative results indicate that vocabulary emerged as the strongest skill area, with a total score of 179, suggesting that most respondents have a relatively strong command of vocabulary. Comprehension followed with a total of 95 points, while fluency ranked third at 87. In contrast, critical thinking and text

analysis received the lowest scores—both at 63—implying that these two areas remain the most challenging for the majority of participants.

Table 4.2 The Mean Score of Students' Correct Answer in Pre-test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
respondent	0				
comprehension	28	1.00	6.00	3.3929	1.49912
Fluency	28	1.00	6.00	3.1071	1.44886
Critical thinking	28	1.00	6.00	2.1429	1.07890
Text analysis	28	1.00	5.00	2.2500	1.23603
vocabulary	28	4.00	9.00	6.3929	1.47421
Valid N (listwise)	0				

Table 4.2 presents the descriptive statistics for the average number of correct answers given by 28 students during the pre-test, which assessed five key areas of language skills: comprehension, fluency, critical thinking, text analysis, and vocabulary. Among these, vocabulary stood out with the highest mean score of 6.39, within a range of 4 to 9, indicating that students generally demonstrated strong vocabulary knowledge. Comprehension followed with an average score of 3.39, while fluency came next at 3.11. In contrast, critical thinking and text analysis showed the lowest mean scores—2.14 and 2.25 respectively—suggesting that these two skill areas posed the greatest difficulty for the students.

Tabel 4.3 Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 comprehension	3.3929	28	1.49912	.28331
Pair 2 fluency	3.1071	28	1.44886	.27381
Pair 3 Critical thinking	2.1429	28	1.07890	.20389
Pair 4 Text analysis	2.2500	28	1.23603	.23359
Pair 5 vocabulary	6.3929	28	1.47421	.27860

--	--	--	--	--

Tabel 4.3 This study involved 28 participants and aimed to evaluate five key language skills: comprehension, fluency, critical thinking, text analysis, and vocabulary. Among these components, vocabulary stood out with the highest average score of 6.39, accompanied by a standard deviation of 1.47 and a standard error of 0.28. Comprehension followed with a mean score of 3.39, a standard deviation of 1.50, and a standard error of 0.28, while fluency recorded an average of 3.11, a standard deviation of 1.45, and a standard error of 0.27. Text analysis showed a lower average of 2.25 (standard deviation 1.24, standard error 0.23), and critical thinking was the lowest with a mean of 2.14, a standard deviation of 1.08, and a standard error of 0.20. These results highlight a varied level of language skill mastery among the participants, with vocabulary emerging as the strongest area

Tabel 4.4 Paired Samples Effect Sizes

			Standardiz er ^a	Point Estimate	95% Confidence Interval	
					Lower	Upper
Pair 1	comprehension	Cohen's d	2.66468	.107	-.265	.478
		Hedges' correction	2.74167	.104	-.258	.464
Pair 2	fluency	Cohen's d	1.40059	.688	.270	1.096
Pair 3	critikalthinking	Hedges' correction	1.44105	.669	.263	1.066
Pair 4	textanalysis	Cohen's d	1.48360	-2.792	-3.615	-1.959
Pair 5	vocabulary	Hedges' correction	1.52646	-2.714	-3.513	-1.904

Tabel 4.4 This study involved 28 participants and examined three core language skills: comprehension, critical thinking, and vocabulary. Among these, vocabulary

emerged as the strongest area, with the highest average score of 6.39. Comprehension followed with a mean score of 3.39, while critical thinking scored the lowest at 2.14. The standard deviations and standard errors for each skill indicate a range of abilities among participants. Overall, the findings suggest that vocabulary is the most developed skill, whereas critical thinking appears to be the weakest and may require more focused attention in future language development efforts.

2. The Analysis of Students' Reading Skill Score in Post-Test

Table 4.5 The Percentage Score of Students' reading skills in the Post-test

Respondents	Correct answer				
	Comprehension	Fluency	Critical thinking	Text analysis	Vocabulary
R1	5	4	4	3	6
R2	5	4	3	5	9
R3	9	3	8	4	8
R4	3	6	5	7	7
R5	4	3	2	4	6
R6	6	2	2	2	8
R7	5	4	4	6	9
R8	4	3	3	3	5
R9	4	3	4	2	9
R10	9	6	7	4	7
R11	7	4	4	5	8

R12	3	2	2	3	7
R13	5	1	3	2	8
R14	5	1	2	2	8
R15	4	2	3	2	8
R16	5	3	1	2	8
R17	7	2	2	3	7
R18	4	3	1	3	8
R19	8	3	2	3	6
R20	4	8	4	6	7
R21	9	5	2	3	4
R22	2	5	3	5	7
R23	3	8	2	2	8
R24	3	8	4	2	6
R25	1	6	1	3	8
R26	3	8	8	5	7
R27	7	5	5	2	7
R28	3	8	8	4	8
TOTAL	137	120	99	97	244

Table 4.5 An evaluation involving 28 participants assessed five key language skills: comprehension, speaking fluency, critical thinking, text analysis, and vocabulary. Each participant received a numerical score for each category.

The cumulative results revealed that vocabulary was the strongest skill area, with a total score of 244, indicating a generally strong vocabulary proficiency among the respondents. Comprehension followed with a total score of 137, and speaking fluency was third at 120 points. Conversely, critical thinking and text analysis were the weakest areas, scoring 99 and 97 respectively, suggesting these are the most challenging skills for the majority of participants.

Table 4.6 The Mean Score of Students' Correct Answer in Post-test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
respondent	28				
comprehension	28	1.00	9.00	4.8929	2.14889
fluency	28	1.00	8.00	4.2857	2.22539
critikalthinking	28	1.00	8.00	3.5357	2.08135
textanalysis	28	2.00	7.00	3.4643	1.45251
vocabulary	28	4.00	9.00	7.2857	1.18187
Valid N (listwise)	0				

Table 4.6 Descriptive statistics present the average number of correct responses from 28 students on a language skills assessment covering five key areas: comprehension, fluency, critical thinking, text analysis, and vocabulary. Among these areas, vocabulary stood out with the highest mean score of 7.29, within a range of 4 to 9, suggesting that students generally possess strong vocabulary knowledge. Comprehension followed with a mean score of 4.89, and fluency with 4.29, indicating that students show a reasonable level of understanding and the ability to express ideas. In contrast, critical thinking and text analysis were the

lowest-performing areas, with average scores of 3.54 and 3.46 respectively, highlighting these skills as the most challenging for students to master in their overall language proficiency.

Tabel 4.7 Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	comprehension	4.8929	28	2.14889	.40610
Pair 2	fluency	4.2857	28	2.22539	.42056
Pair 3	Critical thinking	3.5357	28	2.08135	.39334
Pair 4	Text analysis	3.4643	28	1.45251	.27450
Pair 5	vocabulary	7.2857	28	1.18187	.22335

Tabel 4.7 The descriptive statistics from the paired samples analysis provide insights into the average performance of 28 students across five key areas of language skills: comprehension, fluency, critical thinking, text analysis, and vocabulary. Among these, vocabulary stood out with the highest average score of 7.29, suggesting that students generally demonstrate strong vocabulary mastery—possibly due to consistent exposure through daily language use and classroom activities.

Comprehension followed with a mean score of 4.89, and fluency with 4.29, indicating that most students have a reasonable grasp of reading material and are fairly capable of expressing ideas with fluency. In contrast, critical thinking and text analysis showed lower mean scores—3.54 and 3.46, respectively—implying that these areas remain challenging for many students. These findings highlight the need for targeted instructional strategies to enhance students' analytical and critical thinking skills, particularly when engaging with texts.

Tabel 4.8 Paired Samples Effect Sizes

			Standardiz er ^a	Point Estimate	95% Confidence Interval	
					Lower	Upper
Pair 1	comprehension	Cohen's d	3.53123	.172	-.203	.544
Pair 2	fluency	Cohen's d	2.23814	.335	-.049	.713
Pair 3	critikalthinking	Hedges' correction	2.30280	.326	-.047	.693
Pair 4	textanalysis	Cohen's d	1.82683	-2.092	-2.753	-1.418
Pair 5	vocabulary	Hedges' correction	1.87961	-2.033	-2.675	-1.379

Tabel 4.8 The effect size analysis based on paired samples provides a clearer picture of the extent of change across five language skill areas following the intervention. In the case of comprehension, Cohen's d was found to be 0.172, indicating only a small improvement—suggesting that any progress in this area was modest. Similarly, the combined domains of fluency and critical thinking showed a slightly higher effect size of around 0.33, which falls within the small to moderate range. This suggests some degree of progress, though not substantial.

The contrast becomes more pronounced when comparing text analysis and vocabulary. Here, Cohen's d reached -2.092, a very large negative effect size that points to a significant disparity. While students demonstrated strong vocabulary knowledge, their ability to analyze texts remained considerably weaker. This stark difference underscores the need to strengthen students' analytical reading and

interpretation skills, ensuring they not only recognize words but also engage critically with content and structure.

3. Students' Answer on Questionnaires

The writer spread the questionnaire to the students on Desember 11th 2024. There were 10 statements must be answered by the students. The results of the questions are show in table :

Respondent	Number of Items										score
	1	2	3	4	5	6	7	8	9	10	
R1	4	1	4	5	4	4	4	2	2	1	31
R2	4	2	4	3	4	5	4	2	1	2	31
R3	4	2	4	4	4	4	4	2	2	2	32
R4	5	2	5	5	4	5	4	3	3	2	38
R5	4	2	5	4	4	5	4	3	2	1	34
R6	5	1	4	4	4	4	4	2	2	1	31
R7	4	2	5	5	4	4	4	3	2	1	34
R8	5	2	4	4	4	5	4	3	3	2	36
R9	4	2	4	4	4	4	4	2	3	1	32
R10	4	1	4	4	4	4	5	2	1	1	30
R11	5	2	4	4	4	4	4	3	2	1	34
R12	4	2	5	4	4	4	4	2	3	1	29
R13	5	2	4	4	4	4	4	2	1	1	31
R14	5	2	5	5	4	4	3	2	3	2	35
R15	5	1	4	4	4	4	4	3	3	1	31
R16	5	3	4	4	3	4	4	2	3	2	33
R17	4	1	4	4	4	4	3	2	2	2	30
R18	4	1	4	4	5	4	4	3	2	2	33
R19	4	2	4	4	4	4	4	2	3	2	33
R20	5	2	4	4	4	4	3	2	2	2	32
R21	4	1	4	5	4	4	4	1	2	2	31
R22	5	1	4	4	4	5	3	2	3	2	31
R23	4	2	4	4	4	4	3	2	2	2	31
R24	4	2	5	4	5	4	5	2	3	2	36
R25	5	2	4	4	4	4	3	2	1	2	31
R26	5	1	5	5	4	5	3	2	1	1	32
R27	4	2	5	3	4	4	4	2	1	2	31
R28	5	1	4	4	5	4	4	2	3	1	31

Tabel 4.9 The data presented herein derives from a questionnaire that was administered to 28 respondents (R1 to R28). Each respondent was asked to assign

a score ranging from 1 to 5 for each of ten distinct items. The total score for each respondent was then calculated by summing the individual item scores. The range of total scores obtained by respondents varied from 29 to 38, thereby reflecting the respondents' varying degrees of agreement with the content of the questionnaire. For instance, Respondent 1 (R1) recorded a total score of 31, while Respondent 4 (R4) had the highest score of 38, and Respondent 10 (R10) had the lowest score of 30.

The majority of respondents allocated consistent scores within the value range of 3 to 5, though a few respondents assigned low scores, specifically 1 or 2, to certain items. This dataset can be further analyzed to calculate the average score per item, understand score distribution patterns, or identify general trends in respondents' responses.

B. Discussion

The background of this research was that the researcher found several problems that appeared at SMPN 8 Palopo those are: students are less in applying reading activity, the written language of the reading text is not appropriate for the student's level, and the learning strategy for teaching reading is monotone. Regarding these problems in reading skills, the researcher decided to apply sketch to stretch to teach reading precisely the reading skill. The research began by giving a pre-test to the students. Thereafter, the researcher started the first meeting by introducing the recount text to students. Then, the researcher gave a pre-test to the students and asked the students to pay attention to the text in detail to understand the text.

After reading, students were directed to understand the content of the narrative text they had read. Initially, students still felt awkward and difficult to follow the directions that the researcher gave, so the researcher needed to repeat the instructions several times so that students knew what they were going to do. After finishing understanding how to understand the text, the researcher gave an answer sheet to practice the ability to understand the questions given to measure students' abilities. This activity was repeated for ten meetings. At each subsequent meeting, students are increasingly interested in this method and can't wait to find out the text that must be studied at that day's meeting and pour the results of their understanding into text form.

Based on the experimental class to analyze reading skills using the tiktok application strategy using recount text. There are differences in student test results after the treatment stage. It can be seen that the average score on the pre-test was 56, and increased to 64 on the post-test. Through this research, students can apply reading activities using the tiktok application strategy using recount text. In addition, students can find information in the text by using practice questions that have been given by the researcher.

The researcher found that Improving Students' Speaking Skills by Using Tik Tok Application, in line with (Marleni, et al n.d, 2021) ³¹which states that this strategy is useful in English language learning". In this study, to explore students'

³¹ Marleni, L. U. S. I., Sari, N. U. R. H. I. D. A. Y. A. H., & Hardi, V. A. (2021). Improving the Students' Speaking Skill by Using Tik Tok Application. Lembaga Pengabdian, Dan Pahlawan, Universitas Tambusai, Tuanku.

interest in reading by utilizing the TikTok application as an English teaching tool. In addition, in Rahayu's research which found that using the TikTok application made students enjoy, not get bored, and never think that reading comprehension is difficult to understand. Another study by Anggi E Pratiwi³² who found that students were more active in reading skills in learning English and there was a positive increase in student learning activities by using the tik-tok application strategy. The improvement of reading skills is possible if the learning process contains appropriate strategies and tik-tok strategy becomes one of them. The advantage of tik tok application strategy is that it is suitable for teaching recount text. This strategy allows students to brainstorm and communicate in group discussions. The tiktok app strategy can also increase students' reading interest and creativity. Meanwhile, the disadvantage of this strategy is that it is less appropriate to be applied to adult students because they focus more on the content of the picture rather than the ability of the illustrator.

³² Pratiwi, A. E., Ufairah, N. N., & Sopiah, R. S. (2021, April). Utilizing TikTok application as media for learning English pronunciation. In *Proceedings International Conference on Education of Suryakencana* (Vol. 12, pp. 372-382).

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

A study was conducted at SMPN 8 Palopo to examine the challenges related to students' reading abilities. This research identified three main issues: the lack of reading activities, a gap between the language level of texts and students' comprehension, and monotonous reading instruction strategies. To address these challenges, the researcher implemented a strategy that integrated the use of the TikTok application with recount texts to facilitate reading instruction. Before utilizing TikTok for reading instruction, the researcher administered a pre-test consisting of 50 questions assessing various aspects of reading skills to determine students' initial reading proficiency. Following the implementation of TikTok-assisted reading instruction, a post-test with the same set of questions was conducted to assess whether there was any improvement in students' reading skills after the intervention.

Research question about is the students reading skill improved by using tiktok application its been answered that, the findings of this study indicate that the use of TikTok as an instructional tool in reading education can enhance students' comprehension of recount texts, particularly in relation to reading skills. This conclusion is supported by the increase in students' average scores between the pre-test and post-test after a series of instructional sessions. Moreover, the implementation of this strategy also proved effective in increasing students' interest and motivation in reading activities.

However, this pedagogical approach is not without limitations, particularly when applied to older students who tend to prioritize visual content over textual comprehension. Therefore, the implementation of this strategy should be adapted to the characteristics and needs of students to ensure optimal learning outcomes.

Perspective students on the use of tiktok application in learning reading skills Students' perception of using the TikTok application as a learning medium is positive, as it is considered more engaging, increases reading motivation, and facilitates material comprehension, although some students still tend to focus more on the visual aspects than the content of the text.

This study highlights that incorporating TikTok as a learning strategy is a feasible method for enhancing students' reading skills, particularly in understanding recount texts. It offers an alternative approach for educators seeking to improve student engagement and participation in reading activities.

B. Suggestion

In light of the findings from the preceding chapter's research, the following recommendations are put forth for dissemination to educators, students, and prospective researchers within this domain. These recommendations are as follows:

1. For the teachers

It is imperative that educators acknowledge the significance of pedagogical techniques in fostering student motivation in the learning process. Researchers have posited the efficacy of the Tiktok application as a learning medium, asserting its potential to enhance reading skills, thereby engendering greater student enthusiasm and facilitating more effective comprehension of reading materials.

2. For the students

To promote greater engagement in the learning process, students are encouraged to adopt a more creative approach in identifying video resources. Specifically, they are advised to explore TikTok videos that focus on summarizing and recounting texts. This activity not only enhances students' comprehension of the text but also fosters their ability to synthesize and analyze information. By reflecting on the texts they have read, students can develop and refine their reading skills, ultimately contributing to their academic success.

3. For the next research

Subsequent research endeavors may entail the creation of more targeted reading materials, tailored to the diverse needs and proficiency levels of students. These materials could encompass a range of text types, including narrative, descriptive, and expository texts. The efficacy of TikTok in enhancing reading skills across these diverse text categories merits further investigation.

BIBLIOGRAPHY


- Afdhalina, A. (2022). The effect of reading strategies and learning styles on the students achievement in reading comprehension. *Jurnal Scientia*, 10(2), 172-186.
- Almaidah Bahri and others, "Aplikasi Tiktok Sebagai Media Pembelajaran Bahasa Inggris Di Indonesia", *Jurnal Indonesia Sosial Sains*, 3.1 (2022): 121.
- Anderson, R. C., & Pearson, P. D. (1984). A schema-theoretic view of basic processes in reading comprehension. *Handbook of reading research*, 1, 255-291.
- Amin, F. M. (2023). Exploring Students' Reading Interest Through Tiktok Multimodal Literacy. *Journal Of Education And Teaching Learning (JETL)*, 5(2), 157-164
- Brown, Douglas. 2001. *Teaching by Principle*. San Francisco state University: Longman
- Brown, Ann L., and Annemarie Sullivan Palincsar. "Reciprocal Teaching of Comprehension Strategies: A Natural History of One Program for Enhancing Learning. Technical Report No. 334." (1985).
- Chall, J. S. (1989). The Role of Phonics in the Teaching of Reading: A Position Paper Prepared for the Secretary of Education.
- Clay, M. M. (1991). Why is an inservice programme for reading recovery teachers necessary?. *Reading Horizons: A Journal of Literacy and Language Arts*, 31(5), 2.
- Cotter, J. (2012). Understanding the relationship between reading fluency and reading comprehension: Fluency strategies as a focus for instruction.
- Febi Putri. (n.d.). *Blue print of reading*. Scribd. Retrieved from <https://www.scribd.com/document/492471648/Blue-print-of-Reading>
- Fountas, Irene C., and Gay Su Pinnell. *Guided reading: Good first teaching for all children*. Heinemann, 361 Hanover Street, Portsmouth, NH 03801-3912, 1996.
- Hariani, H. (2020). *The effectiveness of cooperative learning with collaboration quantum teaching method in teaching reading comprehension at the nine grade students of junior high school 4 Suppa* (Doctoral dissertation, IAIN Parepare).

- Khan, R. M. I., Shahbaz, M., Kumar, T., & Khan, I (2020). *Investigating reading challenges faced by EFL learners at elementary level. Register Journal*, 13(2), 277-292
- Marleni, L. U. S. I., Sari, N. U. R. H. I. D. A. Y. A. H., & Hardi, V. A. (2021). Improving the Students' Speaking Skill by Using Tik Tok Application. Lembaga Pengabdian, Dan Pahlawan, Universitas Tambusai, Tuanku.
- Mayer, R. E. (2003). The promise of multimedia learning: using the same instructional design methods across different media. *Learning and instruction*, 13(2), 125-139.
- Nguyen, T. L. P. (2022). Teachers' strategies in teaching reading comprehension. *International Journal of Language Instruction*, 1(1), 19-28.
- Pearson, P. David. "Reading the whole-language movement." *The Elementary School Journal* 90.2 (1989): 231-241.
- Pratiwi, A. E., Ufairah, N. N., & Sopiah, R. S. (2021, April). Utilizing TikTok application as media for learning English pronunciation. In *Proceedings International Conference on Education of Suryakencana* (Vol. 12, pp. 372-382).
- Rahayu, V. R. (2022). The use of TikTok as a literacy learning medium for elementary school students. *Indonesian Journal of Multidisciplinary Science*, 1(5), 512-516.
- Rahmawati, A., Syafei, M., & Prasetyanto, M. A. (2023). Improving speaking skills through TikTok application: an endeavour of utilizing social media in higher education. *Journal of Languages and Language Teaching*, 11(1), 137-143.
- Smith, F. (2022). *Understanding reading: A psycholinguistic analysis of reading and learning to read*. Routledge.
- Stanovich, K. E., Cunningham, A. E., & Cramer, B. B. (1984). Assessing phonological awareness in kindergarten children: Issues of task comparability. *Journal of experimental child psychology*, 38(2), 175-190
- Suyadi, S., & Husnaini, H. (2022). Reading Skills Used in English Textbook. *Jurnal Ilmiah Universitas Batanghari Jambi*, 22(2), 1322-1328.
- Syam, S. H., & A. T. (2021). The Use of Three-Level Guide Strategy in Teaching English Narrative Text: A Classroom-Based Research.

- Syam, A. T., & Furwana, D. (2023). The Lecturers and Students' Voice about Digital Reading: Does it Influence the Students' Reading Skill?. *Linguistics Initiative*, 3(1), 66-78.
- Tompo, D. S., Sahraini, S., & Thayyib, M. (2023). Enhancing junior high school literacy: incorporating luwu cultural heritage into reading materials. *Voices of English Language Education Society*, 7(3), 497-509.
- Usman, N., Hendrik, H., & Madehang, M. (2024). Difficulties in understanding the TOEFL reading test of english language education study program at university. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 12(1), 755-773.
- Wisnu Nugroho Aji, Aplikasi Tiktok Sebagai Media Pembelajaran Bahasa Dan Sastra Indonesia., 432

A P P E N D I C E S

APPENDICES 1


PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Jl. K. H. M. Hasyim, No. 5, Kota Palopo, Kode Pos: 91921
Telp/Fax : (0471) 326048, Email : dpmtsp@palopokota.go.id, Website : http://dpmtsp.palopokota.go.id

SURAT KETERANGAN PENELITIAN
NOMOR : 500.16.7.2/2024.1116/IP/DPMTSP

DASAR HUKUM :

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi;
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja;
3. Peraturan Mendagri Nomor 3 Tahun 2008 tentang Penerbitan Surat Keterangan Penelitian;
4. Peraturan Wali Kota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
5. Peraturan Wali Kota Palopo Nomor 31 Tahun 2023 tentang Pelimpahan Kewenangan Perizinan dan Nonperizinan Yang Diberikan Wali Kota Palopo Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama	: MAHPUD
Jenis Kelamin	: L
Alamat	: Jl. Setia Kawan, Kec. Wotu, Kab. Luwu Timur
Pekerjaan	: Mahasiswa
NIM	: 2002020012

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

ENHANCING READING SKILL BY USING TIKTOK APPLICATION FOR THE EIGHT GRADE STUDENTS OF SMPN 8 PALOPO


Lokasi Penelitian	: SMP Negeri 8 Palopo
Lamanya Penelitian	: 1 November 2024 s.d. 1 Februari 2025

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor kepada Wali Kota Palopo cq. Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Keterangan Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.


Diterbitkan di Kota Palopo
Pada tanggal : 4 November 2024



Ditandatangani secara elektronik oleh :
Kepala DPMTSP Kota Palopo
SYAMSURIADI NUR, S.STP
Pangkat : Pembina IV/a
NIP : 19850211 200312 1 002



Tembusan, Kepada Yth.:

1. Wali Kota Palopo;
2. Dandim 1403 SWG;
3. Kapolres Palopo;
4. Kepala Badan Kesbang Prov. Sul-Sel;
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo;
6. Kepala Badan Kesbang Kota Palopo;
7. Instansi terkait tempat dilaksanakan penelitian.



Dokumen ini ditandatangani secara elektronik menggunakan Sertifikat Elektronik yang diterbitkan oleh Balai Sertifikasi Elektronik (BSrE), Badan Siber dan Sandi Negara (BSSN)

APPENDICES 2

 <div style="display: inline-block; text-align: center;">PEMERINTAH KOTA PALOPO DINAS PENDIDIKAN SEKOLAH MENENGAH PERTAMA NEGERI 8 PALOPO <small>Alamat : Jl. Dr. Ratulangi No. 66 Balandi Palopo ☎ (0471) 22921</small></div> 	
<hr/> <u>SURAT KETERANGAN PENELITIAN</u> Nomor: 421.3/380/SMPN.8/XII/2024 <hr/>	
<p>Yang bertanda tangan di bawah ini Kepala Sekolah Menengah Pertama Negeri 8 Palopo, dengan ini menerangkan bahwa:</p>	
Nama	: Mahpud
Tempat / Tgl Lahir	: Wotu, 08 Februari 2002
NIM	: 2002020012
Jenis Kelamin	: Laki-laki
Pekerjaan	: Mahasiswa
Program Studi	: Pendidikan Bahasa Inggris
Alamat	: Desa Bawalipu, Kec. Wotu, Kab. Luwu Timur
<p>Adalah benar telah melaksanakan penelitian di Sekolah Menengah Pertama Negeri 8 Palopo pada tanggal 12 November sd 11 Desember 2024, untuk kepentingan penulisan skripsi dengan judul <i>“ENHANCING READING SKILLS BY USING TIK-TOK APLICATION GRADE EIGHT SMPN 8 PALOPO”</i>.</p>	
<p>Demikian Surat Keterangan ini kami berikan untuk dapat dipergunakan sebagaimana mestinya.</p>	
<p>Palopo, 13 Desember 2024 Kepala Sekolah,</p> <div style="text-align: center;"> BAHRUM SATRIA, S.Pd., M.M NIP. 19670616 199503 1 007</div>	

APPENDICES 3

MODUL AJAR PRE-TEST

A. Informasi Umum		
Penulis Modul	:	Mahpud
Tahun penyusunan	:	2024
Nama institusi	:	SMPN 8 Palopo
Tingkat kelas	:	Kelas VIII
Mata Pelajaran	:	Bahasa Inggris
Tema/Sub Tema	:	Recount Text
Topik	:	Recount Text
Alokasi Waktu	:	120 menit (2 x 60 menit)
Pertemuan	:	1 PRE-TEST
Kompetensi Awal	:	<ol style="list-style-type: none"> 1. Peserta didik mampu Mengidentifikasi teks bacaan 2. Peserta didik mampu Memahami teks bacaan 3. Peserta didik mampu Membaca dengan Teknik Skimming dan Scanning
Profil Pelajar Pancasila	:	Beriman dan bertakwa kepada tuhan yang maha Esa, bernalar kritis, Kreatif, mandiri dan inovatif
Sarana dan Prasarana	:	Handphone, internet, akun e-mail dan aplikasi TikTok
Target Peserta Didik	:	29 peserta didik
Model Pembelajaran	:	Technology-Enhanced Reading Programs
B. Komponen Inti		
Tujuan Pembelajaran	:	<ol style="list-style-type: none"> 1. Untuk mengetahui apakah keterampilan membaca siswa meningkat. 2. Untuk menganalisis perspektif siswa tentang keterampilan membaca melalui Aplikasi TikTok.

Asesmen/Penilaian Penilaian Awal	:	Peserta didik mengenali teks dan memahami teks yang berkaitan dengan recount text.
Penilaian Sumatif	:	Peserta didik mampu memahami text recount.
Pemahaman bermaknas	:	<ul style="list-style-type: none"> kemampuan memahami recount text menggunakan tehnik skimming dan scanning
Pertanyaan Pemantik	:	What do you know about recount text?
Kegiatan Pembelajaran	:	<p>Pendahuluan:</p> <ol style="list-style-type: none"> Pendidik menyiapkan kelas dengan mengucapkan salam, berdoa bersama, memperkenalkan diri dan mengecek kehadiran peserta didik. Assalamu'alaikum wr. wb. good morning class? How are you? Well, before we start our lesson today. Let us pray together. Now I would like to check your attendance list. Pendidik memberikan instruksi mengenai attention grab <p>T : <i>are you ready</i> S : <i>ay ay captain</i></p> <ol style="list-style-type: none"> Pendidik memberikan Mindfulness untuk membuat siswa lebih focus dan memusatkan perhatian terhadap situasi. <p>Inti:</p>

	<ol style="list-style-type: none"> 1. Sebelum memberikan materi, pendidik memberikan pertanyaan pemantik kepada peserta didik 2. Peserta didik akan menebak jawaban dari pertanyaan pendidik sesuai dengan materi yang akan dipelajari 3. Pendidik membahas kegiatan yang akan dilakukan di kelas. 4. Guru memberikan teks recount untuk mengetahui sejauh mana kemampuan memahami teks recount siswa. 5. Setelah memeriksa kemampuan memahami teks recount siswa, guru memberikan sejumlah soal teks recount mengenai isi teks yang diberikan kepada siswa. 6. Siswa menjawab pertanyaan yang diberikan oleh guru. 7. Guru menjelaskan mengenai teks recount kepada siswa. 8. Pendidik meminta peserta didik untuk membuka aplikasi TikTok. 9. Pendidik mengajarkan peserta didik cara mengaplikasikan Tiktok. 10. Pendidik memberikan contoh Recount teks menggunakan "Video TikTok" melalui link dan menjelaskan cara menemukan ide pokok dalam teks pada video. 11. Peserta didik menyimak pendidik menjelaskan contoh tersebut. 12. Setelah memberikan contoh pendidik memberikan worksheet kepada peserta didik. 13. Worksheet yang dibagikan berisi opsi jawaban. 14. Pendidik memeriksa hasil kerja siswa tersebut. 15. Berikan umpan balik positif dan saran hal kejelasan dan rincian deskripsi. <p>Penutup:</p> <ol style="list-style-type: none"> 1. Pendidik meminta peserta didik untuk menyimpulkan hasil dari pelajaran. <ul style="list-style-type: none"> • Ok class, so what have we learned today? • Who can conclude our lesson today? 2. Memberikan umpan balik. Menutup kelas dengan memberikan pesan mendidik kepada peserta didik.
--	---

PRE-TEST

Name : Muli Aul Syafael

Class : 8.7

BENAR = 15
SALAH = 35

Teks 1 (*Comprehension and Fluency*): "My Last Independence Day Celebration"

Last year, I celebrated Independence Day on August 17th with my family and friends. The day began early in the morning with a flag-raising ceremony in our neighborhood. Everyone gathered at the local park, and we sang the national anthem together. The atmosphere was filled with excitement and pride.

After the ceremony, we participated in various fun games. My favorite was the sack race. I teamed up with my little brother, and we had a great time hopping towards the finish line. We also enjoyed climbing the greased pole, which was challenging but very entertaining to watch.

In the afternoon, we had a picnic with traditional Indonesian food. My mom prepared nasi tumpeng, rendang, and various snacks. We shared stories and laughter as we ate together. It was a wonderful way to celebrate our nation's independence and bond with family and friends.

As the day ended, we watched a fireworks display that lit up the night sky. It was a beautiful ending to a memorable day, reminding us of our country's history and the importance of freedom.

1. What is the main idea of the recount text?

- a. The narrator's favorite food
- ☒ b. The celebration of Independence Day ✓
- c. A memorable trip
- d. A family gathering

2. What game did the narrator enjoy the most?

Isikan jawaban Anda di sini: Sack Race —

3. Write down the first two activities that the narrator describes in the text!

I celebrated independence day ✓

4. How did the narrator feel about the Independence Day celebration?

- a. Unhappy
- ☒ b. Proud and joyful ✓
- c. Bored
- d. Confused

5. Who did the narrator spend the day with?

Isikan jawaban Anda di sini: Family and friends —

6. What does the term "sack race" refer to?

Explain in one or two sentences: to what my brother &

7. Summarize the narrator's experience of the day in three sentences!

Summarize

8. What theme can be identified regarding family and community in the text?

Write a brief explanation: family community

9. What is the tone of the recount? Provide an example from the text that supports your answer.

Isikan jawaban Anda di sini: Supports

10. What does the phrase "lit up the night sky" suggest about the fireworks?

Explain your interpretation in a few sentences: lit up the night sky is the

11. Which traditional Indonesian food did the narrator mention?

a. Nasi goreng

☒ b. Nasi tumpeng and rendang

c. Soto

d. Rendang

12. During the sack race, the narrator felt joyful and supportive towards their little brother.

13. What theme is highlighted in the recount regarding family and celebration?

a. Individual achievement

b. Importance of freedom

☒ c. Family bonding and community

d. Competition

14. The narrator likely felt Happy during the fireworks display.

15. Summarize the narrator's overall experience of Independence Day in three sentences!

16. How does the celebration of Independence Day connect to the country's history? Write a brief explanation.

history independence day

Teks 2 (Critical thinking): "My Volunteer Experience at the Animal Shelter"

Last summer, I volunteered at a local animal shelter for two months. My primary responsibility was to take care of the animals and assist in their daily needs. Each morning, I arrived early to feed the dogs and cats, clean their living spaces, and ensure they had enough water.

During my time there, I noticed that many animals were abandoned or mistreated. This experience opened my eyes to the issues of pet overpopulation and the importance of adopting pets instead of buying them. I started to question why people abandon their pets and what could be done to prevent it.

I also organized a small fundraising event to help the shelter. I collaborated with friends to create posters, bake goods, and spread the word. It was rewarding to see our efforts pay off, as we raised enough money to provide supplies for the animals.

Through this experience, I learned about responsibility, empathy, and the impact of community service. I realized that small actions can lead to significant changes in the lives of these animals.

17. What are some potential reasons why people abandon their pets? Provide at least two examples and discuss their implications!

Local animal shelter for two

18. Based on the narrator's observations, propose a solution to reduce pet abandonment in your community!

many animals

19. How might different stakeholders (pet owners, animal shelters, and local governments) view the issue of pet abandonment? Discuss each perspective briefly.

I also organize

20. Connect the narrator's experience at the animal shelter to a broader social issue, such as homelessness or poverty. How are these issues interconnected?

21. Analyze the narrator's decision to organize a fundraising event. What skills did they demonstrate, and how did this impact the shelter?

22. Reflect on what the narrator learned about responsibility and empathy. How can these lessons be applied to other areas of life?

23. Design a campaign to raise awareness about pet adoption. What strategies would you use to engage the community?

24. Evaluate the effectiveness of the narrator's fundraising efforts. What metrics could be used to measure success beyond just the amount of money raised?

25. What might happen if communities do not address the issue of pet abandonment? Discuss the potential long-term effects!

26. Based on the narrator's experience, what is your personal stance on adopting pets versus buying them? Explain your reasoning with supporting arguments.

Teks 3 (Text Analysis): "Family Vacation to Bali"

Last year, my family went on vacation to Bali for a week. We left on Saturday morning and arrived at Ngurah Rai Airport around noon. We were warmly welcomed by the tour guide who would accompany us during our trip.

On our first day in Bali, we spent time visiting Kuta Beach. The waves were big, and the atmosphere was very lively. We played on the beach, sunbathed, and enjoyed fresh coconut water. In the evening, we had dinner at a seaside restaurant while watching a traditional Balinese dance performance.

On the second day, we traveled to Ubud to see the beautiful terraced rice fields. We also visited the Ubud art market, where I bought some souvenirs for my friends. The scenery there was breathtaking, and I learned a lot about Balinese culture.

The following days were filled with visits to various attractions, such as Tanah Lot Temple and Tegalalang Rice Terrace. Each location had its own uniqueness and beauty. We also tried traditional Balinese dishes like duck betutu and sate lilit.

We ended our vacation on the last day at Jimbaran Beach, where we enjoyed fresh seafood while watching the sunset. This experience not only brought us joy but also deepened my understanding of Balinese culture and traditions.

27. What is the main theme of the recount text? Provide reasons for your answer.

Family bonding and cultural exploration ✓

28. Mention two examples of language style used in the text and analyze their effects on the reader.

go to bali with family ✗

29. How is the structure of this recount text organized? Identify the main parts and their functions.

paragraf satu atau cerita ✗

30. Who are the main characters in this text, and what is the setting? Why is this setting important to the story?

story I go to bali ✗

31. From which perspective is this narrative written? How does this perspective influence the reader's understanding of the vacation experience?

perspective on the second day ✗

32. What role do sensory details play in the text? Provide examples and analyze their impact.

The following's day ✓

33. How does this text reflect Balinese culture? Discuss cultural elements present in the text.

we ended the our vacation ✗

34. Is there a moral message that can be drawn from this vacation experience? If so, what is it?

35. How can the experiences described in the text be relevant to readers? Discuss ways readers might connect with the story.

Discuss ways readers might

36. How do you analyze this vacation experience from a personal perspective? What can you take from this story in the context of your own life?

Context of your own life

Teks 4 (Text vocabulary): "My First Camping Trip"

Last summer, I went on my first camping trip with my friends. We decided to go to a nearby national park for two days. We packed our backpacks with essential items such as tents, sleeping bags, and food supplies.

On the first day, we set up our campsite near a beautiful lake. The weather was perfect—sunny and warm. After we pitched the tents, we went hiking on a scenic trail. We saw various plants and animals, including colorful birds and a curious deer.

In the evening, we gathered around the campfire to roast marshmallows and share stories. The crackling sound of the fire and the bright stars above created a magical atmosphere. We slept under the stars, feeling the cool breeze and listening to the sounds of nature.

On the second day, we explored more of the park. We swam in the lake and enjoyed a picnic by the water. As we packed up our things to head home, I realized this camping trip was one of the best experiences I ever had. I learned the importance of nature and spending time with friends.

37. What does the word "campsite" mean in the context of the text?

38. Find a synonym for the word "essential" as used in the text.
~~Essential~~ Essential = Necessary ✓
39. What is an antonym for the word "curious" based on its use in the text?
 Satisfied ✓
40. In the sentence "The crackling sound of the fire created a magical atmosphere," what does the word "crackling" refer to?
 Indifferent ✓
41. What is the adjective form of the noun "nature" used in the text?
 Nature is natural ✓
42. What common phrase is often used with the word "campfire"? Provide an example in a sentence.
 Camp ✓
43. Identify a phrasal verb that could replace "packed up" in the text.
 Pack up ✓
44. In the context of the text, how would you use the word "scenic" in a different sentence?
 Scenic ✓
45. The word "park" can have multiple meanings. What are two different meanings of "park" outside of the context of the text?
 Park - begin ✓
46. Based on the context, what do you think "pitching the tents" involves? Explain your reasoning.
 Pitching ✓
- Find a synonym (a word with a similar meaning) for the following words based on the recount text above!
47. Beautiful = scenic ✓
48. Important = essential ✓
49. Enjoyed = had fun ✓
50. Cold = cool ✓

MODUL AJAR TREATMEN

C. Informasi Umum		
Penulis Modul	:	Mahpud
Tahun penyusunan	:	2024
Nama institusi	:	SMPN 8 Palopo
Tingkat kelas	:	Kelas VIII
Mata Pelajaran	:	Bahasa Inggris
Tema/Sub Tema	:	Recount Text
Topik	:	Recount Text
Alokasi Waktu	:	120 menit (2 x 60 menit)
Pertemuan	:	2,3&4
Kompetensi Awal	:	4. Peserta didik mampu Mengidentifikasi teks bacaan 5. Peserta didik mampu Memahami teks bacaan 6. Peserta didik mampu Membaca dengan Teknik Skimming dan Scanning
Profil Pelajar Pancasila	:	Beriman dan bertakwa kepada tuhan yang maha Esa, bernalar kritis, Kreatif, mandiri dan inovatif
Sarana dan Prasarana	:	Handphone, internet, akun e-mail dan aplikasi TikTok
Target Peserta Didik	:	29 peserta didik
Model Pembelajaran	:	Technology-Enhanced Reading Programs
D. Komponen Inti		
Tujuan Pembelajaran	:	1. Untuk mengetahui apakah keterampilan membaca siswa meningkat. 2. Untuk menganalisis perspektif siswa tentang keterampilan membaca melalui Aplikasi TikTok.

Asesmen/Penilaian Penilaian Awal	:	Peserta didik mengenali teks dan memahami ide pokok yang berkaitan dengan recount text.
Penilaian Sumatif	:	Peserta didik menemukan Gambaran tentang comprehension dan fluency dalam text.
Pemahaman bermaknas	:	<ul style="list-style-type: none"> kemampuan menemukan gamabaran tentang comprehension dan fluency menggunakan tehnik skimming dan scanning
Pertanyaan Pemantik	:	What is the main idea of the text recount?
Kegiatan Pembelajaran	:	<p>Pendahuluan:</p> <ol style="list-style-type: none"> Pendidik menyiapkan kelas dengan mengucapkan salam, berdoa bersama, memperkenalkan diri dan mengecek kehadiran peserta didik. Assalamu'alaikum wr. wb. good morning class? How are you? Well, before we start our lesson today. Let us pray together. Now I would like to check your attendance list. Pendidik memberikan instruksi mengenai attention grab <p>T : <i>are you ready</i> S : <i>ay ay captain</i></p> <ol style="list-style-type: none"> Pendidik memberikan Mindfulness untuk membuat siswa lebih focus dan memusatkan perhatian terhadap situasi. <p>Inti:</p>

	<ol style="list-style-type: none"> 16. Sebelum memberikan materi, pendidik memberikan pertanyaan pemantik kepada peserta didik 17. Peserta didik akan menebak jawaban dari pertanyaan pendidik sesuai dengan materi yang akan dipelajari 18. Pendidik membahas kegiatan yang akan dilakukan di kelas. 19. Guru memberikan teks recount untuk mengetahui sejauh mana kemampuan comprehension dan fluency siswa. 20. Setelah memeriksa kemampuan comprehension dan fluency siswa, guru memberikan sejumlah soal comprehension dan fluency mengenai isi teks yang diberikan kepada siswa. 21. Siswa menjawab pertanyaan yang diberikan oleh guru. 22. Guru menjelaskan mengenai teks recount kepada siswa. 23. Pendidik meminta peserta didik untuk membuka aplikasi TikTok. 24. Pendidik mengajarkan peserta didik cara mengaplikasikan Tiktok. 25. Pendidik memberikan contoh Recount teks menggunakan “Video TikTok” melalui link dan menjelaskan cara menemukan ide pokok dalam teks pada video. 26. Peserta didik menyimak pendidik menjelaskan contoh tersebut. 27. Setelah memberikan contoh pendidik memberikan worksheet kepada peserta didik. 28. Worksheet yang dibagikan berisi opsi jawaban. 29. Pendidik memeriksa hasil kerja siswa tersebut. 30. Berikan umpan balik positif dan saran hal kejelasan dan rincian deskripsi. <p>Penutup:</p> <ol style="list-style-type: none"> 3. Pendidik meminta peserta didik untuk menyimpulkan hasil dari pelajaran. <ul style="list-style-type: none"> • Ok class, so what have we learned today? • Who can conclude our lesson today? 4. Memberikan umpan balik. Menutup kelas dengan memberikan pesan mendidik kepada peserta didik.
--	---



Q Temukan konten terkait

Cari

My First Day at School

Last Monday was my first day at school after the long summer vacation. I was both nervous and excited because it was a new school year, and I had to meet new teachers and classmates.

When I arrived, I saw many familiar faces, but I was also introduced to a few new students. We all gathered in the school hall for the opening ceremony, and the principal gave a speech about

Layar penuh



6



0



1



Mahpud · 2024-11-19

Reading Skill Test
"(Comprehension ...

▶ 301 | Wawasan lainnya

Pengaturan Privasi



(Comprehension and Fluency):
"My First Day at School"



By : Mahpud

(Multiple Choice)

1. When was the narrator's first day at school?

- a. Last Friday
- b. Last Sunday
- c. Last Monday
- d. Last Wednesday

By : Mahpud

(Fill In The Blank)

2. The narrator's new teacher was named
"....."

By : Mahpud

(Essay)

3. What did the principal talk about during the opening ceremony?

Answer:

"....."
.....
....."

By : Mahpud

(True Or False)

4. The narrator's first day at school was on a Friday.

Answer: "....."

By : Mahpud

(Multiple Choice)

5. What was the narrator's feeling on the first day of school?

- a. Nervous and excited
- b. Angry and confused
- c. Happy and relaxed
- d. Bored and sleepy

By : Mahpud

(Fill In The Blank)

6. The narrator painted a picture of the
"....." in art class.

By : Mahpud

(Essay)

7. How did the narrator feel by the end of the day?

Answer:

"....."
.....
....."

By : Mahpud

(True Or False)

8.The principal gave a speech about the summer holidays.

Answer: ""

By : Mahpud

(Multiple Choice)

9. Who gave a speech during the opening ceremony?

- a. Mrs. Maya
- b. A student
- c. The principal
- d. A teacher

By : Mahpud

(Fill In The Blank)

10. After the ceremony, the students went to their

By : Mahpud

(Essay)

11.Who did the narrator spend time with during the break?

Answer:

"
.....
....."

By : Mahpud

(True Or False)

12.Mrs. Maya was the narrator's new teacher.

Answer: ""

By : Mahpud

(Multiple Choice)

13.What subject did the narrator enjoy the most in the afternoon?

- a.Math
- b. Science
- c. Art
- d. History

By : Mahpud

(Fill In The Blank)

14. The narrator spent time with during the break.

By : Mahpud

(Essay)

15. What was the narrator's favorite activity on the first day?

Answer:

"
.....
....."

By : Mahpud

MODUL AJAR TREATMENT

E. Informasi Umum		
Penulis Modul	:	Mahpud
Tahun penyusunan	:	2024
Nama institusi	:	SMPN 8 Palopo
Tingkat kelas	:	Kelas VIII
Mata Pelajaran	:	Bahasa Inggris
Tema/Sub Tema	:	Recount Text
Topik	:	Recount Text
Alokasi Waktu	:	120 menit (2 x 60 menit)
Pertemuan	:	5&6
Kompetensi Awal	:	7. Peserta didik mampu Mengidentifikasi teks bacaan 8. Peserta didik mampu Memahami teks bacaan 9. Peserta didik mampu Membaca dengan Teknik Skimming dan Scanning
Profil Pelajar Pancasila	:	Beriman dan bertakwa kepada tuhan yang maha Esa, bernalar kritis, Kreatif, mandiri dan inovatif
Sarana dan Prasarana	:	Handphone, internet, akun e-mail dan aplikasi TikTok
Target Peserta Didik	:	29 peserta didik
Model Pembelajaran	:	Technology-Enhanced Reading Programs
F. Komponen Inti		
Tujuan Pembelajaran	:	1. Untuk mengetahui apakah keterampilan membaca siswa meningkat. 2. Untuk menganalisis perspektif siswa tentang keterampilan membaca melalui Aplikasi TikTok.

Asesmen/Penilaian Penilaian Awal	:	Peserta didik mengenali teks dan memahami ide pokok yang berkaitan dengan recount text.
Penilaian Sumatif	:	Peserta didik mampu melakukan critical thinking dalam text recount.
Pemahaman bermaknas	:	<ul style="list-style-type: none"> • kemampuan melakukan critical thinking menggunakan tehnik skimming dan scanning
Pertanyaan Pemantik	:	What do you know about critical thinking?
Kegiatan Pembelajaran	:	<p>Pendahuluan:</p> <p>15. Pendidik menyiapkan kelas dengan mengucapkan salam, berdoa bersama, memperkenalkan diri dan mengecek kehadiran peserta didik.</p> <p>16. Assalamu'alaikum wr. wb. good morning class?</p> <p>17. How are you?</p> <p>18. Well, before we start our lesson today. Let us pray together.</p> <p>19. Now I would like to check your attendance list.</p> <p>20. Pendidik memberikan instruksi mengenai attention grab</p> <p>T : <i>are you ready</i></p> <p>S : <i>ay ay captain</i></p> <p>21. Pendidik memberikan Mindfulness untuk membuat siswa lebih focus dan memusatkan perhatian terhadap situasi.</p> <p>Inti:</p>

	<ol style="list-style-type: none"> 31. Sebelum memberikan materi, pendidik memberikan pertanyaan pemantik kepada peserta didik 32. Peserta didik akan menebak jawaban dari pertanyaan pendidik sesuai dengan materi yang akan dipelajari 33. Pendidik membahas kegiatan yang akan dilakukan di kelas. 34. Guru memberikan teks recount untuk mengetahui sejauh mana kemampuan critical thinking siswa. 35. Setelah memeriksa kemampuan critical thinking siswa, guru memberikan sejumlah soal critical thinking mengenai isi teks yang diberikan kepada siswa. 36. Siswa menjawab pertanyaan yang diberikan oleh guru. 37. Guru menjelaskan mengenai teks recount kepada siswa. 38. Pendidik meminta peserta didik untuk membuka aplikasi TikTok. 39. Pendidik mengajarkan peserta didik cara mengaplikasikan Tiktok. 40. Pendidik memberikan contoh Recount teks menggunakan “Video TikTok” melalui link dan menjelaskan cara menemukan ide pokok dalam teks pada video. 41. Peserta didik menyimak pendidik menjelaskan contoh tersebut. 42. Setelah memberikan contoh pendidik memberikan worksheet kepada peserta didik. 43. Worksheet yang dibagikan berisi opsi jawaban. 44. Pendidik memeriksa hasil kerja siswa tersebut. 45. Berikan umpan balik positif dan saran hal kejelasan dan rincian deskripsi. <p>Penutup:</p> <ol style="list-style-type: none"> 5. Pendidik meminta peserta didik untuk menyimpulkan hasil dari pelajaran. <ul style="list-style-type: none"> • Ok class, so what have we learned today? • Who can conclude our lesson today? 6. Memberikan umpan balik. Menutup kelas dengan memberikan pesan mendidik kepada peserta didik.
--	---



Q Temukan konten terkait

Cari

My Hiking Trip

Last weekend, I went on a hiking trip with my friends to a nearby mountain. We started our journey early in the morning, and after a two-hour drive, we reached the base of the mountain. Once we arrived, we gathered our gear and began the hike. The weather was perfect for hiking, and we enjoyed



2



0



0



Layar penuh



Mahpud · 2024-12-05
Reading Skill Test "Critical Thinking" Title "M..."

▶ 137 | Wawasan lainnya

Pengaturan Privasi



(Critical Thinking):
"My Hiking Trip"



By : Mahpud

(Fill In The Blank)

1.The group reached the base of the mountain after a _____-hour drive.

By : Mahpud

(Essay)

2. Describe the weather and the environment during the hike. How did it contribute to the overall experience?

Answer:

"....."
"....."

By : Mahpud

(Fill In The Blank)

3. The weather during the hike was _____ for hiking.

By : Mahpud

(Fill In The Blank)

3. The weather during the hike was _____ for hiking.

By : Mahpud

(Essay)

4. What are the possible challenges one might face while hiking, as described in the trip, and how can they be managed?

Answer:

"....."
"....."

By : Mahpud

(Fill In The Blank)

5. After reaching the summit, the group took a _____ and had snacks.

By : Mahpud

(Essay)

6. Explain the importance of breaks during a hike and how the group benefited from their break at the summit.

Answer:

"
.....
..... "

By : Mahpud

(Fill In The Blank)

7. The group stopped at a small _____ on the way back down to take pictures.

By : Mahpud

(Essay)

8. What role does preparation play in a successful hiking trip, and how can poor preparation impact the experience? Use examples from the story to support your answer.

Answer:

"
.....
..... "

By : Mahpud

(Fill In The Blank)

9.The group felt _____ but happy after the hike.

By : Mahpud

(Essay)

10.How did the group's decision to take a break at the summit contribute to their overall experience? What might have happened if they hadn't taken a break?

Answer:

"
.....
..... "

By : Mahpud

MODUL AJAR TREATMEN

G. Informasi Umum		
Penulis Modul	:	Mahpud
Tahun penyusunan	:	2024
Nama institusi	:	SMPN 8 Palopo
Tingkat kelas	:	Kelas VIII
Mata Pelajaran	:	Bahasa Inggris
Tema/Sub Tema	:	Recount Text
Topik	:	Recount Text
Alokasi Waktu	:	120 menit (2 x 60 menit)
Pertemuan	:	7&8
Kompetensi Awal	:	10. Peserta didik mampu Mengidentifikasi teks bacaan 11. Peserta didik mampu Memahami teks bacaan 12. Peserta didik mampu Membaca dengan Teknik Skimming dan Scanning
Profil Pelajar Pancasila	:	Beriman dan bertakwa kepada tuhan yang maha Esa, bernalar kritis, Kreatif, mandiri dan inovatif
Sarana dan Prasarana	:	Handphone, internet, akun e-mail dan aplikasi TikTok
Target Peserta Didik	:	29 peserta didik
Model Pembelajaran	:	Technology-Enhanced Reading Programs
H. Komponen Inti		
Tujuan Pembelajaran	:	1. Untuk mengetahui apakah keterampilan membaca siswa meningkat. 2. Untuk menganalisis perspektif siswa tentang keterampilan membaca melalui Aplikasi TikTok.

Asesmen/Penilaian Penilaian Awal	:	Peserta didik mengenali teks dan memahami teks yang berkaitan dengan recount text.
Penilaian Sumatif	:	Peserta didik mampu memahami teks analysis dalam text recount.
Pemahaman bermaknas	:	<ul style="list-style-type: none"> kemampuan memahami teks analysis menggunakan tehnik skimming dan scanning
Pertanyaan Pemantik	:	What do you know about teks analysis?
Kegiatan Pembelajaran	:	<p>Pendahuluan:</p> <p>22. Pendidik menyiapkan kelas dengan mengucapkan salam, berdoa bersama, memperkenalkan diri dan mengecek kehadiran peserta didik.</p> <p>23. Assalamu'alaikum wr. wb. good morning class?</p> <p>24. How are you?</p> <p>25. Well, before we start our lesson today. Let us pray together.</p> <p>26. Now I would like to check your attendance list.</p> <p>27. Pendidik memberikan instruksi mengenai attention grab</p> <p>T : <i>are you ready</i></p> <p>S : <i>ay ay captain</i></p> <p>28. Pendidik memberikan Mindfulness untuk membuat siswa lebih focus dan memusatkan perhatian terhadap situasi.</p> <p>Inti:</p>

	<p>46. Sebelum memberikan materi, pendidik memberikan pertanyaan pemantik kepada peserta didik</p> <p>47. Peserta didik akan menebak jawaban dari pertanyaan pendidik sesuai dengan materi yang akan dipelajari</p> <p>48. Pendidik membahas kegiatan yang akan dilakukan di kelas.</p> <p>49. Guru memberikan teks recount untuk mengetahui sejauh mana kemampuan memahami teks analisis siswa.</p> <p>50. Setelah memeriksa kemampuan memahami teks analisis siswa, guru memberikan sejumlah soal teks analisis mengenai isi teks yang diberikan kepada siswa.</p> <p>51. Siswa menjawab pertanyaan yang diberikan oleh guru.</p> <p>52. Guru menjelaskan mengenai teks recount kepada siswa.</p> <p>53. Pendidik meminta peserta didik untuk membuka aplikasi TikTok.</p> <p>54. Pendidik mengajarkan peserta didik cara mengaplikasikan Tiktok.</p> <p>55. Pendidik memberikan contoh Recount teks menggunakan “Video TikTok” melalui link dan menjelaskan cara menemukan ide pokok dalam teks pada video.</p> <p>56. Peserta didik menyimak pendidik menjelaskan contoh tersebut.</p> <p>57. Setelah memberikan contoh pendidik memberikan worksheet kepada peserta didik.</p> <p>58. Worksheet yang dibagikan berisi opsi jawaban.</p> <p>59. Pendidik memeriksa hasil kerja siswa tersebut.</p> <p>60. Berikan umpan balik positif dan saran hal kejelasan dan rincian deskripsi.</p> <p>Penutup:</p> <p>7. Pendidik meminta peserta didik untuk menyimpulkan hasil dari pelajaran.</p> <ul style="list-style-type: none"> • Ok class, so what have we learned today? • Who can conclude our lesson today? <p>8. Memberikan umpan balik. Menutup kelas dengan memberikan pesan mendidik kepada peserta didik.</p>
--	--



Q Temukan konten terkait

Cari

Title: A Trip to Jakarta

During the last school holiday, my family and I went to Jakarta for a vacation. We took a train from our city, and the journey took about 6 hours. I was really excited because it was my first time visiting Jakarta. When we arrived in Jakarta, we went straight to the National Monument (Monas)



3



0



0



Mahpud · 2024-12-09

Teks reading skill "(Text Analysis)" Title "A..."



134 | Wawasan lainnya

Pengaturan Privasi



(Text Analysis):
"A Trip to Jakarta "



By : Mahpud

(Essay)

1.What is the main idea or theme of the recount text? Explain how the author conveyed this message through their experiences.

Answer:

"
.....
"

By : Mahpud

(Essay)

2.Describe the setting of the story. Where and when did the events take place? How does the setting contribute to the overall mood of the story?

Answer:

"
.....
"

By : Mahpud

(Essay)

3.Describe the setting of the story. Where and when did the events take place? How does the setting contribute to the overall mood of the story?

Answer:

"
.....
"

By : Mahpud

(Essay)

4.What is the purpose of the author in writing this recount? Is it to entertain, inform, or persuade? Provide evidence from the text to support your answer.

Answer:

"
.....
"

By : Mahpud

(Essay)

5.Identify the structure of the recount text. How is the story organized? Is there a clear beginning, middle, and end? Explain.

Answer:

"
.....
"

By : Mahpud

(Essay)

6.In the recount, how does the author express their personal feelings or reflections about the events? How does this affect the reader's understanding of the story?

Answer:

"
.....
"

By : Mahpud

(Essay)

7.From what point of view is the recount written? How does the author's choice of point of view impact the reader's perception of the events?
?

Answer:

"
.....
....."

By : Mahpud

(Essay)

8.Identify some descriptive language or imagery used in the recount text. How do these details help create a more vivid and engaging experience for the reader?

Answer:

"
.....
....."

By : Mahpud

(Essay)

9.Does the recount include any conflict or challenges faced by the author? If so, how are they resolved by the end of the story?

Answer:

"
.....
....."

By : Mahpud

(Essay)

10.What lesson or message can be learned from the recount? How does the author convey this message through the story's events or experiences?

Answer:

"
.....
....."

By : Mahpud

MODUL AJAR PERTEMUAN TREATMEN

I. Informasi Umum		
Penulis Modul	:	Mahpud
Tahun penyusunan	:	2024
Nama institusi	:	SMPN 8 Palopo
Tingkat kelas	:	Kelas VIII
Mata Pelajaran	:	Bahasa Inggris
Tema/Sub Tema	:	Recount Text
Topik	:	Recount Text
Alokasi Waktu	:	120 menit (2 x 60 menit)
Pertemuan	:	9&10
Kompetensi Awal	:	13. Peserta didik mampu Mengidentifikasi teks bacaan 14. Peserta didik mampu Memahami teks bacaan 15. Peserta didik mampu Membaca dengan Teknik Skimming dan Scanning
Profil Pelajar Pancasila	:	Beriman dan bertakwa kepada tuhan yang maha Esa, bernalar kritis, Kreatif, mandiri dan inovatif
Sarana dan Prasarana	:	Handphone, internet, akun e-mail dan aplikasi TikTok
Target Peserta Didik	:	20 peserta didik
Model Pembelajaran	:	Technology-Enhanced Reading Programs
J. Komponen Inti		
Tujuan Pembelajaran	:	1. Untuk mengetahui apakah keterampilan membaca siswa meningkat. 2. Untuk menganalisis perspektif siswa tentang keterampilan membaca melalui Aplikasi TikTok.

Asesmen/Penilaian Penilaian Awal	:	Peserta didik mengenali Vocabulary yang berkaitan dengan recount text.
Penilaian Sumatif	:	Peserta didik menemukan Vocabulary dalam text.
Pemahaman bermaknas	:	<ul style="list-style-type: none"> • kemampuan menemukan vocabulary menggunakan tehnik skimming dan scanning
Pertanyaan Pemantik	:	What do you know about vocabulary?
Kegiatan Pembelajaran	:	<p>Pendahuluan:</p> <p>29. Pendidik menyiapkan kelas dengan mengucapkan salam, berdoa bersama, memperkenalkan diri dan mengecek kehadiran peserta didik.</p> <p>30. Assalamu'alaikum wr. wb. good morning class?</p> <p>31. How are you?</p> <p>32. Well, before we start our lesson today. Let us pray together.</p> <p>33. Now I would like to check your attendance list.</p> <p>34. Pendidik memberikan instruksi mengenai attention grab</p> <p>T : <i>are you ready</i></p> <p>S : <i>ay ay captain</i></p> <p>35. Pendidik memberikan Mindfulness untuk membuat siswa lebih focus dan memusatkan perhatian terhadap situasi.</p> <p>Inti:</p>

	<ol style="list-style-type: none"> 61. Sebelum memberikan materi, pendidik memberikan pertanyaan pemantik kepada peserta didik 62. Peserta didik akan menebak jawaban dari pertanyaan pendidik sesuai dengan materi yang akan dipelajari 63. Pendidik membahas kegiatan yang akan dilakukan di kelas. 64. Guru memberikan teks recount untuk mengetahui sejauh mana kemampuan vocabulary siswa. 65. Setelah memeriksa kemampuan vocabulary siswa, guru memberikan sejumlah vocabulary mengenai isi teks yang diberikan kepada siswa. 66. Guru bertanya kepada siswa jenis teks apa yang diberikan. <i>“Does anyone know what type of text this is?”</i> 67. Siswa menjawab pertanyaan yang diberikan oleh guru. 68. Guru menjelaskan mengenai teks recount kepada siswa. 69. Pendidik meminta peserta didik untuk membuka aplikasi TikTok. 70. Pendidik mengajarkan peserta didik cara mengaplikasikan Tiktok. 71. Pendidik memberikan contoh Recount teks menggunakan “Video TikTok” melalui link dan menjelaskan cara menemukan ide pokok dalam teks pada video. 72. Peserta didik menyimak pendidik menjelaskan contoh tersebut. 73. Setelah memberikan contoh pendidik memberikan worksheet kepada peserta didik. 74. Worksheet yang dibagikan berisi opsi jawaban. 75. Pendidik memeriksa hasil kerja siswa tersebut. 76. Berikan umpan balik positif dan saran hal kejelasan dan rincian deskripsi. <p>Penutup:</p> <ol style="list-style-type: none"> 9. Pendidik meminta peserta didik untuk menyimpulkan hasil dari pelajaran. <ul style="list-style-type: none"> • Ok class, so what have we learned today? • Who can conclude our lesson today? 10. Memberikan umpan balik. Menutup kelas dengan memberikan pesan mendidik kepada peserta didik.
--	--



Q Temukan konten terkait

Cari

Title: A Visit to the Zoo

Last weekend,
my family and
I went to the zoo.
We left our house
early in the morning
to make sure
we could see
all the animals
before it got too hot.
As we entered the zoo,
I could hear the sounds
of different animals



4



0



0



Mahpud · 2024-12-09
reading Skill Test
"(Vocabulary)" Titl...



▶ 222 | Wawasan lainnya

Pengaturan Privasi



(vocabulary):
"A Visit To The Zoo"



By : Mahpud

(Essay)

1.What does the word "chattering" mean in the context of the text?

Answer:

"
.....
....."

By : Mahpud

(Essay)

2.Based on the text, what is the meaning of "den"?

Answer:

"
.....
....."

By : Mahpud

(Essay)

3.How would you describe the word "camouflaged" based on the description of the snakes?

Answer:

"
.....
....."

By : Mahpud

(Essay)

4.What is the meaning of "habitats" in the last sentence of the recount?

Answer:

"
.....
....."

By : Mahpud

(Essay)

5. What does the word "gentle" suggest about the elephants?

Answer:

"
.....
....."

By : Mahpud

(Essay)

6.What is the meaning of "relaxed" in the sentence, "The lions were lying in the shade, looking very relaxed"?

Answer:

"
.....
....."

By : Mahpud

(Essay)

7.What does "swimming" mean in the sentence about the penguins??

Answer:

"
.....
....."

By : Mahpud

(Essay)

8. What does "huge" mean in the context of the elephants?

Answer:

"
.....
....."

By : Mahpud

(Essay)

9.What does "slide" mean in the sentence, "penguins sliding across the water"?

Answer:

"
.....
....."

By : Mahpud

(Essay)

10.What does the word "amazing" mean in the context of the penguins' behavior?

Answer:

"
.....
....."

By : Mahpud

MODUL AJAR POST-TEST

K. Informasi Umum		
Penulis Modul	:	Mahpud
Tahun penyusunan		2024
Nama institusi		SMPN 8 Palopo
Tingkat kelas		Kelas VIII
Mata Pelajaran		Bahasa Inggris
Tema/Sub Tema		Recount Text
Topik		Recount Text
Alokasi Waktu		120 menit (2 x 60 menit)
Pertemuan		12 POST-TEST
Kompetensi Awal	:	16. Peserta didik mampu Mengidentifikasi teks bacaan 17. Peserta didik mampu Memahami teks bacaan 18. Peserta didik mampu Membaca dengan Teknik Skimming dan Scanning
Profil Pelajar Pancasila	:	Beriman dan bertakwa kepada tuhan yang maha Esa, bernalar kritis, Kreatif, mandiri dan inovatif
Sarana dan Prasarana	:	Handphone, internet, akun e-mail dan aplikasi TikTok
Target Peserta Didik	:	29 peserta didik
Model Pembelajaran	:	Technology-Enhanced Reading Programs
L. Komponen Inti		
Tujuan Pembelajaran	:	1. Untuk mengetahui apakah keterampilan membaca siswa meningkat. 2. Untuk menganalisis perspektif siswa tentang keterampilan membaca melalui Aplikasi TikTok.

Asesmen/Penilaian Penilaian Awal	:	Peserta didik mengenali teks dan memahami teks yang berkaitan dengan recount text.
Penilaian Sumatif	:	Peserta didik mampu memahami text recount.
Pemahaman bermaknas	:	<ul style="list-style-type: none"> kemampuan memahami recount text menggunakan tehnik skimming dan scanning
Pertanyaan Pemantik	:	What do you know about recount text?
Kegiatan Pembelajaran	:	<p>Pendahuluan:</p> <p>36. Pendidik menyiapkan kelas dengan mengucapkan salam, berdoa bersama, memperkenalkan diri dan mengecek kehadiran peserta didik.</p> <p>37. Assalamu'alaikum wr. wb. good morning class?</p> <p>38. How are you?</p> <p>39. Well, before we start our lesson today. Let us pray together.</p> <p>40. Now I would like to check your attendance list.</p> <p>41. Pendidik memberikan instruksi mengenai attention grab</p> <p>T : <i>are you ready</i></p> <p>S : <i>ay ay captain</i></p> <p>42. Pendidik memberikan Mindfulness untuk membuat siswa lebih focus dan memusatkan perhatian terhadap situasi.</p> <p>Inti:</p>

	<p>77. Sebelum memberikan materi, pendidik memberikan pertanyaan pemantik kepada peserta didik</p> <p>78. Peserta didik akan menebak jawaban dari pertanyaan pendidik sesuai dengan materi yang akan dipelajari</p> <p>79. Pendidik membahas kegiatan yang akan dilakukan di kelas.</p> <p>80. Guru memberikan teks recount untuk mengetahui sejauh mana kemampuan memahami teks recount siswa.</p> <p>81. Setelah memeriksa kemampuan memahami teks recount siswa, guru memberikan sejumlah soal teks recount mengenai isi teks yang diberikan kepada siswa.</p> <p>82. Siswa menjawab pertanyaan yang diberikan oleh guru.</p> <p>83. Guru menjelaskan mengenai teks recount kepada siswa.</p> <p>84. Pendidik meminta peserta didik untuk membuka aplikasi TikTok.</p> <p>85. Pendidik mengajarkan peserta didik cara mengaplikasikan Tiktok.</p> <p>86. Pendidik memberikan contoh Recount teks menggunakan “Video TikTok” melalui link dan menjelaskan cara menemukan ide pokok dalam teks pada video.</p> <p>87. Peserta didik menyimak pendidik menjelaskan contoh tersebut.</p> <p>88. Setelah memberikan contoh pendidik memberikan worksheet kepada peserta didik.</p> <p>89. Worksheet yang dibagikan berisi opsi jawaban.</p> <p>90. Pendidik memeriksa hasil kerja siswa tersebut.</p> <p>91. Berikan umpan balik positif dan saran hal kejelasan dan rincian deskripsi.</p> <p>Penutup:</p> <p>11. Pendidik meminta peserta didik untuk menyimpulkan hasil dari pelajaran.</p> <ul style="list-style-type: none"> • Ok class, so what have we learned today? • Who can conclude our lesson today? <p>12. Memberikan umpan balik. Menutup kelas dengan memberikan pesan mendidik kepada peserta didik.</p>
--	---

POST-TEST

Name : Muhi Aul Syafaat

Class : 8.7

Benar = 19
Salah = 31

Teks 1 (*Comprehension and Fluency*): "My Last Independence Day Celebration"

Last year, I celebrated Independence Day on August 17th with my family and friends. The day began early in the morning with a flag-raising ceremony in our neighborhood. Everyone gathered at the local park, and we sang the national anthem together. The atmosphere was filled with excitement and pride.

After the ceremony, we participated in various fun games. My favorite was the sack race. I teamed up with my little brother, and we had a great time hopping towards the finish line. We also enjoyed climbing the greased pole, which was challenging but very entertaining to watch.

In the afternoon, we had a picnic with traditional Indonesian food. My mom prepared nasi tumpeng, rendang, and various snacks. We shared stories and laughter as we ate together. It was a wonderful way to celebrate our nation's independence and bond with family and friends.

As the day ended, we watched a fireworks display that lit up the night sky. It was a beautiful ending to a memorable day, reminding us of our country's history and the importance of freedom.

1. What is the main idea of the recount text?

a. The narrator's favorite food

☒ b. The celebration of Independence Day ✓

c. A memorable trip

d. A family gathering

2. What game did the narrator enjoy the most?

Isikan jawaban Anda di sini: Sack race ✓

3. Write down the first two activities that the narrator describes in the text!

Funs games ✗

4. How did the narrator feel about the Independence Day celebration?

a. Unhappy

☒ b. Proud and joyful ✓

c. Bored

d. Confused

5. Who did the narrator spend the day with?

Isikan jawaban Anda di sini: Family and friends ✓

6. What does the term "sack race" refer to?

Explain in one or two sentences: playing games ✗

7. Summarize the narrator's experience of the day in three sentences!

Three sentence

8. What theme can be identified regarding family and community in the text?

Write a brief explanation: Family community ✓

9. What is the tone of the recount? Provide an example from the text that supports your answer.

Isikan jawaban Anda di sini: Supports ✓

10. What does the phrase "lit up the night sky" suggest about the fireworks?

Explain your interpretation in a few sentences: lit up the night sky is lit ✓

11. Which traditional Indonesian food did the narrator mention?

a. Nasi goreng ✓

☒ b. Nasi tumpeng

c. Soto

d. Rendang

12. During the sack race, the narrator felt joyful and supportive towards their little brother. ✓

13. What theme is highlighted in the recount regarding family and celebration?

a. Individual achievement

b. Importance of freedom

☒ c. Family bonding and community ✓

d. Competition

14. The narrator likely felt Happy during the fireworks display. ✓

15. Summarize the narrator's overall experience of Independence Day in three sentences!

Sack race ✓

16. How does the celebration of Independence Day connect to the country's history? Write a brief explanation.

history

X

Teks 2 (Critical thinking): "My Volunteer Experience at the Animal Shelter"

Last summer, I volunteered at a local animal shelter for two months. My primary responsibility was to take care of the animals and assist in their daily needs. Each morning, I arrived early to feed the dogs and cats, clean their living spaces, and ensure they had enough water.

During my time there, I noticed that many animals were abandoned or mistreated. This experience opened my eyes to the issues of pet overpopulation and the importance of adopting pets instead of buying them. I started to question why people abandon their pets and what could be done to prevent it.

I also organized a small fundraising event to help the shelter. I collaborated with friends to create posters, bake goods, and spread the word. It was rewarding to see our efforts pay off, as we raised enough money to provide supplies for the animals.

Through this experience, I learned about responsibility, empathy, and the impact of community service. I realized that small actions can lead to significant changes in the lives of these animals.

17. What are some potential reasons why people abandon their pets? Provide at least two examples and discuss their implications!

local animal shelter

X

18. Based on the narrator's observations, propose a solution to reduce pet abandonment in your community!

many animals

19. How might different stakeholders (pet owners, animal shelters, and local governments) view the issue of pet abandonment? Discuss each perspective briefly.

I also different

20. Connect the narrator's experience at the animal shelter to a broader social issue, such as homelessness or poverty. How are these issues interconnected?

connect the narrators

21. Analyze the narrator's decision to organize a fundraising event. What skills did they demonstrate, and how did this impact the shelter?

Leadership, team cooperation

22. Reflect on what the narrator learned about responsibility and empathy. How can these lessons be applied to other areas of life?

seller animals

23. Design a campaign to raise awareness about pet adoption. What strategies would you use to engage the community?

Camping

24. Evaluate the effectiveness of the narrator's fundraising efforts. What metrics could be used to measure success beyond just the amount of money raised?

long term a.

25. What might happen if communities do not address the issue of pet abandonment? Discuss the potential long-term effects!

communities seller animals

26. Based on the narrator's experience, what is your personal stance on adopting pets versus buying them? Explain your reasoning with supporting arguments.

Supporting many animals

Teks 3 (Text Analysis): "Family Vacation to Bali"

Last year, my family went on vacation to Bali for a week. We left on Saturday morning and arrived at Ngurah Rai Airport around noon. We were warmly welcomed by the tour guide who would accompany us during our trip.

On our first day in Bali, we spent time visiting Kuta Beach. The waves were big, and the atmosphere was very lively. We played on the beach, sunbathed, and enjoyed fresh coconut water. In the evening, we had dinner at a seaside restaurant while watching a traditional Balinese dance performance.

On the second day, we traveled to Ubud to see the beautiful terraced rice fields. We also visited the Ubud art market, where I bought some souvenirs for my friends. The scenery there was breathtaking, and I learned a lot about Balinese culture.

The following days were filled with visits to various attractions, such as Tanah Lot Temple and Tegalalang Rice Terrace. Each location had its own uniqueness and beauty. We also tried traditional Balinese dishes like duck betutu and sate lilit.

We ended our vacation on the last day at Jimbaran Beach, where we enjoyed fresh seafood while watching the sunset. This experience not only brought us joy but also deepened my understanding of Balinese culture and traditions.

27. What is the main theme of the recount text? Provide reasons for your answer.

family bonding and cultural exploration —

28. Mention two examples of language style used in the text and analyze their effects on the reader.

Family culture to Bali ✕

29. How is the structure of this recount text organized? Identify the main parts and their functions.

perspective to day two ✕

30. Who are the main characters in this text, and what is the setting? Why is this setting important to the story?

The narrator and their family —

31. From which perspective is this narrative written? How does this perspective influence the reader's understanding of the vacation experience?

to follow playing to Bali ✕

32. What role do sensory details play in the text? Provide examples and analyze their impact.

33. How does this text reflect Balinese culture? Discuss cultural elements present in the text.

34. Is there a moral message that can be drawn from this vacation experience? If so, what is it?

we ended our vacation ✕

35. How can the experiences described in the text be relevant to readers? Discuss ways readers might connect with the story.

36. How do you analyze this vacation experience from a personal perspective? What can you take from this story in the context of your own life?

Teks 4 (Text vocabulary): "My First Camping Trip"

Last summer, I went on my first camping trip with my friends. We decided to go to a nearby national park for two days. We packed our backpacks with essential items such as tents, sleeping bags, and food supplies.

On the first day, we set up our campsite near a beautiful lake. The weather was perfect—sunny and warm. After we pitched the tents, we went hiking on a scenic trail. We saw various plants and animals, including colorful birds and a curious deer.

In the evening, we gathered around the campfire to roast marshmallows and share stories. The crackling sound of the fire and the bright stars above created a magical atmosphere. We slept under the stars, feeling the cool breeze and listening to the sounds of nature.

On the second day, we explored more of the park. We swam in the lake and enjoyed a picnic by the water. As we packed up our things to head home, I realized this camping trip was one of the best experiences I ever had. I learned the importance of nature and spending time with friends.

37. What does the word "campsite" mean in the context of the text?

38. Find a synonym for the word "essential" as used in the text.

Essential : Necessary

39. What is an antonym for the word "curious" based on its use in the text?

Indifferent

40. In the sentence "The crackling sound of the fire created a magical atmosphere," what does the word "crackling" refer to?

Indifferent ~

41. What is the adjective form of the noun "nature" used in the text?

Natural ✓

42. What common phrase is often used with the word "campfire"? Provide an example in a sentence.

campfire ✓

43. Identify a phrasal verb that could replace "packed up" in the text.

pick up ✓

44. In the context of the text, how would you use the word "scenic" in a different sentence?

Scenic ✓

45. The word "park" can have multiple meanings. What are two different meanings of "park" outside of the context of the text?

park = bagian ✓

46. Based on the context, what do you think "pitching the tents" involves? Explain your reasoning.

forst ✓

Find a synonym (a word with a similar meaning) for the following words based on the recount text above!

47. Beautiful = scenic ✓

48. Important = essential ✓

49. Enjoyed = had fun ✓

50. Cold = cool ✓

APPEDICES 3
PRE TEST- AND POST-TEST

A. PRE-TEST and POSTTEST

Name :

Class :

Teks 1 (*Comprehension and Fluency*): “My Last Independence Day Celebration”

Last year, I celebrated Independence Day on August 17th with my family and friends. The day began early in the morning with a flag-raising ceremony in our neighborhood. Everyone gathered at the local park, and we sang the national anthem together. The atmosphere was filled with excitement and pride.

After the ceremony, we participated in various fun games. My favorite was the sack race. I teamed up with my little brother, and we had a great time hopping towards the finish line. We also enjoyed climbing the greased pole, which was challenging but very entertaining to watch.

In the afternoon, we had a picnic with traditional Indonesian food. My mom prepared nasi tumpeng, rendang, and various snacks. We shared stories and laughter as we ate together. It was a wonderful way to celebrate our nation's independence and bond with family and friends.

As the day ended, we watched a fireworks display that lit up the night sky. It was a beautiful ending to a memorable day, reminding us of our country's history and the importance of freedom.

1. What is the main idea of the recount text?

- a. The narrator's favorite food
- b. The celebration of Independence Day
- c. A memorable trip
- d. A family gathering

2. What game did the narrator enjoy the most?

Isikan jawaban Anda di sini: _____

3. Write down the first two activities that the narrator describes in the text!

4. How did the narrator feel about the Independence Day celebration?

- a. Unhappy
- b. Proud and joyful
- c. Bored
- d. Confused

5. Who did the narrator spend the day with?

Isikan jawaban Anda di sini: _____

6. What does the term "sack race" refer to?

Explain in one or two sentences: _____

7. Summarize the narrator's experience of the day in three sentences!

8. What theme can be identified regarding family and community in the text?

Write a brief explanation: _____

9. What is the tone of the recount? Provide an example from the text that supports your answer.

Isikan jawaban Anda di sini: _____

10. What does the phrase "lit up the night sky" suggest about the fireworks?

Explain your interpretation in a few sentences: _____

11. Which traditional Indonesian food did the narrator mention?

a. Nasi goreng

b. Nasi tumpeng

c. Soto

d. Rendang

12. During the sack race, the narrator felt _____ towards their little brother.

13. What theme is highlighted in the recount regarding family and celebration?

- a. Individual achievement
- b. Importance of freedom
- c. Family bonding and community
- d. Competition

14. The narrator likely felt _____ during the fireworks display.

15. Summarize the narrator's overall experience of Independence Day in three sentences!

16. How does the celebration of Independence Day connect to the country's history? Write a brief explanation.

Teks 2 (*Critical thinking*): “My Volunteer Experience at the Animal Shelter”

Last summer, I volunteered at a local animal shelter for two months. My primary responsibility was to take care of the animals and assist in their daily needs. Each morning, I arrived early to feed the dogs and cats, clean their living spaces, and ensure they had enough water.

During my time there, I noticed that many animals were abandoned or mistreated. This experience opened my eyes to the issues of pet overpopulation and the importance of adopting pets instead of buying them. I started to question why people abandon their pets and what could be done to prevent it.

I also organized a small fundraising event to help the shelter. I collaborated with friends to create posters, bake goods, and spread the word. It was rewarding to see our efforts pay off, as we raised enough money to provide supplies for the animals.

Through this experience, I learned about responsibility, empathy, and the impact of community service. I realized that small actions can lead to significant changes in the lives of these animals.

17. What are some potential reasons why people abandon their pets? Provide at least two examples and discuss their implications!

18. Based on the narrator's observations, propose a solution to reduce pet abandonment in your community!

19. How might different stakeholders (pet owners, animal shelters, and local governments) view the issue of pet abandonment? Discuss each perspective briefly.

20. Connect the narrator's experience at the animal shelter to a broader social issue, such as homelessness or poverty. How are these issues interconnected?

21. Analyze the narrator's decision to organize a fundraising event. What skills did they demonstrate, and how did this impact the shelter?

22. Reflect on what the narrator learned about responsibility and empathy. How can these lessons be applied to other areas of life?

23. Design a campaign to raise awareness about pet adoption. What strategies would you use to engage the community?

24. Evaluate the effectiveness of the narrator's fundraising efforts. What metrics could be used to measure success beyond just the amount of money raised?

25. What might happen if communities do not address the issue of pet abandonment? Discuss the potential long-term effects!

26. Based on the narrator's experience, what is your personal stance on adopting pets versus buying them? Explain your reasoning with supporting arguments.

Teks 3 (*Text Analysis*): “Family Vacation to Bali”

Last year, my family went on vacation to Bali for a week. We left on Saturday morning and arrived at Ngurah Rai Airport around noon. We were warmly welcomed by the tour guide who would accompany us during our trip.

On our first day in Bali, we spent time visiting Kuta Beach. The waves were big, and the atmosphere was very lively. We played on the beach, sunbathed, and enjoyed fresh coconut water. In the evening, we had dinner at a seaside restaurant while watching a traditional Balinese dance performance.

On the second day, we traveled to Ubud to see the beautiful terraced rice fields. We also visited the Ubud art market, where I bought some souvenirs for my friends. The scenery there was breathtaking, and I learned a lot about Balinese culture.

The following days were filled with visits to various attractions, such as Tanah Lot Temple and Tegalalang Rice Terrace. Each location had its own uniqueness and beauty. We also tried traditional Balinese dishes like duck betutu and sate lilit.

We ended our vacation on the last day at Jimbaran Beach, where we enjoyed fresh seafood while watching the sunset. This experience not only brought us joy but also deepened my understanding of Balinese culture and traditions.

27. What is the main theme of the recount text? Provide reasons for your answer.

28. Mention two examples of language style used in the text and analyze their effects on the reader.

29. How is the structure of this recount text organized? Identify the main parts and their functions.

30. Who are the main characters in this text, and what is the setting? Why is this setting important to the story?

31. From which perspective is this narrative written? How does this perspective influence the reader's understanding of the vacation experience?
32. What role do sensory details play in the text? Provide examples and analyze their impact.
33. How does this text reflect Balinese culture? Discuss cultural elements present in the text.
34. Is there a moral message that can be drawn from this vacation experience? If so, what is it?
35. How can the experiences described in the text be relevant to readers? Discuss ways readers might connect with the story.
36. How do you analyze this vacation experience from a personal perspective? What can you take from this story in the context of your own life?

Teks 4 (*Text vocabulary*): “My First Camping Trip”

Last summer, I went on my first camping trip with my friends. We decided to go to a nearby national park for two days. We packed our backpacks with essential items such as tents, sleeping bags, and food supplies.

On the first day, we set up our campsite near a beautiful lake. The weather was perfect—sunny and warm. After we pitched the tents, we went

hiking on a scenic trail. We saw various plants and animals, including colorful birds and a curious deer.

In the evening, we gathered around the campfire to roast marshmallows and share stories. The crackling sound of the fire and the bright stars above created a magical atmosphere. We slept under the stars, feeling the cool breeze and listening to the sounds of nature.

On the second day, we explored more of the park. We swam in the lake and enjoyed a picnic by the water. As we packed up our things to head home, I realized this camping trip was one of the best experiences I ever had. I learned the importance of nature and spending time with friends.

37. What does the word "**campsite**" mean in the context of the text?
38. Find a synonym for the word "**essential**" as used in the text.
39. What is an antonym for the word "**curious**" based on its use in the text?
40. In the sentence "The crackling sound of the fire created a magical atmosphere," what does the word "**crackling**" refer to?
41. What is the adjective form of the noun "**nature**" used in the text?
42. What common phrase is often used with the word "**campfire**"? Provide an example in a sentence.
43. Identify a phrasal verb that could replace "**packed up**" in the text.

44. In the context of the text, how would you use the word "**scenic**" in a different sentence?

45. The word "**park**" can have multiple meanings. What are two different meanings of "park" outside of the context of the text?

46. Based on the context, what do you think "**pitching the tents**" involves? Explain your reasoning.

Find a synonym (a word with a similar meaning) for the following words based on the recount text above!

47. Beautiful = -----

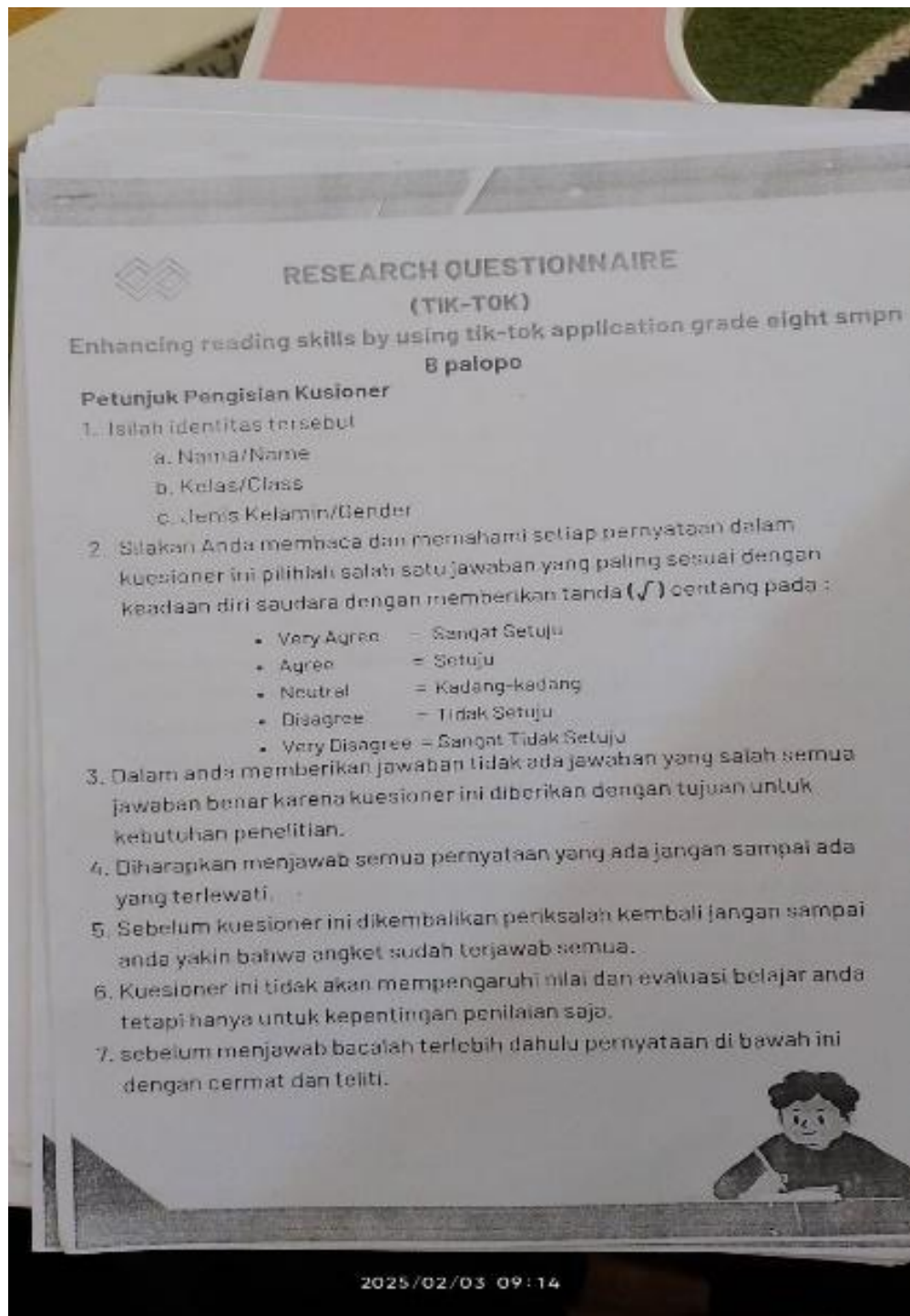
48. Important = -----

49. Enjoyed = -----

50. Cold = -----

APPENDICES 4

QUESTIONNERS (STATEMENT)




RESEARCH QUESTIONNAIRE
(TIK-TOK)

Enhancing reading skills by using tik-tok application grade eight smpn
8 palopo

Petunjuk Pengisian Kusioner

- Isilah identitas tersebut
 - Nama/Name
 - Kelas/Class
 - Jenis Kelamin/Gender
- Silakan Anda membaca dan memahami setiap pernyataan dalam kusioner ini pilihlah salah satu jawaban yang paling sesuai dengan keadaan diri saudara dengan memberikan tanda (✓) centang pada :
 - Very Agree = Sangat Setuju
 - Agree = Setuju
 - Neutral = Kadang-kadang
 - Disagree = Tidak Setuju
 - Very Disagree = Sangat Tidak Setuju
- Dalam anda memberikan jawaban tidak ada jawaban yang salah semua jawaban benar karena kusioner ini diberikan dengan tujuan untuk kebutuhan penelitian.
- Diharapkan menjawab semua pernyataan yang ada jangan sampai ada yang terlewat.
- Sebelum kusioner ini dikembalikan periksalah kembali jangan sampai anda yakin bahwa angket sudah terjawab semua.
- Kusioner ini tidak akan mempengaruhi nilai dan evaluasi belajar anda tetapi hanya untuk kepentingan penilaian saja.
- sebelum menjawab bacalah terlebih dahulu pernyataan di bawah ini dengan cermat dan teliti.



2025/02/03 09:14



STATEMENT (Pernyataan)

32

Nama/Name Muk Anisa Tabriz

Kelas/Class 3.8

Jenis kelamin/Gender ☐ Male ☒ Female

1. Tiktok dapat membantu saya belajar membaca.
☒ Sangat setuju ☐ Setuju ☐ Kadang-kadang ☐ Tidak setuju ☐ Sangat tidak setuju
2. Tiktok tidak menarik bagi saya.
☒ Sangat setuju ☐ Setuju ☐ Kadang-kadang ☒ Tidak setuju ☐ Sangat tidak setuju
3. Tiktok membantu saya dalam memahami karakter dan latar yang dijelaskan dalam cerita.
☒ Sangat setuju ☒ Setuju ☐ Kadang-kadang ☐ Tidak setuju ☐ Sangat tidak setuju
4. Tiktok menambah kosakata baru bagi saya.
☒ Sangat setuju ☒ Setuju ☐ Kadang-kadang ☐ Tidak setuju ☐ Sangat tidak setuju
5. Saya yakin bisa meningkatkan pemahaman membaca melalui tiktok.
☒ Sangat setuju ☒ Setuju ☐ Kadang-kadang ☐ Tidak setuju ☐ Sangat tidak setuju
6. Tiktok dapat meningkatkan motivasi belajar dalam membaca.
☒ Sangat setuju ☒ Setuju ☐ Kadang-kadang ☐ Tidak setuju ☐ Sangat tidak setuju
7. Melalui bacaan cerita dongeng dalam tiktok lebih mudah di mengerti.
☒ Sangat setuju ☐ Setuju ☒ Kadang-kadang ☐ Tidak setuju ☐ Sangat tidak setuju
8. Tiktok membuat saya sulit memahami teks.
☒ Sangat setuju ☐ Setuju ☐ Kadang-kadang ☒ Tidak setuju ☐ Sangat tidak setuju
9. Tiktok membuat saya bingung dalam memahami bacaan.
☒ Sangat setuju ☐ Setuju ☐ Kadang-kadang ☒ Tidak setuju ☐ Sangat tidak setuju
10. Tiktok tidak memberikan pengaruh terhadap membaca.
☒ Sangat setuju ☐ Setuju ☐ Kadang-kadang ☒ Tidak setuju ☐ Sangat tidak setuju



STATEMENT (Pernyataan)

Nama/Name Arida mah abdullah

Jenis
kelamin/Gender ☐ Male
☒ Female

Kelas/Class B.1

31

1. Tiktok dapat membantu saya belajar membaca.

5 ☒ Sangat setuju ☐ Setuju ☐ Kadang-kadang ☐ Tidak setuju ☐ Sangat tidak setuju

2. Tiktok tidak menarik bagi saya.

1 ☐ Sangat setuju ☐ Setuju ☐ Kadang-kadang ☐ Tidak setuju ☒ Sangat tidak setuju

3. Tiktok membantu saya dalam memahami karakter dan latar yang dijelaskan dalam cerita.

4 ☐ Sangat setuju ☒ Setuju ☐ Kadang-kadang ☐ Tidak setuju ☐ Sangat tidak setuju

4. Tiktok menambah kosakata baru bagi saya.

4 ☐ Sangat setuju ☒ Setuju ☐ Kadang-kadang ☐ Tidak setuju ☐ Sangat tidak setuju

5. Saya yakin bisa meningkatkan pemahaman membaca melalui tiktok.

4 ☐ Sangat setuju ☒ Setuju ☐ Kadang-kadang ☐ Tidak setuju ☐ Sangat tidak setuju

6. Tiktok dapat meningkatkan motivasi belajar dalam membaca.

5 ☒ Sangat setuju ☐ Setuju ☐ Kadang-kadang ☐ Tidak setuju ☐ Sangat tidak setuju

7. Melalui bacaan cerita dongeng dalam tiktok lebih mudah di mengerti.

3 ☐ Sangat setuju ☐ Setuju ☒ Kadang-kadang ☐ Tidak setuju ☐ Sangat tidak setuju

8. Tiktok membuat saya sulit memahami teks.

2 ☐ Sangat setuju ☐ Setuju ☐ Kadang-kadang ☒ Tidak setuju ☐ Sangat tidak setuju

9. Tiktok membuat saya bingung dalam memahami bacaan.

5 ☐ Sangat setuju ☐ Setuju ☒ Kadang-kadang ☐ Tidak setuju ☐ Sangat tidak setuju

10. Tiktok tidak memberikan pengaruh terhadap membaca.

2 ☐ Sangat setuju ☐ Setuju ☐ Kadang-kadang ☒ Tidak setuju ☐ Sangat tidak setuju



STATEMENT (Pernyataan)

Nama/Name Fekunah azzahra

Jenis ☐ Male

Kelas/Class 8.1

kelamin/Gender ☐ Female

36

1. Tiktok dapat membantu saya belajar membaca.

4 ☒ Sangat setuju ☒ Setuju ☐ Kadang-kadang ☐ Tidak setuju ☐ Sangat tidak setuju

2. Tiktok tidak menarik bagi saya.

2 ☐ Sangat setuju ☐ Setuju ☐ Kadang-kadang ☒ Tidak setuju ☐ Sangat tidak setuju

3. Tiktok membantu saya dalam memahami karakter dan latar yang dijelaskan dalam cerita.

5 ☒ Sangat setuju ☐ Setuju ☐ Kadang-kadang ☐ Tidak setuju ☐ Sangat tidak setuju

4. Tiktok menambah kosakata baru bagi saya.

4 ☐ Sangat setuju ☒ Setuju ☐ Kadang-kadang ☐ Tidak setuju ☐ Sangat tidak setuju

5. Saya yakin bisa meningkatkan pemahaman membaca melalui tiktok.

5 ☒ Sangat setuju ☐ Setuju ☐ Kadang-kadang ☐ Tidak setuju ☐ Sangat tidak setuju

6. Tiktok dapat meningkatkan motivasi belajar dalam membaca.

4 ☐ Sangat setuju ☒ Setuju ☐ Kadang-kadang ☐ Tidak setuju ☐ Sangat tidak setuju

7. Melalui bacaan cerita dongeng dalam tiktok lebih mudah di mengerti.

5 ☒ Sangat setuju ☐ Setuju ☐ Kadang-kadang ☐ Tidak setuju ☐ Sangat tidak setuju

8. Tiktok membuat saya sulit memahami teks.

2 ☐ Sangat setuju ☐ Setuju ☐ Kadang-kadang ☒ Tidak setuju ☐ Sangat tidak setuju

9. Tiktok membuat saya bingung dalam memahami bacaan.

3 ☐ Sangat setuju ☐ Setuju ☒ Kadang-kadang ☐ Tidak setuju ☐ Sangat tidak setuju

10. Tiktok tidak memberikan pengaruh terhadap membaca.

2 ☐ Sangat setuju ☐ Setuju ☐ Kadang-kadang ☒ Tidak setuju ☐ Sangat tidak setuju

APPENDICS 5

TURNITIN

ENHANCHING READING SKILL BY USING TIKTOK APPLICATION FOR THE EIGHT GRADE STUDENTS OF SMP N 8 PALOPO

ORIGINALITY REPORT

14%	14%	6%	7%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS
PRIMARY SOURCES			
1	repository.iainpalopo.ac.id Internet Source		4%
2	www.pusdikra-publishing.com Internet Source		3%
3	garuda.kemdikbud.go.id Internet Source		1%
4	www.coursehero.com Internet Source		1%
5	www.clausiuspress.com Internet Source		<1%
6	Submitted to University of Sydney Student Paper		<1%
7	uniselinus.us Internet Source		<1%
8	Submitted to Van Lang University Student Paper		<1%
9	e-theses.iaincurup.ac.id Internet Source		<1%
10	ejournal.iainpalopo.ac.id Internet Source		<1%
11	digilibadmin.unismuh.ac.id Internet Source		

24	repository.upi.edu Internet Source	<1 %
25	Submitted to National Economics University Student Paper	<1 %
26	Elizabeth Birr Moje, Peter P. Afflerbach, Patricia Enciso, Nonie K. Lesaux. "Handbook of Reading Research, Volume V", Routledge, 2020 Publication	<1 %
27	Submitted to Laureate Higher Education Group Student Paper	<1 %
28	www.journal.staihubbulwathan.id Internet Source	<1 %
29	Charles Hulme, R. Malatesha Joshi. "Reading and Spelling - Development and Disorders", Routledge, 2012 Publication	<1 %
30	repository.metrouniv.ac.id Internet Source	<1 %
31	ecampus-fip.umj.ac.id Internet Source	<1 %
32	medium.com Internet Source	<1 %
33	Submitted to Sultan Qaboos University Student Paper	<1 %
34	Yuneva Yuneva, Misna Misna, Elva Utami. "The Effectiveness of Using Picture to Improve Students' Reading Skill at seventh-Grade	<1 %

Student of SMP Negeri 8 Seluma", Edu-Ling:
Journal of English Education and Linguistics,
2019
Publication

35	digilib.uinsa.ac.id Internet Source	<1 %
36	etheses.uingusdur.ac.id Internet Source	<1 %
37	repository.uinjambi.ac.id Internet Source	<1 %
38	repository.uinjkt.ac.id Internet Source	<1 %
39	us.onair.cc Internet Source	<1 %
40	www.editoronline.co.id Internet Source	<1 %
41	Clare Wood, Vincent Connelly. "Contemporary Perspectives on Reading and Spelling", Routledge, 2019 Publication	<1 %
42	Denise Johnson, Elizabeth Dobler, Thomas DeVere Wolsey. "Teaching the Language Arts - Forward Thinking in Today's Classrooms", Routledge, 2022 Publication	<1 %
43	Submitted to Ho Chi Minh City Open University Student Paper	<1 %
44	Sai Kiran Oruganti, Dimitrios A. Karras, Srinesh Singh Thakur, Kalpana Nagpal, Shashi	<1 %

Kant Gupta. "Case Studies on Holistic Medical Interventions", CRC Press, 2025

Publication

45	hrmars.com Internet Source	<1 %
46	journal.staiyapiqbaubau.ac.id Internet Source	<1 %
47	jurnal.unipasby.ac.id Internet Source	<1 %
48	pdffox.com Internet Source	<1 %
49	www.jiip.stkipyapisdempu.ac.id Internet Source	<1 %
50	123dok.com Internet Source	<1 %
51	Titik Komariyah, Winda Sulistiowati, Lisa Arifatul Fajri, Nugraheni Allatif. "The Implementation of TikTok Application to Learn Speaking Skill in English Language Teaching (ELT)", Conference on English Language Teaching, 2022 Publication	<1 %
52	ebin.pub Internet Source	<1 %
53	eprints.umm.ac.id Internet Source	<1 %
54	etheses.iainkediri.ac.id Internet Source	<1 %

ijmra.in

55	Internet Source	<1 %
56	journal.formosapublisher.org Internet Source	<1 %
57	repository.iainbengkulu.ac.id Internet Source	<1 %
58	repository.uiad.ac.id Internet Source	<1 %
59	staff.universitaspahlawan.ac.id Internet Source	<1 %
60	www.ijmra.in Internet Source	<1 %
61	Greg Brooks, Ros Fisher, Maureen Lewis. "Raising Standards in Literacy", Routledge, 2019 Publication	<1 %
62	journal.ubm.ac.id Internet Source	<1 %
63	Winanti, Asti Hayatri, Fitri Salsabila Fatah, Ulya Nur Maziyyah. "TikTok As a Learning Medium for Learning Speaking During Pandemic COVID-19: Students' Perspective of UIN Prof. KH. Saifuddin Zuhri Purwokerto", Conference on English Language Teaching, 2022 Publication	<1 %
64	repository.radenintan.ac.id Internet Source	<1 %
65	Submitted to Far Eastern University Student Paper	<1 %

APPENDICES 6

DOKUMENTASI

1. PRE-TEST



2. TREATMENT



3. POST-TEST

