TikTok Tactics: Enhancing Reading Abilities Through Multimedia

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Abstract

This research aims to find out the strategies used by teachers in teaching reading at SMA Miftahul Ulum Sumur Tengah Pamekasan. In this research, the researcher used qualitative descriptive research to obtain data. Data was obtained by observation, interviews, and documentation. Based on the researcher's findings, The results of the study indicate that English teachers utilize media TikTok to teach reading to eleventh-grade students at SMA Plus Miftahul Ulum Sumur Tengah Pamekasan. Teachers can improve their students' reading skills by using media TikTok. Teachers can help students improve their reading skills by using these strategies. According to the finding, students are highly interested in this strategy because it helps them feel engaged and happy in the classroom when the teacher uses it to improve the student's reading skills.

Key words: multimedia, teaching reading, TikTok,

Introduction

Reading is one of the English skill that should be mastered by the students. Dahnilsyah, (2020) stated that reading is the process of understanding what was contained in a book. Messages that may be contained in the reading text are reciprocal interactions, basic knowledge that contains sentences of facts and information contained the reading. According to Devana & Agustina, (2019) A reader needs to be able to recognize words to comprehend sentences on their own and combine meanings to provide an overall interpretation of the text to be considered proficient in reading. According to (Irkinovich & Izatullaevna, n.d.), Reading is a complex cognitive process of character decoding aimed at understanding the text.

Through reading in English, students develop an interest in learning English and the opportunity to gain knowledge. Reading is a means of teaching other types of speech activity. Based on preliminary study conducted by the researcher in SMA Plus Miftahul Ulum Sumur Tengah, it was found that students had difficulty understanding reading texts or students reading abilities were very low. Therefore, teacher use effective learning skills using tiktok. In addition research conducted by previous researcher related to the use of tiktok on reading abilities was carried out by M. Amin, (2023) with the result 8/10 of student who use tiktok to increase their reading interest and reading abilities was successful.

Based on background of study, researcher have three problem of study. There are how tiktok become media to enhance student's reading skill, what kind of video on tiktok that enhance student's reading skills, and how the use of tiktok that enhance student's reading skill. Based on problem of study, there are three objective of study, To know how tiktok become media that enhance reading skill from students through multimedia tiktok, to know kind of video on tiktok are used to enhance reading skills, to know the use of tiktok that enhance student's reading skills by tiktok.

Methods

In this research, researcher used descriptive qualitative research with observaion, interview and documentatio as three data collection procedures to collected the data. In addition Saragih, D et al. (2022) said that natural research, qualitative research produces data in the form of words or images that are descriptive. According to Creswell and Creswell (2018) One method for gathering in-depth data for qualitative research is observation. This observation is a term used as a research tool and has a specific meaning. Meanwhile, in order to confirm the methods utilized to improve students' reading abilities, particularly in the eleventh grade, researchers conducted structured interviews with the English teacher at SMA Plus Miftahul Ulum Sumur Tengah. Then researcher asked the teacher some questions to get more in-depth information. Then in documentation, Meyta

Pritandhari and Ratnawuri (2018) said documentation is a technique for gathering data through the analysis of written, visual, and audio documents. It has been established through the documentation that the researcher has conducted research with English teachers at SMA Plus Miftahul Ulum Sumur Tengah Palengaan. The researcher collected documentation during the research process to obtain data related to the research.

Results and Discussion

Teachers use social media as learning media as an example of using Instagram media as research from (Putri, 2022). Not only Instagram social media, other social media such as YouTube and what is currently being widely used is tiktok. tiktok is a social media that is widely used by students. This is exploited by teachers to use tiktok as a learning medium. This statement is in line with research from (Rosdiana & Nurnazmi, 2021) or (Mujahid et al., 2023). There are steps involved in applying TikTok media for learning purposes. There are numerous factors to take into account, such as modifying the video content as a teaching tool, selecting the kind of video to be used to teach lesson planning, creating assignment sheets for students, and many more. The teacher and the principal have mutually agreed upon this approach.

In the results of findings, there are many aspects and process to enhance student's reading abilities using multimedia tiktok as learning media. The result aim the answer for how tiktok become media to enhance student's reading skill, what kind of video on tiktok that enhance student's reading skills and how the use of tiktok that enhance student's reading abilities. Not only that, the teacher said that most of the students had good English reading skills. These findings are explained below:

Tiktok become media to enhance student's reading skill

Based on the results of interviews conducted by researcher, the teacher describe choosing tiktok media to enhance student's reading abilities in eleventh grade applied in teaching reading at SMA Plus Miftahul Ulum Sumur Tengah.

The teacher gave an explanation of why she decided to use media tiktok for media learning in order to improve her students' reading comprehension in the eleventh grade. Teacher chose to attempt utilizing this strategy because she believes that innovative teaching techniques that resonate with pupils can help student's become better readers. Tiktok is a useful substitute for traditional English study materials. Teacher can use tiktok as a teaching tool in the classroom in a variety of ways. The selection of tiktok media using many fundamental assessment criteria has been guided by numerous considerations prior to the implementation of this strategy. It can be an engaging and successful instructional tool to use the TikTok media strategy to help student's become better readers. There are some of the advantages of using TikTok videos in enhancing the reading skills of grade 11 students. According to English teachers choosing video tiktok as media learning because effectiveness of tiktok as short video and interesting content become consideration. She added the statement why selecting video tiktok as media learning to enhance student's reading skill.

Kind of video tiktok that enhance student's reading skill

Based on the results of interviews conducted by researcher, the teacher described the kind of video tiktok that enhance student's reading in eleventh grade applied in teaching reading at SMA Plus Miftahul Ulum Sumur Tengah. The kind of video include educational video. "*I know the several content in TikTok and I interested to educational contents. I found so many creators who have very diverse educational content include content that enhances reading, speaking and listening and I'm very grateful of that. This is what underlies the choice of TikTok as a learning medium to enhance students' reading skills"* teacher said. The source of this educational video by several content creators. Video selection still considers the type of video used. Many creators make a educational content. Two different kinds of video that used. Two videos with varying degrees of complexity. There are two different short of videos; the first is easier and the second is harder. The video in easier level is a text video running with slow tempo from button to the top. A video of approximately 30 seconds duration will be displayed in front of the class for students to read simultaneously. Meanwhile, in the hardest level, the difficulty level of this video increases. The video used is a type of video conversation between content creators and students. This level presents several sentences that must be read by students. The level of difficulty at this level is based on the duration of the student's reading which must be able to adjust the duration of the available video.

Based on the research by (Rahayu, 2022) there are two stages in using TikTok media to

implement English lessons for teachers. The stages include the preparation stage and implementation stage. This opinion is in line with some stages by English teachers in SMA Plus Miftahul Ulum Sumur Tengah in implementing media TikTok as a method to enhance student's reading skills. Based on the interview by the teacher, four stages are implemented in the lesson. first selecting videos, then making a lesson plan, then implementing learning into practice, and lastly evaluation. The different stages just only in the added lesson plan as a part of preparation and evaluation in the implementation stage.

The first stage to implement using video TikTok to enhance students' reading ability is to select videos that are used in the lesson. In this stage, the teacher makes two categories in the selection process. These categories are the easiest level and hardest levels. In an easier level, a type of video is a video with text that is played by a slow tempo and play from the button to the top. Next in the hardest level. The videos used by the teacher are videos by @andrewspaez in easier level. Meanwhile, for the hardest level, the teacher used video by @englishnow and @mikethecameleon. For the easier level, the kind of video is a text that must students read, and for the hardest level, the kinds of video are video conversations that involve two people between creators and students. all of the videos are videos that teacher choose from content creator education.

In the next stage, teacher added a lesson plan in the stage on implement this method. Based on interview with the teacher, this step is important to finalize the lesson plan that will be implemented. Therefore, this stage is a part of preparation stage. In this step, teacher must ensure that the role implementation plan prepared is optimal for the success of this method.

Meanwhile in the third stage is implementation. This stage is one of important stage at this lesson method. Based the interview above that have been conducted, the method that used by teacher is different with the method by (Rahayu, 2022) The different things are teacher doing implementation about this method with two session. Meanwhile the implementation by Rahayu just only one session. Researcher found that teacher make grouping in first session. The core activity immediately begins with playing a video to provide students with an understanding of the method and also provide an idea of what students should do after showing the first video. In this session, teacher asked students to pay attention to the video being shown and then explained the students' next assignment. The next video broadcast continues by directly involving students with the first session forming groups with 2 students in each group who will read the text in the video in turn in front of the class. This activity continues until all students have done their assignments. Then the next session is individual. Video in the second session is different from the previous one with a more difficult level than the first session. The concept of the second session is playing video with the text that moved more quickly than previously. For students who have difficulty with the duration, teacher will pause video until students finished read the sentence in video. Using this method makes learning activities in class more active. Students become more communicative in learning activities as expected by the teacher, like research by Andi Prastowo (2013) in ((Setyaningsih, n.d.) said that multimedia as learning media making learning activities better.

Final stage in lesson implementation of using media tiktok as lesson method is evaluation. At this final step, teacher carry out two evaluations. First, evaluate by looking at student learning outcomes with student worksheets. Seeing the percentage of success in using the tiktok video learning method in improving students' reading skills. The second evaluation stage is to carry out an independent evaluation related to other aspects of learning which are carried out.

Conclusion

The researcher can concluded that the implementation of tiktok as a media in enhancing student's reading ability can give a positive impact This method can improve student's reading ability for eleventh grade SMA Plus Miftahul Ulum Sumur Tengah Palengaan Pamekasan. The strategies applied by teacher to students really make it easier for students to practice reading. With using video tiktok as media, the ability of students in reading become better. Therefore, from the results of the discussion, most students preferred with the strategy used by the teacher.

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