

**THE EFFECT OF APPLYING PROBLEM-BASED LEARNING (PBL)
MODEL ASSISTED BY TIKTOK CONTENT AS DIGITAL LITERACY ON
STUDENTS' READING ABILITY**

SKRIPSI

*Submitted in Partial Fulfillment of the Requirements
for the Degree Sarjana Pendidikan (S.Pd)
English Education Program*

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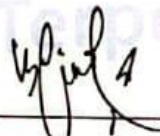
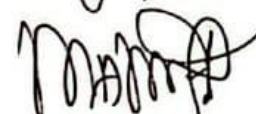
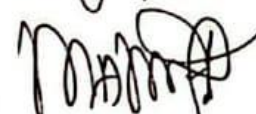

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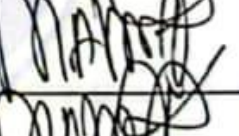

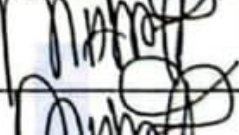
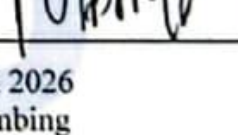

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Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
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09 - 04 2026	Chapter V was improved, particularly in the conclusion and suggestion section.	
10 - 04 2026	The advisor suggested improvement in language use and overall academic writing	
11 - 04 2026.	Chapters IV and V were revised to ensure the clarity of result and conclusion.	
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Dengan ini saya menyatakan bahwa Skripsi saya yang berjudul **“The Effect of Applying Problem-Based Learning (PBL) Model Assisted by Tiktok Content as Digital Literacy on Student' Reading Ability.”** adalah bersifat asli (Original), bukan hasil menyadur mutlak dari karya orang lain.

Bilamana dikemudian hari ditemukan ketidaksesuaian dengan pernyataan ini maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku di Universitas Muhammadiyah Sumatera Utara.

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ABSTRACT

Vitania Bunga Khairani. 2202050034. The Effect of Applying Problem-Based Learning (PBL) Model Assisted by TikTok Content as Digital Literacy on Students' Reading Ability. Thesis. English Language Education Program, Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara.

The purpose of this study was to determine the effect of applying the Problem-Based Learning (PBL) model assisted by TikTok content as digital literacy on students' reading ability. This study used a quantitative method with a quasi-experimental design involving an experimental class and a control class. The data were collected through pre-test and post-test, as well as a questionnaire, and were analyzed using SPSS. Based on the results of the normality and homogeneity tests, the data were normally distributed and homogeneous. Therefore, the independent sample t-test was used to test the hypothesis. The findings showed that the significance value was $p < 0.05$ ($0.000 < 0.05$), indicating that there was a significant effect of applying PBL assisted by TikTok content on students' reading ability. In addition, the questionnaire results indicated that students had positive perceptions toward the learning process. Thus, the use of Problem-Based Learning assisted by TikTok content can be an effective teaching strategy to improve students' reading ability.

Keywords: *Problem-Based Learning, TikTok Content, Reading Ability, Digital Literacy*

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TABLE OF CONTENTS

ABSTRACT	i
ACKNOWLEDGEMENT	ii
TABLE OF CONTENTS	v
LIST OF TABLE	viii
LIST OF FIGURE.....	ix
CHAPTER I INTRODUCTION.....	1
1.1. Background of the Study	1
1.2. Identification of the Problems	5
1.3. Limitation of the Study.....	6
1.4. Formulation of the Problems	6
1.5. Objectives of the Study.....	6
1.6. Significance of the Study.....	7
CHAPTER II REVIEW OF LITERATURE	9
2.1. Theoretical Framework	9
2.1.1. Definition of Reading	10
2.1.2. Theories of Reading Ability.....	11
2.1.3. Reading Ability Assessment and Rubric.....	13
2.1.4. Theories Related to Digital Literacy.....	14
2.1.5. Problem-Based Learning Assisted by TikTok as Teaching Method	15
2.2. Previous Relevant Studies	19
2.3. Conceptual Framework.....	20

2.4. Hypothesis	23
CHAPTER III METHOD OF RESEARCH.....	24
3.1. Research Design	24
3.2. Location and Time of the Research	25
3.3. Population and Sample	25
3.4. Variables and Operational Definition of Variables	26
3.5. Research Instrument	27
3.5.1. Types and Forms of Instrument	28
3.5.2. Indicators and Assessment Aspects	28
3.5.3. Instrument Scoring Rubric.....	29
3.5.4. Procedures for Using the Instrument	30
3.5.5. Instrument Validity	31
3.5.6. Instrument Reliability	32
3.6. Technique of Data Analysis	33
3.6.1. Descriptive Data Analysis.....	34
3.6.2. Hypothesis Testing.....	34
CHAPTER IV FINDINGS AND DISCUSSION	36
4.1. Findings	36
4.1.1. Students' Pre-test and Post-test Results	36
4.1.2. Hypothesis Testing Result	43
4.1.3. Students' Questionnaire Result.....	45
4.2. Dsicussion.....	47

CHAPTER V CONCLUSION AND SUGESSTION	53
5.1. Conclusion.....	53
5.2. Sugestion.....	53
REFERENCES.....	55

LIST OF TABLE

Table 3.1 Sample of the Study	26
Table 3.2 Variables and Operational Definition	27
Table 3.3 Scoring Rubric of Reading Test	29
Table 3.4 Scoring Rubric of Questionnaire.....	30
Table 4.1 Students' Pre-test and Post-test Scores in the Experimental Class	36
Table 4.2 Students' Pre-test and Post-test Scores in the Control Class.....	40
Table 4.3 Normality Test Result.....	43
Table 4.4 Homogeneity Test Result	44
Table 4.5 Independent Sample T-test.....	44
Table 4.6 Mean Score of Questionnaire Result.....	45

LIST OF FIGURE

Figure 2.1 Conceptual Framework of the Study	22
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CHAPTER I

INTRODUCTION

1.1. Background of the Study

Reading is one of the fundamental language skills in English learning. According to Grabe and Stoller (2011), reading is an interactive process in which readers construct meaning by combining textual information with prior knowledge. In English language education, there are four essential competencies that learners must master, namely listening, speaking, reading, and writing (Harmer, 2007). Among these skills, reading plays a crucial role because it enables students to access information, expand vocabulary, and develop critical thinking skills. Reading ability is not just decoding symbols but also understanding and evaluating texts (Mahmood, 2022). In this study, reading ability is specifically focused on students' comprehension skills, including identifying main ideas, understanding specific information, making inferences, and interpreting the meaning of texts commonly taught at the senior high school level.

Ideally, reading instruction for senior high school students should be student-centered, meaningful, and contextual. According to Wang et al. (2025), effective reading instruction encourages students to actively engage with texts rather than passively receive information. Reading activities should allow students to interact with texts through problem-solving, discussion, and critical analysis. The target of reading instruction, as stated by Nation (2009), is that students are able to comprehend texts efficiently, use reading strategies appropriately, and

apply their understanding to academic and real-life contexts. Therefore, students
are

considered to have mastered reading ability when they can understand the content of texts, identify implicit and explicit information, and respond critically to what they read. However, in reality, many senior high school students still experience difficulties in reading comprehension. Several studies indicate that students' reading ability remains relatively low due to limited vocabulary, lack of reading strategies, and low motivation (Mardawati, 2025). In classroom practice, students often struggle to understand main ideas, infer meanings, and connect information within texts. These problems are exacerbated by traditional teaching methods that focus heavily on teacher explanation and textbook-based instruction, which tend to make students passive learners (Durga & Sekhar, 2025). As a result, students' engagement and reading performance do not reach the expected learning outcomes.

Based on the researcher's preliminary observations at SMA Budisatrya from PLP 1 until PLP 3 conducted in the academic years 2024–2025 and information obtained from the English teachers, students' reading ability was found to be generally unsatisfactory. Informal diagnostic assessments conducted at the beginning of the semester indicated that approximately 65% of Grade XI students, based on the results of interviews with the English teachers at the school, scored below the minimum mastery criterion (KKM) (75) in reading comprehension, particularly in identifying main ideas and making inferences from texts. This condition is consistent with national and international findings. According to the OECD (2022) through the PISA reading literacy report, approximately 70% of Indonesian students failed to reach the minimum

proficiency level in reading, showing difficulties in interpreting implicit
information and evaluating texts

critically. Similarly, a study by Yuliana and Fitriani (2022) found that 62% of senior high school students demonstrated low reading comprehension performance, especially in inference-making and understanding detailed information. These data clearly indicate that students' reading weaknesses are not only classroom-based problems but also reflect broader educational challenges, emphasizing the urgent need for innovative and engaging instructional models to improve reading ability.

In this study, reading ability is specifically focused on literal reading ability, particularly students' competence in determining the main idea of a text. Literal reading ability refers to the students' ability to understand information that is explicitly stated in the text without requiring deep interpretation or inference (Grabe & Stoller, 2020). At the senior high school level, identifying the main idea is a fundamental reading skill because it helps students recognize the overall message and organizational structure of a text. However, many students experience difficulty in distinguishing between main ideas and supporting details, which negatively affects their overall reading comprehension. Therefore, investigating the effect of appropriate instructional models on students' ability to determine the main idea becomes a crucial aspect of reading instruction in this study.

One instructional model that can address these problems is Problem Based Learning (PBL). According to Hmelo-Silver (2020), PBL is a student-centered learning approach in which students learn through the experience of solving real-world problems. PBL encourages learners to think critically, collaborate with

peers, and actively construct knowledge. In the context of reading instruction, PBL can help students develop comprehension skills by engaging them in problem-solving

activities based on texts. This approach aligns with the need for interactive and meaningful reading instruction, as discussed in the previous paragraphs, because it promotes active learning and affects students' motivation and understanding.

In addition, the integration of digital literacy is essential in modern education. Digital literacy refers to the ability to access, analyze, evaluate, and create information effectively through the use of digital technologies. These skills are crucial for supporting learning in digital environments and enabling students to participate actively in technology-enhanced instruction (Ng, 2020). One digital platform that has gained significant popularity among students is TikTok. According to Kaye, Chen, and Zeng (2021), TikTok provides short, engaging video content that can support learning by increasing students' interest and participation. When integrated into PBL, TikTok content can function as a form of digital literacy that supports reading activities by presenting problems, contexts, and visual stimuli related to reading texts. Several previous studies have demonstrated that TikTok can be effectively used in English language learning, including the development of reading skills. A study conducted by Chen and Lee (2023) reported that the integration of TikTok videos in EFL classrooms significantly effect students' engagement and comprehension, as students were better able to understand main ideas and explicitly stated information through short multimodal texts. In the Indonesian context, Agustina and Dharmawan (2024) revealed that students perceived TikTok content as effective learning media that supported their understanding of English texts, particularly in

recognizing main ideas and vocabulary in context. These findings indicate that TikTok is not merely an

entertainment platform but also a potential instructional tool that can support reading ability development. Therefore, the use of PBL assisted by TikTok content is expected to have a positive effect on students' reading ability by combining problem-solving activities with engaging digital media.

Therefore, this study aims to investigate the effect of applying the Problem- Based Learning (PBL) model assisted by TikTok content as digital literacy on students' reading ability, particularly in terms of literal reading ability.

1.2. Identification of the Problems

Based on the background above, the problems of this study are identified as follows:

1. Students demonstrate weak literal reading ability, particularly in identifying the main idea of English texts, even when the information is explicitly stated.
2. Many students experience difficulty in distinguishing the main idea from supporting details, which leads to misunderstanding of the overall message of the text.
3. Students tend to read texts word by word without focusing on key ideas, causing low comprehension and inefficient reading processes.
4. The reading instruction applied in the classroom is still less interactive and teacher-centered, which limits students' active engagement in identifying main ideas during reading activities.
5. The lack of contextual and digital-based learning media reduces students' motivation to read and hinders the development of their literal reading ability.

1.3. Limitation of the Study

This study focuses on the use of the Problem-Based Learning (PBL) model assisted by TikTok content as a form of digital literacy in English reading instruction. The scope of the study is limited to the investigation of students' reading ability, which is specifically narrowed to literal reading ability. In this research, literal reading ability refers to students' competence in identifying the main idea of English texts, as this skill represents a fundamental aspect of reading comprehension at the senior high school level. This study is conducted with senior high school students within a specific instructional context and time frame. Therefore, the findings of this research are limited to the effect of PBL assisted by TikTok content on students' ability to determine the main idea of English texts.

1.4. Formulation of the Problems

Based on the background, identification, and limitation of the study, the problems of this research can be formulated as follows:

1. Is there any significant effect of applying PBL assisted by TikTok content as digital literacy on students' reading ability?
2. What are the students' perceptions toward the application of PBL assisted by TikTok content as digital literacy in reading activities??

1.5. Objectives of the Study

In line with the formulation of the problems, this study aims to achieve the following objectives:

1. To determine whether there is a significant effect of applying PBL assisted by TikTok content as digital literacy on students' reading ability.

2. To investigate students' perceptions toward the application of PBL assisted by TikTok content as digital literacy in reading activities..

1.6. Significance of the Study

This research is expected to provide some positive benefits both for on theoretically and practically.

1. Theoretical Significance

This research is expected to enrich the literature on the implementation of Problem-Based Learning (PBL) in language learning, particularly when integrated with digital literacy tools such as TikTok. The study offers theoretical insights into how technology-supported PBL can have a positive effect on students' engagement, critical thinking, and reading comprehension, and may serve as a reference for future research on digital literacy and problem-based language instruction., and may serve as a reference for future research on digital literacy and problem-based language instruction.

2. Practical Significance

- a. For Teachers and Lecturers:** The results of this study can serve as an alternative teaching strategy to make reading classes more interactive, contextual, and aligned with students' digital habits. Teachers can use TikTok content as authentic material to stimulate problem-solving and discussion in reading lessons.
- b. For Students:** This research can help students become more motivated and independent readers by engaging them with digital content that reflects real-life language use. It also has a positive effect on students'

ability to critically evaluate online materials, thereby affecting both their reading and digital literacy skills.

- c. For Future Researchers:** The findings may provide valuable insights and methodological references for future studies that wish to investigate innovative models integrating technology, digital literacy, and language learning. Further research can expand this study by exploring other skills, contexts, or digital platforms.

CHAPTER II

REVIEW OF LITERATURE

2.1. Theoretical Framework

Reading ability is a fundamental skill in English language learning that enables students to understand written texts, construct meaning, and interpret information critically. In the digital era, reading is no longer limited to printed texts but also involves digital and multimodal content presented through online platforms. Therefore, the development of students' reading ability must be accompanied by digital literacy skills that allow learners to access, evaluate, and comprehend information from digital sources effectively.

Recent studies grounded in Vygotsky's Sociocultural Theory emphasize that learning develops through social interaction, collaboration, and meaningful problem-solving activities (Lantolf, Poehner, & Thorne, 2023). In reading instruction, comprehension is not achieved solely through decoding texts, but through active meaning construction supported by discussion, peer interaction, and guided scaffolding. Learning models such as Problem-Based Learning (PBL) align with this perspective by encouraging students to collaboratively analyze problems, interpret texts, and negotiate meaning. Moreover, recent research by Lestari, Astrid, and Husnaini (2025) found a significant positive correlation between students' digital literacy and their reading comprehension achievement, indicating that students with higher digital competencies are better able to engage with and process textual information from various digital sources, thereby

supporting their interaction with texts in the digital era. Therefore, instructional approaches that

combine collaborative problem-solving and digital literacy are considered to have a positive effect on students' reading ability.

Problem-Based Learning (PBL) is a student-centered learning model that emphasizes solving real-life problems through inquiry and collaboration. Grounded in constructivist theory, PBL encourages students to actively construct knowledge by identifying problems, analyzing texts, and proposing solutions. In reading instruction, this model requires students to engage critically with texts to understand issues and support arguments, thereby supporting the development of reading comprehension skills. The integration of TikTok content in PBL supports digital literacy by providing authentic and engaging multimodal materials that combine visual, audio, and textual elements. To effectively use such content, students must be able to evaluate the credibility and relevance of digital information. Through PBL activities assisted by TikTok, students are guided to critically analyze digital content and connect it with reading texts.

Therefore, this theoretical framework positions PBL as the instructional approach, TikTok content as digital learning media, digital literacy as a supporting competence, and reading ability as the learning outcome. The integration of these components is expected to create an interactive learning environment that has a positive effect on students' reading ability through critical and meaningful engagement.

2.1.1. Definition of Reading

Reading is a fundamental language skill that involves the process of understanding written texts by constructing meaning from printed or digital

symbols. Reading is not merely decoding words, but an active cognitive process that requires readers to interact with the text, activate prior knowledge, and interpret information meaningfully. According to recent research, reading comprehension is a complex and interactive process in which readers simultaneously extract and construct meaning through active engagement with written texts. In this process, readers interpret textual information by integrating it with their prior knowledge, experiences, and cognitive strategies in order to build coherent and deep understanding of the text (Satriawan, 2025; Aguilar, 2025).

In the context of English as a Foreign Language (EFL), reading plays a crucial role in helping students access academic content, expand vocabulary, and develop comprehension skills. Therefore, reading ability becomes a core competence that must be systematically developed and assessed.

2.1.1. Theory of Reading Ability

Reading ability refers to students' capacity to understand, interpret, and respond to written texts appropriately. According to recent research, reading ability comprises several interrelated skills that function simultaneously throughout the reading process, enabling effective comprehension (Karwinika, 2023). These skills include recognizing explicit information, identifying main ideas, making inferences, and evaluating the meaning of texts. Reading ability is commonly categorized into different levels based on the depth of comprehension required, which reflects how well readers understand and process a text. These levels are important because they help teachers determine the appropriate

instructional focus, select suitable learning activities, and design effective assessment strategies.

By understanding the different types of reading ability, teachers can guide students progressively from basic comprehension toward more complex and critical engagement with texts, ensuring that reading instruction addresses students' needs and supports the development of their overall reading competence.

Reading ability can be classified into several types, as follows:

a. Literal Reading Ability

Literal reading ability refers to students' ability to understand information that is explicitly stated in the text. This level of reading focuses on surface meaning and does not require interpretation beyond what is directly written. According to Duke and Pearson (2022), literal comprehension involves understanding facts and ideas that are explicitly stated in the text.

Key indicators of literal reading ability include:

- 1) Identifying the main idea
- 2) Recognizing topic sentences
- 3) Understanding explicitly stated details
- 4) Identifying factual information

Literal reading ability is considered the foundation of reading comprehension because students must first understand explicit information before progressing to higher-level comprehension skills.

b. Inferential Reading Ability

Inferential reading ability involves understanding information that is implied but not directly stated in the text. Readers use logical reasoning and background knowledge to draw conclusions. According to Nadalini et al. (2025),

inferential comprehension involves interpreting implicit meaning by connecting textual information with readers' prior knowledge beyond the literal level.

Indicators of inferential reading include:

- 1) Making inferences
- 2) Predicting outcomes
- 3) Identifying implicit meanings

c. Critical Reading Ability

Critical reading ability refers to students' ability to evaluate and judge the content of a text. At this level, readers analyze the author's purpose, credibility, and arguments. According to Fauziah (2024), critical reading is a cognitive skill that enables readers to understand, analyze, evaluate, and interpret texts in depth, including recognizing bias, assessing the strength of arguments, and judging the reliability of information presented in written material.

Indicators of critical reading include:

- 1) Evaluating arguments
- 2) Identifying bias or assumptions
- 3) Judging text credibility

2.1.3. Reading Ability Assessment and Rubric

Assessment of reading ability should align with the specific reading theory being applied. Since this study focuses on literal reading ability, the assessment emphasizes students' ability to identify explicitly stated information, especially the main idea. According to Grabe (2020), reading assessment can be conducted

using objective test formats such as multiple-choice questions, which are appropriate for

measuring students' literal comprehension by focusing on explicitly stated information in the text. The assessment indicators used in this study include:

- 1) Identifying the main idea of the text
- 2) Recognizing topic sentences
- 3) Understanding explicitly stated details

Each correct response is scored objectively to ensure reliability and consistency. The use of a clear scoring rubric allows the researcher to categorize students' reading ability levels and measure the effect of the treatment accurately.

2.1.4. Theories Related to Digital Literacy

In this era, Digital technology serves as a supportive educational tool that facilitates teacher effectiveness in instructing students to achieve desired learning outcomes (Nurlela et al., 2024). Reading ability has expanded beyond traditional printed texts to include digital and multimodal texts. Digital texts often combine written language with visual and audio elements, requiring students to develop additional competencies to comprehend information effectively. This condition highlights the importance of digital literacy in language learning. Digital literacy refers to students' ability to access, analyze, evaluate, and use information from digital sources responsibly and critically. According to Ng (2020), digital literacy is not merely the ability to use digital technologies, but also the capacity to access, analyze, understand, and critically evaluate information presented through digital media. In the context of reading, digital literacy enables students to identify relevant information, assess the credibility of online content, and interpret

meaning from multimodal digital texts. Without adequate digital literacy skills, students may

struggle to comprehend digital reading materials or may accept information without critical evaluation.

The relationship between reading ability and digital literacy is closely interconnected. Students with strong digital literacy skills are more capable of navigating digital texts, identifying key ideas, and making meaningful interpretations. In contrast, students with limited digital literacy may experience difficulties in understanding digital content despite having basic reading skills. Therefore, digital literacy serves as a supporting skill that enhances reading comprehension, particularly in digital learning environments.

Problem-Based Learning (PBL) supports the development of reading ability and digital literacy by engaging students in meaningful problem-solving that requires reading multiple sources, analyzing digital content, and synthesizing information. When assisted by TikTok content, PBL provides authentic and engaging digital materials that stimulate students' motivation and encourage critical reading and evaluation. Therefore, theories of reading ability and digital literacy highlight that effective reading instruction in the digital era should integrate critical thinking, digital competence, and active learning, as reflected in the integration of PBL and TikTok content in supporting students' reading ability through critical engagement with digital texts.

2.1.5. Problem-Based Learning Assisted by TikTok as Teaching Method

Problem-Based Learning (PBL) is a student-centered instructional model that uses real-world problems as the starting point for learning and encourages students to actively construct knowledge through inquiry, collaboration, and

problem-solving activities (Baldovino, Galapon, & Bautista, 2023). Contemporary scholars explain that PBL engages students in identifying problems, seeking relevant information, analyzing data, and collaboratively proposing solutions, thereby fostering critical thinking and deeper understanding. In this model, the role of the teacher shifts from a knowledge transmitter to a facilitator who guides inquiry and supports learning, while students become active learners responsible for constructing their own understanding through exploration, discussion, and reflection.

In language learning, particularly in reading instruction, PBL requires students to interact with texts meaningfully. Students are encouraged to read various sources to understand problems, gather information, and support their arguments. This process strengthens students' reading comprehension because they are not only reading to answer questions but also reading to solve problems and make decisions. As a result, reading becomes a purposeful and meaningful activity.

According to Sihite, Saragih, and Sihombing (2024), the implementation of Problem-Based Learning (PBL) follows five distinct phases, commencing with problem orientation and concluding with a comprehensive evaluation. The implementation of PBL generally follows several stages: (1) orienting students to the problem, (2) organizing students for learning (3) Guiding Individual and Group Investigation (4) Developing and Presenting Solutions (5) Analyzing and Evaluating the Learning Process. Each stage involves intensive reading activities,

such as analyzing texts, identifying main ideas, and evaluating information.

Therefore, PBL is highly relevant to supporting students' reading ability.

Problem-Based Learning (PBL) is implemented through a series of systematic instructional steps that guide students from problem identification to reflection on learning outcomes. According to Hung (2022), Problem-Based Learning is a student-centered instructional model implemented through several structured stages. Based on Hung's PBL framework, the learning process in this study is adapted into five stages by explicitly separating the identification of learning needs as a distinct step. The stages are described as follows:

1. Orienting Students to the Problem

The teacher presents an authentic, real-life problem related to the learning objectives to stimulate students' curiosity and activate their prior knowledge. Students are encouraged to understand the context and relevance of the problem.

2. Organizing Students for Learning

Students are organized into collaborative groups and guided to define roles, plan learning activities, and determine strategies required to solve the problem effectively.

3. Guiding Individual and Group Investigation

Students engage in individual and group inquiry by collecting information from various sources, analyzing texts, discussing ideas, and developing possible solutions, while the teacher provides guidance and scaffolding.

4. Developing and Presenting Solutions

Students develop solutions or learning products based on their investigation and present their findings through reports, presentations, or other learning artifacts.

5. Analyzing and Evaluating the Learning Process

Students reflect on the problem-solving process, evaluate the effectiveness of their solutions, and assess both their learning outcomes and collaborative learning experience.

When assisted by TikTok content, PBL becomes more engaging and contextual for students. TikTok videos can function as problem triggers, background information, or real-life examples related to the topic being discussed. These videos stimulate students' interest and provide visual and contextual support that helps them understand reading texts more easily. However, students are also required to apply digital literacy skills to evaluate the accuracy and relevance of the information presented in the videos.

Moreover, PBL promotes collaborative learning and critical thinking through group discussions and problem-solving activities. Students share interpretations, compare ideas, and justify their understanding based on reading texts and digital content. This interaction aligns with Vygotsky's sociocultural theory, which emphasizes the importance of social interaction in cognitive development. Through collaboration, students can improve their reading comprehension with peer support and teacher guidance.

Therefore, Problem-Based Learning assisted by TikTok content is considered a relevant teaching model for supporting students' reading ability in the digital era. By integrating real-world problems, digital media, and collaborative learning, PBL supports the development of reading comprehension, critical thinking, and digital literacy simultaneously.

2.2. Previous Relevant Studies

Several previous studies related to this research are presented as follows:

- (1) Hmelo-Silver and Barrows (2023) in their study entitled “*Problem-Based Learning in Higher Education*” investigated the effectiveness of Problem-Based Learning in promoting active engagement, critical thinking, and self-directed learning. The study concluded that PBL encourages students to collaboratively solve problems and actively construct knowledge rather than passively receive information. These findings indicate that PBL creates a meaningful learning environment that supports comprehension and higher-order thinking skills.
- (2) Ng (2023) emphasized that digital literacy is a crucial component of 21st-century education, enabling learners to access, analyze, and evaluate digital information critically. The study highlighted that students with strong digital literacy skills demonstrate better comprehension and engagement when interacting with digital texts.
- (3) Rahman and Liu (2025) in their study entitled “TikTok as a Learning Platform: Exploring Student Engagement through Short-Form Videos” examined the use of TikTok in English language learning. The findings showed that TikTok-based instruction increased students’ motivation, engagement, and comprehension through the use of short-form multimodal content.

- (4) Choi et al. (2025) “Explore the integration of Problem-Based Learning with Social Media-Based Learning in EFL contexts”. The study found that students

demonstrated higher motivation, collaboration, and critical literacy when social media platforms were integrated into PBL activities.

From these studies, it can be concluded that Problem-Based Learning, digital literacy, and social media integration show strong relevance in reading instruction. However, most previous studies examined these components separately and did not comprehensively investigate the integration of Problem-Based Learning assisted by TikTok content as digital literacy in reading instruction. Therefore, this study aims to fill this gap by examining the effect of the integration of PBL and TikTok content on students' reading ability. This research is expected to provide theoretical and practical contributions to the development of innovative English reading instruction strategies.

2.3. Conceptual Framework

In the 21st century, language learning requires not only linguistic competence but also critical thinking, problem-solving, and digital literacy skills. The integration of innovative teaching models and digital platforms can play a crucial role in supporting students' engagement and academic performance, particularly in reading comprehension. Based on this perspective, the present study integrates three key elements: the Problem-Based Learning (PBL) model, TikTok content as digital literacy media, and students' reading ability.

The conceptual framework of this study is grounded in constructivist learning theory, which emphasizes that learners construct knowledge through active engagement, collaboration, and reflection. The PBL model provides a

learning environment where students learn by solving authentic problems related
to reading

materials. Through group discussions, inquiry, and reflection, students develop not only comprehension but also higher-order thinking skills. To enhance the effectiveness of PBL, TikTok content is integrated as a form of digital literacy media. TikTok videos, which are multimodal (combining text, image, and sound), serve as digital stimuli that present real-world contexts and issues. When used as part of the problem scenario in PBL, TikTok content encourages students to read captions, interpret messages, evaluate information critically, and express ideas creatively. This process simultaneously develops their digital literacy skills, the ability to access, analyze, and produce digital information responsibly.

As students engage in PBL activities assisted by TikTok content, they are exposed to authentic and contextual materials that support interactive and critical reading. They learn to connect textual information with visual and auditory cues, supporting comprehension and retention. The digital aspect of the learning process motivates students, supports self-directed learning, and enhances their awareness of information credibility and ethics in digital environments.

Therefore, this study assumes that the Problem-Based Learning model, when assisted by TikTok content as digital literacy media, can have an effect on students' reading ability in the English Education context. The integration of PBL and TikTok not only supports language skill development but also fosters creativity, collaboration, and digital competence, all essential components of modern education.

Based on this conceptual framework, Problem-Based Learning assisted by TikTok content as digital literacy media (X) act as independent variables that

influence students' reading ability (Y). The conceptual relationship indicates that the integration of PBL and TikTok content creates an interactive, student-centered learning environment that promotes critical thinking, collaboration, and meaningful engagement with digital and written texts. As students actively participate in problem-solving activities supported by digital media, they are expected to demonstrate better reading performance and stronger digital literacy skills.

Here's the logical flow of the conceptual relationship:

CONCEPTUAL FRAMEWORK

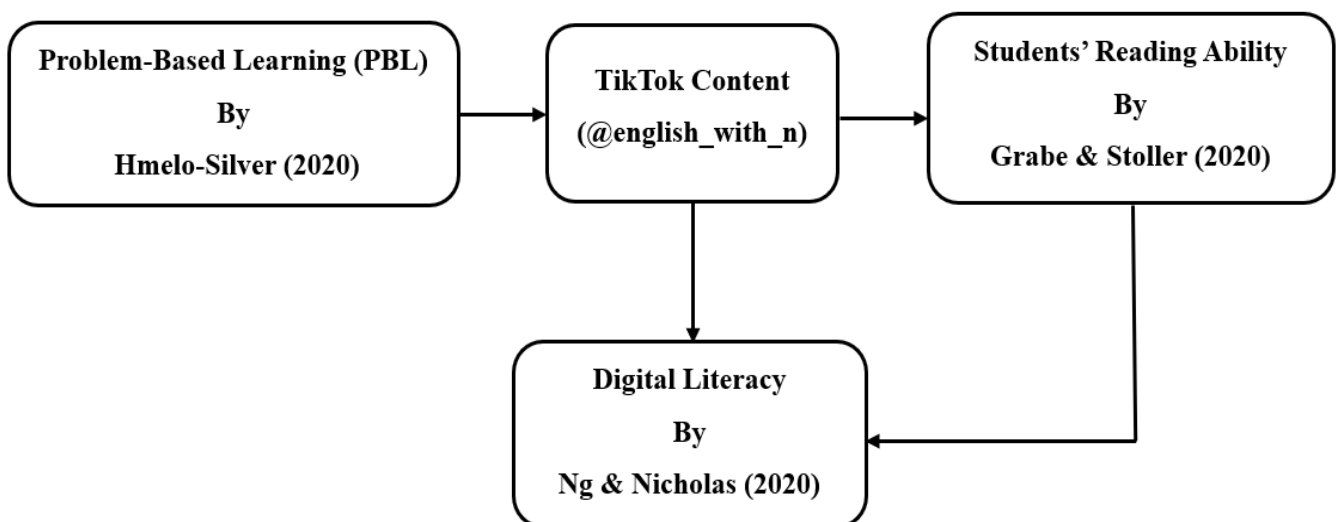


Figure 2.1 Conceptual Framework of the Study

Explanation:

- 1) The PBL model provides the instructional foundation (active, problem-oriented learning).
- 2) TikTok content serves as digital learning media that supports and enriches the PBL process.

3) The combination of both leads to the effect on students' reading ability through digital engagement and critical comprehension.

2.4. Hypothesis

The hypotheses of this study are formulated based on the theoretical framework and conceptual framework discussed in the previous sections, as follows:

- **H₁:** The application of PBL assisted by TikTok content has a significant effect on students' reading ability.
- **H₂:** Students have positive perceptions toward the application of Problem-Based Learning (PBL) assisted by TikTok content as digital literacy in reading activities..

Null Hypotheses:

- **H₀₁:** The application of PBL assisted by TikTok content does not have a significant effect on students' reading ability.
- **H₀₂:** Students do not have positive perceptions toward the application of Problem-Based Learning (PBL) assisted by TikTok content as digital literacy in reading activities.

CHAPTER III

RESEARCH METHOD

3.1. Research Design

This study employed a quantitative approach using a quasi-experimental design to investigate the effectiveness of the Problem-Based Learning (PBL) model assisted by TikTok content as digital literacy in enhancing students' reading ability at SMAS Budi Satrya Medan in the 2025/2026 academic year. A quasi-experimental design was used because the researcher was not able to randomly assign students to experimental and control groups due to existing classroom conditions. According to Sugiyono (2023), quasi-experimental research was appropriate for examining treatment effects in real educational settings without full control over external variables.

This study applied a non-equivalent control group pre-test and post-test design involving two intact Grade XI classes, with one class serving as the experimental group and the other as the control group. Both groups were given a pre-test to measure students' initial reading ability. The experimental group received instruction through Problem-Based Learning assisted by TikTok content, while the control group was taught using conventional teaching methods. After the treatment, both groups were administered a post-test to measure students' reading improvement. In addition, a questionnaire was administered to the experimental group to examine students' perceptions of the use of PBL assisted by TikTok content in reading activities.

3.2. Location and Time of the Research

This research was conducted at SMAS Budi Satrya Medan, which was chosen because it had a learning environment that supported the implementation of the Problem-Based Learning (PBL) model assisted by TikTok content in English learning. The school also provided classes that were suitable to be used as research subjects. This research was conducted in the odd semester of the 2025–2026 academic year. During this period, the entire series of research activities was carried out, including administering pre-tests, implementing the treatment in the form of the PBL model assisted by TikTok content, and administering post-tests to the students, as well as a questionnaire on students' perspectives toward the use of Problem-Based Learning (PBL) assisted by TikTok content as digital literacy in reading activities.

3.3. Population and Sample

Population refers to the entire group of individuals sharing certain characteristics that become the focus of a study (Sugiyono, 2023). The population of this research is 378 students, it is mean all students of SMAS Budi Satrya Medan in the 2025/2026 academic year. The accessible population is limited to grade XI students, as they have sufficient English learning experience to participate in Problem-Based Learning and digital literacy activities.

The sample consisted of two grade XI class with 60 students, each of them are 30 students, selected using *purposive sampling*. This class was chosen because it met the criteria required for implementing the PBL model assisted by TikTok content, particularly in terms of English proficiency and classroom readiness.

Table 3.1
Sample of the Study

No.	Class	Population
1.	XI-1	30
2.	XI-2	30
Total Number		60

Thus, these two classes served as the participants for this study, providing a suitable context to examine the implementation of the PBL model assisted by TikTok content in enhancing students' reading ability.

3.4. Variables and Operational Definition of Variables

This research involves two main variables, namely:

- 1) Independent Variable (X) The independent variable in this study is the Problem-Based Learning (PBL) model assisted by TikTok content as a form of digital literacy.
- 2) Dependent Variable (Y) The dependent variable in this study is Students' Reading Ability. This variable refers to students' competence in understanding, interpreting, and analyzing English reading texts after the implementation of the PBL model assisted by TikTok content.

Operational definition refers to the explanation of how each variable is measured and observed in this research. The operational definitions of the variables are presented in the following table:

Table 3.2
Variables and Operational Definitions

Variable	Operational Definition	Indicators
Problem Based Learning Assisted by TikTok Content (X)	A student-centered learning model in which students learn through problem-solving activities using real-life problems supported by TikTok content during the reading learning process.	<ol style="list-style-type: none"> 1. Orienting students to the problem 2. organizing students for learning 3. Guiding Individual and Group Investigation 4. Developing and Presenting Solutions 5. Analyzing and Evaluating the Learning Process
Reading Ability (Y)	Students' ability to comprehend, interpret, and analyze English reading texts after participating in PBL activities assisted by TikTok content.	<ol style="list-style-type: none"> 1. Identifying the main idea 2. Recognizing topic sentences 3. Understanding explicitly stated details 4. Identifying factual information

3.5. Research Instrument

Research instruments were tools that were used to collect data objectively and systematically. In this study, a reading test was used as both a pre-test and post-test to measure students' reading ability before and after the implementation of the PBL model assisted by TikTok content.

In addition, a questionnaire was administered to gather students' perspectives on the use of Problem-Based Learning assisted by digital platforms in

reading instruction. The questionnaire explored students' perceptions about the usefulness of the learning model. According to Holmes (2023), questionnaires were effective in collecting students' opinions in educational research.

3.5.1. Types and Forms of Instrument

The instrument used in this research are:

1. Pre-test and Post-test

The pre-test and post-test are designed to measure students' reading ability, particularly literal reading ability focusing on identifying the main idea of English texts. The tests are constructed in the form of multiple-choice questions.

2. Questionnaire

The questionnaire is used to collect data on students' perceptions toward the use of PBL assisted by TikTok content in reading activities. The questionnaire consists of statements developed based on several indicators and is measured using a five-point Likert scale ranging from strongly disagree to strongly agree.

3.5.2. Indicators and Assessment Aspect

The assessment of students' reading ability is based on several indicators derived from reading comprehension theory :

- 1) Identifying the main idea
- 2) Recognizing topic sentences
- 3) Understanding explicitly stated details
- 4) Identifying factual information

Indicators of Questionnaire :

- 1) Perceived Usefulness
- 2) Ease of Use
- 3) Attitude Toward Using

3.5.3. Instrument Scoring Rubric

The scoring rubric in this study was applied to both the reading test and the questionnaire in order to ensure systematic and objective data analysis.

a. Scoring Rubric of Reading Test

The reading test is scored using an objective scoring system. Each correct answer is given a score of 1, while an incorrect answer is given a score of 0.

The final score is calculated using the following formula,

$$Score = \frac{Total\ Correct\ Answer}{Total\ Number\ of\ Items} \times 100$$

The students' reading ability levels are categorized as follows:

Table 3.3

Scoring Rubric of Reading Test

Score Range	Category
86 – 100	Very Good
71 – 85	Good
56 – 70	Fair
≤ 55	Poor

(Source: Harris, 1969; Arikunto, 2021)

b. Scoring Rubric of Questionnaire

The questionnaire is scored using a Likert-scale scoring system to measure students' perceptions

Table 3.4

Scoring Rubric of Questionnaire

Response Option	Score
Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

(Source: Sugiyono, 2023)

The results of the questionnaire are analyzed descriptively using mean scores and percentages to describe students' overall perceptions.

3.5.4. Procedure of Using the Instrument

The procedure for using the research instrument is carried out through the following steps:

1. Preparing reading texts, comprehension questions, and questionnaires based on the students' level and curriculum.
2. Administering the pre-test to measure students' initial reading ability before the implementation of the PBL model assisted by TikTok content.

3. Conducting the treatment by applying the PBL model assisted by TikTok content during the teaching and learning process.
4. Administering the post-test to measure students' reading ability after the implementation of the treatment.
5. Distributing questionnaires to obtain students' perspectives on the use of the PBL model assisted by TikTok content in learning reading.
6. Scoring and analyzing the results of the pre-test, post-test, and questionnaires to determine students' reading improvement and learning perceptions.

3.5.5. Instrument Validity

Validity ensures that the instrument measures what it is intended to measure. In this study, the researcher uses Adopted Instruments that have been previously validated by experts in the field of English education.

a. Validity of Reading Test

The reading test items are developed based on reading comprehension indicators proposed by William Grabe and Fredricka L. Stoller (2020) and aligned with the Indonesian Senior High School Curriculum (Kurikulum Merdeka/K-13). The items are adapted from relevant English materials and are considered to have high content validity. Expert judgment by an English teacher at SMAS Budisatrya was used to ensure their appropriateness for Grade XI students.

b. Validity of Questionnaire

The questionnaire was adapted from the Technology Acceptance Model (TAM) proposed by Davis (1989), focusing on perceived usefulness, perceived

ease of use, and attitude toward using. The items were adapted from TAM-based studies

and adjusted to fit the research context, and were validated through expert judgment by English teachers.

3.5.6. Instrument Reliability

Reliability refers to the consistency and stability of a research instrument when used repeatedly under the same conditions. Since the instruments in this study are adopted from established educational frameworks, the researcher refers to the standardized reliability coefficients reported in the original studies.

a. Reliability of Reading Test

Reading test is adopted from Grabe & Stoller (2020), which has a reported reliability coefficient. This score was obtained using the Kuder-Richardson (KR-20) formula, which is the standard for determining the internal consistency of objective tests (multiple-choice). The formula is presented below as the theoretical basis for the instrument's reliability:

$$r_{11} = \frac{k}{k-1} \left(1 - \frac{\sum pq}{\sigma^2} \right)$$

Where:

- r_{11} = reliability coefficient
- k = total number of test items
- p = proportion of correct answers
- q = proportion of incorrect answers
- $\sum pq$ = sum of the product of p and q
- σ^2 = total variance

If the reliability coefficient obtained is ≥ 0.60 , the instrument is considered reliable and suitable for use in this research.

b. Reliability of Questionnaire

The questionnaire adopted from Davis (1989) has a proven Cronbach's Alpha. This formula is used to measure the internal consistency of Likert-scale items:

$$\alpha = \frac{k}{k-1} \left(1 - \frac{\sum_{i=1}^k \sigma_{y_i}^2}{\sigma_x^2} \right)$$

Where:

- α = Koefisien reliabilitas Cronbach's Alpha
- k = Jumlah item pertanyaan
- $\sigma^2 y_i$ = Varians skor pada item ke-i
- $\sigma^2 x$ = Varians total skor
- Σ = Jumlah varians seluruh item
- i = Item ke-1 sampai ke-k

Since the adopted questionnaire has already met the reliability standard of ≥ 0.70 (Hair et al., 2019), it is considered a stable instrument for measuring students' perceptions toward PBL and TikTok content.

3.6. Technique of Data Analysis

Data analysis techniques are procedures used to process and analyze the collected data in order to answer the research questions and test the research hypothesis. In this study, the data obtained from the pre-test, post-tes and Questionnaire responses, that are analyzed using descriptive and inferential

statistical techniques to determine the effectiveness of the PBL model assisted by TikTok content in enhancing students' reading ability.

3.6.1. Descriptive Data Analysis

Descriptive data analysis is used to describe students' reading ability before and after the implementation of the treatment. The data from the pre-test and post-test are analyzed to calculate the mean, minimum score, maximum score, and standard deviation in order to show the progress in students' reading ability. In addition, descriptive statistics are also applied to analyze questionnaire responses to summarize students' perspectives on the use of the PBL model assisted by TikTok content in reading instruction.

3.6.2. Hypothesis Testing

Hypothesis testing is conducted to determine whether there is a significant difference between students' reading ability before and after the implementation of the PBL model assisted by TikTok content, also the Problem-Based Learning (PBL) model assisted by TikTok content can effect students' reading ability and promote positive learning perceptions.

The hypotheses of this research are formulated as follows:

A. Reading Ability

• H₀₁ (Null Hypothesis):

There is no significant effect of applying the Problem-Based Learning (PBL) model assisted by TikTok content as digital literacy on students' reading ability at SMAS Budisatrya Medan.

- **H₁₁ (Alternative Hypothesis):**

There is a significant effect of applying the Problem-Based Learning (PBL) model assisted by TikTok content as digital literacy on students' reading ability at SMAS Budisatrya Medan.

B. Students' Perceptions

- **H₀₂ (Null Hypothesis):**

Students do not show positive perceptions toward the application of the Problem-Based Learning (PBL) model assisted by TikTok content in reading activities.

- **H₁₂ (Alternative Hypothesis):**

Students show positive perceptions toward the application of the Problem-Based Learning (PBL) model assisted by TikTok content in reading activities.

The level of significance used in this research is $\alpha = 0.05$. The decision-making criteria are as follows:

If the p-value ≤ 0.05 , the alternative hypothesis (H₁) is accepted and the null hypothesis (H₀) is rejected.

If the p-value > 0.05 , the null hypothesis (H₀) is accepted and the alternative hypothesis (H₁) is rejected.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

4.1. Findings

This research was investigated the effectiveness of Problem-Based Learning (PBL) using TikTok content to improve students' reading ability. A quasi-experimental design with experimental and control groups was conducted at SMAS Budi Satrya Medan with Grade XI students in the 2025/2026 academic year, who had sufficient English background and familiarity with digital platforms like TikTok.

4.1.1. Students' Pre-test and Post-test Result

In quantitative research, data presentation is essential to provide a clear and systematic description of the findings. Therefore, in this study, the researcher presents the students' performance based on the results of the pre-test and post-test conducted in both the experimental and control classes. The pre-test was administered to determine the students' initial ability before the treatment, whereas the post-test was conducted to evaluate their performance after the treatment was implemented. The data are presented as follows:

Table 4.1

Students' Pre-test and Post-test Scores in the Experimental Class

No	Students' Initial	Pre Test	Post Test
1	AS	74	93
2	AI	65	86
3	AK	54	79
4	AN	50	71

5	AS	57	78
6	AP	60	79
7	CS	64	94
8	DK	66	85
9	FS	63	90
10	FR	51	80
11	FA	64	81
12	IH	73	74
13	JA	65	90
14	KS	62	91
15	LT	53	87
16	MR	70	76
17	MU	74	79
18	MA	52	84
19	MF	67	88
20	NP	57	84
21	NT	71	88
22	NH	58	76
23	NA	55	72
24	NR	66	79
25	NU	65	78
26	NA	66	83
27	PG	60	77
28	PS	60	85
29	RB	55	86
30	RI	66	76
Total Score		1863	2469
Minimum Score		50	71
Maximum Score		74	94
Mean		62.1	82.3
Standard Deviation		6.85	6.20

The presentation of research data was intended to describe the experimental class results in a clear and systematic way. In this study, the

researcher presented students' performance based on the pre-test and post-test results. The pre-test was

used to identify students' initial reading ability before the treatment, while the post-test was used to evaluate their performance after the treatment.

Based on preliminary observations and information obtained from the English teacher, students' reading comprehension was still relatively low. Many students experienced difficulties in understanding English texts, especially in identifying main ideas, finding specific information, and making inferences. These conditions indicate that students' reading ability had not yet reached the expected level and became the basis for administering the pre-test.

From the pre-test results, it can be seen that the students' initial reading ability was still relatively low. The mean score of the pre-test was 62.1, which indicates that, on average, students had not yet achieved a satisfactory level of reading comprehension. The lowest score obtained by the students was 50, while the highest score was 74. This range suggests that even the highest-achieving students had not reached an optimal level of mastery, and overall performance remained at a moderate level. Furthermore, the standard deviation of the pre-test was 6.85, indicating that there was a moderate variation among students' scores. This shows that although differences in ability existed, most students were still clustered around a relatively low level of performance.

When analyzed based on the indicators of the test instrument, it was found that students showed the lowest performance in questions related to specific information. This indicates that students had difficulty in identifying detailed or explicit information within the text. On the other hand, the highest achievement

was found in questions related to identifying the main idea, suggesting that students

were relatively more capable of understanding general or global information rather than specific details. This condition reflects that students' reading ability was still limited, particularly in terms of detailed comprehension, which is an essential aspect of reading skill.

After the implementation of the treatment using the Problem-Based Learning (PBL) model assisted by TikTok content, the students' performance in the post-test showed a considerable effect. The mean score increased to 82.3, indicating a strong positive effect of the treatment on students' reading ability. The lowest score also increased from 50 to 71, while the highest score improved from 74 to 94, showing that the effect of the treatment was experienced by both low-achieving and high-achieving students.

Moreover, the standard deviation decreased from 6.85 to 6.20, indicating that the students' scores became more similar, meaning that the differences between students' abilities were smaller. This suggests that the effect of the treatment not only increased students' scores but also reduced the gap between their abilities, leading to a more balanced performance in the experimental class.

From the perspective of the test indicators, students showed improvement in all aspects of reading comprehension. Their ability to identify the main idea remained the highest, while their ability to find specific information also increased, although it still became the lowest among the indicators. This indicates that the treatment had a positive effect on students' overall reading ability, even though some aspects still need further improvement.

In conclusion, the findings indicate that the implementation of the Problem-Based Learning (PBL) model assisted by TikTok content had a positive effect on students' reading comprehension. The effectiveness of the treatment can be seen from the increase in students' mean scores, the improvement in score distribution, and the enhancement of reading skills across different indicators. Therefore, it can be concluded that the treatment was effective in improving students' reading ability in the experimental class.

Table 4.2

Students' Pre-test and Post-test Scores in the Control Class

No	Students' Initial	Pre Test	Post Test
1	AA	57	73
2	AR	51	65
3	AN	55	77
4	AM	54	78
5	A'	57	61
6	AR	52	61
7	AA	66	74
8	AK	68	71
9	DA	70	76
10	DP	70	82
11	DA	50	84
12	DP	50	76
13	FD	56	65
14	HA	66	76
15	LA	64	81
16	MA	60	72
17	MF	58	66
18	MA	63	82
19	MS	70	83
20	MD	64	81
21	NZ	72	70

22	NS	68	66
23	NN	68	71
24	ON	71	69
25	PS	53	68
26	RT	55	69
27	SB	68	78
28	SA	58	68
29	SA	68	64
30	TM	60	68
Total Score		1842	2175
Minimum Score		50	61
Maximum Score		72	84
Mean		61.4	72.5
Standard Deviation		7.10	7.75

In addition to the experimental class, the data from the control class are also presented to provide a comprehensive comparison of students' reading performance. The pre-test and post-test in this class were conducted without the implementation of the Problem-Based Learning (PBL) model assisted by TikTok content.

Initial observations revealed that students in the control class encountered similar difficulties in reading comprehension. Most of them struggled to understand English texts, particularly when dealing with detailed information and interpreting meaning. This situation indicates that their reading ability was still below the expected standard prior to the testing phase.

The pre-test results of the control class indicate that students' initial reading ability was still relatively low. The mean score obtained in the pre-test was 61.4, showing that most students had not yet reached a satisfactory level of

reading comprehension. The lowest score was 50, while the highest score was 72, reflecting

that students' performance was still within a limited range. In addition, the standard deviation was 7.10, indicating that there was a moderate variation among students' scores, although most of them were still grouped within a similar level of ability.

When viewed from the indicators of the test instrument, students experienced the greatest difficulty in answering questions related to specific information. This suggests that they had not yet developed the ability to identify explicit details in the text effectively. In contrast, their performance in identifying the main idea was relatively better, indicating that students were more capable of understanding general information than detailed content.

After the post-test was administered, the results showed a slight positive effect on students' performance. The mean score increased to 72.5, indicating that the effect on students' reading ability was present, although not substantial. The lowest score improved from 50 to 61, while the highest score increased from 72 to 84, suggesting that the effect was experienced by both lower- and higher-achieving students.

However, a different pattern can be observed in the distribution of scores. The standard deviation increased from 7.10 to 7.75, indicating that the students' scores became more varied. This means that the differences between students' abilities became wider after the post-test. In other words, although there was a positive effect, it was not evenly distributed among all students.

From the perspective of the test indicators, students showed only a limited effect across all aspects of reading comprehension. Their ability to identify the

main idea remained the strongest, while identifying specific information continued to be

the most challenging skill. This pattern indicates that the effect on students' reading development was relatively modest.

In comparison with the experimental class, the effect observed in the control class was less significant. Although there was a slight increase in scores, it was not as strong or as consistent as the effect produced by the treatment applied in the experimental class.

4.1.2. Hypothesis Testing Result

Inferential analysis was conducted to test the research hypotheses. Prerequisite tests, including normality and homogeneity, were performed before hypothesis testing. The results are presented below.

a. Normality Test

The results of the normality test are presented in the table below.

Table 4.3
Normality Test Result

Group	Test	Sig. Value	Conclusion
Experimental (Pre-Test)	Shapiro-Wilk	0.200	Normal
Experimental (Post-Test)	Shapiro-Wilk	0.176	Normal
Control (Pre-Test)	Shapiro-Wilk	0.189	Normal
Control (Post-Test)	Shapiro-Wilk	0.165	Normal

The normality test was conducted using Shapiro-Wilk in SPSS. The significance value of 0.200 for the experimental pre-test was obtained from the using Shapiro-Wilk in SPSS. The experimental post-test significance value of 0.176 was also taken from the Sig. column of Shapiro-Wilk. The control pre-test (0.189) and control post-test (0.165) were obtained from the same column in

SPSS. Since all significance values are higher than 0.05, the data are normally distributed.

b. Homogeneity Test

The results of the homogeneity test are shown in the table below.

Table 4.4
Homogeneity Test Results

Data	Sig. Value	Conclusion
Pre-Test	0.321	Homogeneous
Post-Test	0.287	Homogeneous

The homogeneity test was conducted using Levene's Test in SPSS. The significance value of 0.321 was calculated from the pre-test scores of experimental and control classes using Levene's Test in SPSS. The value of 0.287 was calculated from the post-test scores of both classes. Since both values are higher than 0.05, the data are homogeneous.

c. Independent Sample t-test

The results of the independent sample t-test are presented in the table below.

Table 4.5
Independent Sample t-test Result

Data	t-value	Sig. (2-tailed)	Decision
Post-Test	4.215	0.000	H ₁ Accepted

The independent sample t-test was conducted based on the post-test scores of experimental and control classes using SPSS. The t-value (4.215) and significance value (0.000) were obtained from the Independent Samples Test table in SPSS output. These values were calculated from the post-test scores of both classes. Since 0.000 is lower than 0.05, H₁ is accepted.

4.1.3. Students' Questionnaire Result

The questionnaire was administered to the experimental group after the post-test to investigate students' perceptions toward the Effect of Problem-Based Learning (PBL) model assisted by TikTok content in reading activities.

The questionnaire consisted of several statements based on 3 main indicators: Perceived Usefulness, Percived Ease of Use, Attitude Toward Using. The responses were measured using a five-point Likert scale ranging from strongly disagree to strongly agree. The results of the questionnaire are presented in the following table:

Table 4.6
Mean Score of Questionnaire Results

Indicators	Mean	Kategori
Perceived Usefulness	4.35	Very Positif
Percived Ease of Use	4.20	Positif
Attitude Toward Using	4.32	Very Positif
Mean	4.29	Very Positif

The questionnaire in this study was analyzed using descriptive statistics to describe students' perceptions of digital learning based on the Technology Acceptance Model (TAM) proposed by Fred Davis. The analysis was conducted by calculating the mean score for each variable, namely perceived usefulness, perceived ease of use, and attitude toward using. These mean scores were then interpreted into predetermined categories to determine the tendency of students' attitudes toward the use of digital learning.

The results of the analysis indicate that the perceived usefulness variable obtained the highest mean score, which is 4.35, categorized as very positive. This finding suggests that students have a strong ability to utilize digital technology as a supporting tool in the learning process. They perceive that the use of digital media helps them understand the material more effectively, improves efficiency in completing tasks, and provides easier access to information. The high score in this variable indicates that, in terms of usefulness, digital learning has been able to meet students' learning needs optimally without showing significant weaknesses in this aspect.

On the other hand, the perceived ease of use variable obtained a mean score of 4.20 and falls into the positive category. Although it is still considered good, this score is the lowest among the variables. This indicates that students' ability to use digital technology is generally adequate but not yet fully optimal. Some students may still experience difficulties in operating applications or understanding certain features used in the learning process. Therefore, the main weakness in this context lies in the technical aspect of technology use, such as adaptation to digital platforms or limitations in mastering specific features.

Furthermore, the attitude toward using variable obtained a mean score of 4.32, which is categorized as very positive. This result shows that students have a very positive attitude toward the use of digital learning. This is reflected in their increased interest, motivation, and active engagement during the learning process. Students not only accept technology as a learning tool but also demonstrate

positive emotional responses, such as feeling more interested in and enjoying the learning

process. This condition indicates that digital learning is able to create a more interactive and enjoyable learning environment, thereby encouraging more active student participation.

Overall, the total mean score obtained is 4.29, which falls into the very positive category. This indicates that students' perceptions of digital learning are generally at a very good level. The main strengths lie in the aspects of usefulness (perceived usefulness) and students' attitudes (attitude toward using), both of which demonstrate that students are able to accept and benefit from the use of technology in learning. Meanwhile, the relative weakness is found in the aspect of ease of use, which, although still categorized as positive, indicates a need to improve students' technical abilities in using digital media.

In conclusion, digital learning in this study contributed positively to the learning process in terms of usefulness and students' attitudes toward its use. However, supporting the ease of technology use through training or guidance is necessary to help students utilize digital platforms more effectively.

4.2. Discussion

The discussion of these research findings focuses on how the integration of instructional models and digital media effectively addresses the problem of low student reading proficiency, as reflected in the title of this study. This is in line with the view of Hasnah and Ginting (2019), who state that reading proficiency serves as a fundamental basis for learning, not only in language acquisition but also in other academic fields.

In contrast to this expectation, initial observations at SMAS Budisatrya Medan revealed that reading activities were often perceived as burdensome by students due to their dense textual content and monotonous teaching methods. However, the implementation of the Problem-Based Learning (PBL) model introduced a more dynamic learning environment. By presenting real problems as the core of instruction, students moved beyond simple word-by-word decoding and began to actively construct meaning and develop a deeper understanding of the texts.

Furthermore, the integration of TikTok content as part of digital literacy strengthened this learning process by connecting students' daily digital experiences with classroom activities. TikTok provided an engaging and relatable medium that attracted students' attention and encouraged active participation. Through short and visually appealing videos, students were introduced to reading topics in a more contextualized manner, which made the material easier to understand and the learning process more meaningful.

This shift in instructional approach also led to noticeable changes in students' learning behavior. Learners gradually transformed from passive recipients into active participants in the classroom. They became more involved in discussions, more confident in expressing their ideas, and more interested in analyzing reading texts. Instead of relying solely on teacher explanations, they collaborated with peers to solve problems and identify important information, indicating a more student-centered and interactive learning environment.

In line with these behavioral changes, students' motivation in learning English reading also showed significant development. The use of TikTok content created a more enjoyable and stimulating learning atmosphere, which encouraged students to focus more on reading activities. Participation increased, attention to reading materials became stronger, and interest in understanding texts became more evident. This finding suggests that students require engaging, interactive, and relevant learning environments to sustain their motivation. Motivation is considered a vital factor in the educational process, where students are more likely to achieve academic success if they possess a strong willingness to engage in learning activities (Saragih & Utami, 2020). Therefore, the integration of TikTok content contributed to students' engagement and supported their motivation, which ultimately led to better reading performance.

These changes in behavior and motivation were reflected in students' learning outcomes, as shown by the difference between pre-test and post-test scores in the experimental class. The mean score increased from 62.1 in the pre-test to 82.3 in the post-test, while the lowest score rose from 50 to 71 and the highest score increased from 74 to 94. This result indicates that students were more capable of identifying main ideas, recognizing explicit information, and understanding reading texts after the implementation of Problem-Based Learning assisted by TikTok content.

Moreover, the effect of the treatment was confirmed through comparison with the control class. The experimental class achieved a higher post-test mean score (82.3) compared to the control class (72.5), which was taught using

conventional methods. The statistical analysis also showed a significant difference, with a t-value of 4.215 and a significance level of 0.000. These findings indicate that the application of Problem-Based Learning assisted by TikTok content had a significant effect on students' reading ability compared to traditional teaching approaches.

In addition to these findings, the role of the teacher was also an important factor in the success of the learning process. The teacher guided students in understanding reading materials, facilitated discussions, and ensured that TikTok content was used appropriately for educational purposes. The teacher also helped connect video content with reading texts and supported collaborative problem-solving activities. This indicates that teachers play a crucial role in managing technology-based learning and maintaining students' focus on achieving learning objectives.

Students' behavioral changes were further reflected in their classroom participation and confidence. They became more active in discussions, more confident in expressing their opinions, and more responsible in completing reading tasks. They were also able to analyze texts more carefully and identify important information more accurately, indicating that the integration of PBL and TikTok content created a more engaging and responsible learning environment.

Furthermore, the findings reveal that students need learning environments that are aligned with current digital trends. TikTok, as a popular social media platform among students, successfully created a more engaging and relevant learning atmosphere. This indicates that integrating trending digital media into

classroom instruction can make reading activities more interesting and reduce students' perception that reading is difficult and monotonous.

The use of TikTok content in Problem-Based Learning also supported the development of students' digital literacy. Students were not only engaged in reading texts but also in analyzing digital content, interpreting visual information, and connecting multimedia elements with written texts. This process allowed them to understand information from multiple sources more effectively in English learning.

In terms of students' perceptions, the questionnaire results indicated positive responses toward the implementation of Problem-Based Learning assisted by TikTok content. Based on the Technology Acceptance Model (TAM), students showed positive perceptions in perceived usefulness, perceived ease of use, and attitude toward using. Most respondents agreed that TikTok content made learning more interesting, easier to follow, and more enjoyable. According to Davis (1989), positive perceptions toward technology influence users' acceptance and willingness to use it in learning, confirming that TikTok can function as an effective learning medium in English reading instruction.

The questionnaire findings also revealed that students not only accepted the use of TikTok content but also showed a strong intention to continue using similar digital media in future learning. Most respondents agreed that TikTok-assisted Problem-Based Learning made reading activities more enjoyable, reduced learning pressure, and helped them understand reading materials more clearly.

This indicates that the integration of social media into classroom instruction creates a supportive

learning environment where students feel more comfortable and confident in participating.

Overall, the findings of this study answer the research problems and confirm that Problem-Based Learning assisted by TikTok content provides a significant positive effect on students' reading ability and generates positive student perceptions. Changes in learning behavior, increased motivation, higher post-test scores in the experimental class, significant differences compared to the control class, the important role of the teacher, and the integration of TikTok as digital media all contributed to the success of this learning model. Therefore, this approach can be considered an effective strategy for teaching English reading at SMAS Budisatrya Medan and is recommended as an alternative method for creating a more engaging and relevant learning environment in modern classrooms.

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1. Conclusion

Based on the results of the research and discussion that have been described in the previous chapter regarding the effect of the Problem-Based Learning (PBL) model assisted by TikTok content on students' reading abilities, the researcher formulates the following conclusion:

1. The application of the Problem-Based Learning (PBL) model assisted by TikTok content significantly affects students' reading ability, as shown by the experimental group outperforming the control group.
2. Students demonstrated highly positive perceptions toward the application of the PBL model assisted by TikTok content, as it was found to be engaging and motivating in fostering their involvement and digital literacy skills.

5.2. Sugesstion

Based on the findings of this study, several suggestions are proposed to support the teaching and learning process, particularly in developing students' reading ability with Problem-Based Learning (PBL) assisted by TikTok content. The suggestions are presented as follows:

1. For Teachers

Teachers are recommended to apply Problem-Based Learning assisted by digital media such as TikTok in teaching reading. This approach can make the learning process more interactive, improve students' motivation, and enhance their comprehension skills.

2. For Students

Students are encouraged to actively participate in learning activities, especially in problem-solving and group discussions. They should also use digital platforms wisely to support their learning and improve their reading ability.

3. For Future Researchers

Future researchers are suggested to conduct further studies by:

- a) Exploring other English skills such as speaking or writing
- b) Using different digital platforms such as YouTube or Instagram
- c) Involving larger samples or different educational levels

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APPENDICES

Appendix 1. Teaching Module

Modul Ajar Bahasa Inggris Kelas XI SMA

(Kurikulum Merdeka)

No.	Komponen	Deskripsi/Keterangan
1.	Informasi Umum Perangkat Ajar	
	Nama Penyusun	Vitania Bunga Khairani
	Unit Kerja	SMAS BUDISATRYA
	Mata Pelajaran	Bahasa Inggris
	Tahun Penyusunan Modul Ajar	2026
	Jenjang Sekolah	SMA (Sekolah Menengah Atas)
	Kelas	XI 1
	Semester	Genap
	Alokasi Waktu	4 Pertemuan (4 × 2 JP)
	Konten Materi	Reading – Descriptive & Narrative Text
	Model Pembelajaran	Problem Based-Learning (PBL)
	Media Pembelajaran	TikTok Content (@english_with_n)
2.	Capaian Pembelajaran	
	Capaian Pembelajaran (CP)	Peserta didik mampu memahami, menemukan, dan menyajikan makna eksplisit (literal meaning) dari berbagai teks pendek berbentuk deskriptif dan naratif sesuai dengan konteks penggunaannya.
	Tujuan Pembelajaran	Setelah mengikuti pembelajaran selama empat pertemuan, peserta didik diharapkan mampu: <ol style="list-style-type: none"> 1. Mengidentifikasi informasi nanda dan ide pokok dalam teks deskriptif. 2. Menemukan detail literal (who, what, where, when) dalam teks naratif. 3. Menjawab pertanyaan literal reading berdasarkan teks yang disajikan melalui konten TikTok.
3.	Kriteria Pengukuran Ketercapaian Tujuan Pembelajaran dan Asesmen (Asesmen Formatif)	
	Pemahaman Bermakna	Peserta didik memahami bahwa kemampuan membaca secara literal membantu mereka menemukan informasi yang tertulis secara jelas dalam teks, seperti ide pokok dan detail penting. Melalui pemanfaatan konten TikTok, peserta didik menyadari bahwa teks bacaan tidak hanya terdapat di buku pelajaran, tetapi juga hadir dalam media digital sehari-hari. Dengan pendekatan Problem Based Learning (PBL), peserta didik belajar memecahkan masalah pemahaman bacaan secara mandiri dan kolaboratif.
	Kompetensi Awal	Peserta didik telah memiliki kemampuan dasar membaca teks bahasa Inggris sederhana. Peserta didik mampu mengenali kosakata umum, memahami kalimat sederhana, serta menjawab pertanyaan dasar terkait isi teks. Peserta didik juga memiliki pengalaman mengakses konten berbahasa Inggris melalui media digital, khususnya media sosial seperti TikTok.
	Cara Melakukan Asesmen	Tertulis
4.	Profil Pelajar Pancasila	

	Profil Pelajar Pancasila yang berkaitan	<ol style="list-style-type: none"> 1. Beriman, bertaqwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia 2. Mandiri 3. Bergotong royong 4. Bernalar kritis 5. Kreatif
5.	Sarana dan Prasarana	
	Fasilitas	<ol style="list-style-type: none"> 1. LKPD 2. Laptop dan LCD Proyektor 3. Akses internet 4. Smartphone (terkontrol)
6.	Target Peserta Didik	
	Tingkatan Kelas Peserta Didik	XI-1 (Sepuluh (Satu))
	Jumlah Peserta Didik	35
7.	Model dan Metode Pembelajaran	
	Model Pembelajaran	<ul style="list-style-type: none"> - Tatap Muka - Model pembelajaran : Problem Based Learning (PBL) <ol style="list-style-type: none"> a. Orientasi topik b. Mengorganisasi peserta didik untuk belajar c. Membimbing Penyelidikan Individual d. Mengembangkan dan Menyajikan Hasil e. Menganalisis dan Mengevaluasi Proses Pemecahan Masalah
8.	Asesmen	
	Jenis Asesmen	Formatif
	Teknik	Tes tertulis (pre-test & post-test), penugasan
	Instrumen	Soal pilihan ganda literal reading, LKPD, rubrik penilaian
9.	Materi Ajar, Alat dan Bahan	
	Materi Ajar	<ol style="list-style-type: none"> 1. Teks Deskriptif 2. Teks Naratif
	Alat dan Bahan	PPT, Leptop
10.	Urutan Kegiatan Pembelajaran	
	Pertemuan 1 (Pre-Test) Fokus: Diagnosis Kemampuan Literal Reading	<p>KEGIATAN PENDAHULUAN (10 MENIT)</p> <ol style="list-style-type: none"> 1. Guru mengucapkan salam dan bertegur sapa dengan peserta didik. 2. Peserta didik dan guru berdo'a sebelum memulai pembelajaran. 3. Peserta didik dicek kehadirannya. 4. Peserta didik ditanyakan hal-hal yang berkaitan dengan aspek diagnosis non-kognitif: <ul style="list-style-type: none"> ✓ Apa yang sedang nanda rasakan saat ini? ✓ Apakah nanda sudah siap mengikuti pembelajaran hari ini? 5. Peserta didik diberitahu tujuan dan manfaat mempelajari deskriptif teks <p>KEGIATAN INTI (30 MENIT)</p> <p>a. Orientasi Topik</p> <ol style="list-style-type: none"> 1. Guru memberikan pertanyaan pemantik: <ul style="list-style-type: none"> - What is descriptive text? - Have you ever heard about descriptive text? 2. Guru menampilkan konten TikTok yang berisi teks bacaan sebagai permasalahan awal yang harus dipahami peserta didik. 3. Peserta didik mengamati topik pembelajaran <p>b. Mengorganisasi Peserta Didik Untuk Belajar</p> <ol style="list-style-type: none"> 1. Peserta didik diarahkan untuk memahami tujuan pembelajaran dan

		<p>tugas yang harus diselesaikan.</p> <p>c. Membimbing Penyelidikan Individu dan Kelompok</p> <ol style="list-style-type: none"> 1. Peserta didik membaca teks dan mengerjakan tugas pemahaman bacaan secara kelompok. <p>d. Mengembangkan dan Menyajikan Hasil</p> <p>Presentasi hasil kerja</p> <ol style="list-style-type: none"> 1. Peserta didik secara individual membuat presentasi singkat tentang hasil pemahaman bacaan. <p>e. Menganalisis dan Mengevaluasi Proses Pemecahan Masalah</p> <ol style="list-style-type: none"> 1. Peserta didik memberikan refleksi terhadap proses pembelajaran 2. Guru memberikan penguatan terhadap pembelajaran hari ini <p>KEGIATAN PENUTUP (5 MENIT)</p> <ol style="list-style-type: none"> 1. Peserta didik di minta untuk memberikan nandalan terhadap pembelajaran pada hari ini 2. Memastikan peserta didik sudah memahami materi 3. Guru memberikan tugas untuk minggu depan 4. Menutup kelas dengan membaca doa
	<p>Pertemuan 2</p> <p>Fokus: Literal Reading pada Descriptive Text melalui TikTok</p>	<p>KEGIATAN PENDAHULUAN (10 MENIT)</p> <ol style="list-style-type: none"> 1. Guru mengucapkan salam dan bertegur sapa dengan peserta didik. 2. Peserta didik dan guru berdo'a sebelum memulai pembelajaran. 3. Peserta didik dicek kehadirannya. 4. Peserta didik ditanyakan hal-hal yang berkaitan dengan aspek diagnosis non-kognitif: <ul style="list-style-type: none"> ✓ Apa yang sedang nanda rasakan saat ini? ✓ Apakah nanda sudah siap mengikuti pembelajaran hari ini? 5. Peserta didik diberitahu tujuan dan manfaat pembelajaran <p>KEGIATAN INTI (30 MENIT)</p> <p>a. Orientasi Masalah</p> <ol style="list-style-type: none"> 1. Guru menampilkan konten TikTok yang berisi deskripsi orang atau tempat. <p>b. Mengorganisasi Peserta Didik untuk Belajar</p> <ol style="list-style-type: none"> 1. Peserta didik membaca teks deskriptif yang diadaptasi dari konten TikTok. <p>c. Membimbing Penyelidikan</p> <ol style="list-style-type: none"> 1. Peserta didik menemukan informasi literal (topik, objek, detail deskripsi). <p>d. Mengembangkan dan Menyajikan Hasil</p> <ol style="list-style-type: none"> 1. Peserta didik menyampaikan hasil temuan secara lisan atau tertulis. <p>e. Menganalisis dan Mengevaluasi</p> <ol style="list-style-type: none"> 1. Guru dan peserta didik mendiskusikan jawaban yang benar. <p>KEGIATAN PENUTUP (5 MENIT)</p> <ol style="list-style-type: none"> 1. Peserta didik di minta untuk memberikan nandalan terhadap pembelajaran pada hari ini 2. Memastikan peserta didik sudah memahami materi 3. Menutup kelas dengan membaca doa
	<p>Pertemuan 3</p> <p>Fokus: Literal Reading pada Narrative Text melalui TikTok</p>	<p>KEGIATAN PENDAHULUAN (10 MENIT)</p> <ol style="list-style-type: none"> 1. Guru mengucapkan salam dan bertegur sapa dengan peserta didik.

2. Peserta didik dan guru berdo'a sebelum memulai pembelajaran.
3. Peserta didik dicek kehadirannya.
4. Peserta didik ditanyakan hal-hal yang berkaitan dengan aspek diagnosis non-kognitif:
 - ✓ Bagaimana hari ini anda?
 - ✓ Apakah anda sudah siap mengikuti pembelajaran hari ini?
5. Peserta didik diberitahu tujuan dan manfaat pembelajaran

KEGIATAN INTI (30 MENIT)

- a. Orientasi Peserta Didik pada Masalah**
 1. Guru menampilkan TikTok naratif sebagai sumber masalah bacaan.
- b. Mengorganisasi Peserta Didik untuk Belajar**
 1. Peserta didik diarahkan membaca teks naratif.
- c. Membimbing Penyelidikan Individu/Kelompok**
 1. (Mengidentifikasi Apa yang Perlu Dipelajari)
Peserta didik menentukan unsur cerita yang perlu dipahami.
- d. Mengembangkan dan Menyajikan Hasil**
 1. Diskusi hasil pemahaman bacaan.
- e. Menganalisis dan Mengevaluasi Proses Pembelajaran**
 1. Guru memberikan penguatan.

KEGIATAN PENUTUP (5 MENIT)

1. Peserta didik di minta untuk memberikan nandalan terhadap pembelajaran pada hari ini
2. Memastikan peserta didik sudah memahami materi
3. Menutup kelas dengan membaca doa

Pertemuan 4
Fokus: Penguatan Literal Reading

- KEGIATAN PENDAHULUAN (10 MENIT)**
1. Guru mengucapkan salam dan bertegur sapa dengan peserta didik.
 2. Peserta didik dan guru berdo'a sebelum memulai pembelajaran.
 3. Peserta didik dicek kehadirannya.
 4. Peserta didik ditanyakan hal-hal yang berkaitan dengan pembelajaran sebelumnya::
 - ✓ Apa yang masih anda ingat tentang descriptive text dan narrative text?
 - ✓ Apakah anda sudah siap mengikuti pembelajaran hari ini?
 5. Peserta didik diberitahu tujuan dan manfaat pembelajaran

KEGIATAN INTI (30 MENIT)

- a. Orientasi Masalah**
 1. Guru menampilkan konten TikTok yang berisi teks deskriptif dan naratif sebagai bahan analisis.
- b. Mengorganisasi Peserta Didik untuk Belajar**
 1. Peserta didik dibagi ke dalam beberapa kelompok kecil.
- c. Membimbing Penyelidikan Individu dan Kelompok**
 1. Peserta didik mengidentifikasi ide pokok dan informasi literal (who, what, where, when).
- d. Mengembangkan dan Menyajikan Hasil**
 1. Peserta didik mempresentasikan hasil diskusi kelompok.
- e. Menganalisis dan Mengevaluasi Proses Pemecahan Masalah**
 1. Guru memberikan penguatan dan klarifikasi.

		<p>KEGIATAN PENUTUP (5 MENIT)</p> <ol style="list-style-type: none"> 1. Peserta didik diminta menyimpulkan pembelajaran. 2. Memastikan pemahaman peserta didik. 3. Menutup kelas dengan doa.
	<p>Pertemuan 5 Fokus: Latihan Terpadu</p>	<p>KEGIATAN PENDAHULUAN (10 MENIT)</p> <ol style="list-style-type: none"> 1. Guru mengucapkan salam dan bertegur sapa dengan peserta didik. 2. Peserta didik dan guru berdo'a sebelum memulai pembelajaran. 3. Peserta didik dicek kehadirannya. 4. Peserta didik ditanyakan hal-hal yang berkaitan dengan pembelajaran sebelumnya: <ul style="list-style-type: none"> ✓ Bagaimana pemahaman nanda tentang materi sebelumnya? ✓ Apakah nanda sudah siap mengikuti pembelajaran hari ini? 5. Peserta didik diberitahu tujuan pembelajaran. <p>KEGIATAN INTI (30 MENIT)</p> <p>a. Orientasi Masalah</p> <ol style="list-style-type: none"> 1. Guru memberikan teks deskriptif dan naratif. <p>b. Mengorganisasi Peserta Didik untuk Belajar</p> <ol style="list-style-type: none"> 1. Peserta didik bekerja individu/kelompok. <p>c. Membimbing Penyelidikan</p> <ol style="list-style-type: none"> 1. Peserta didik mengerjakan soal literal reading. <p>d. Mengembangkan dan Menyajikan Hasil</p> <ol style="list-style-type: none"> 1. Pembahasan bersama. <p>e. Menganalisis dan Mengevaluasi</p> <ol style="list-style-type: none"> 1. Guru memberikan umpan balik. <p>KEGIATAN PENUTUP (5 MENIT)</p> <ol style="list-style-type: none"> 1. Peserta didik menyimpulkan pembelajaran. 2. Refleksi. 3. Doa.
	<p>Pertemuan 6 (Post-Test) Fokus: Evaluasi Literal Reading</p>	<p>KEGIATAN PENDAHULUAN (10 MENIT)</p> <ol style="list-style-type: none"> 1. Guru mengucapkan salam dan bertegur sapa dengan peserta didik. 2. Peserta didik dan guru berdo'a sebelum memulai pembelajaran. 3. Peserta didik dicek kehadirannya. 4. Peserta didik ditanyakan kesiapan: <ul style="list-style-type: none"> ✓ Apakah nanda sudah siap mengikuti post-test? ✓ Apakah nanda dalam keadaan sehat? 5. Tujuan pembelajaran disampaikan. <p>KEGIATAN INTI (30 MENIT)</p> <p>a. Orientasi Masalah</p> <ol style="list-style-type: none"> 1. Guru memberikan teks post-test. <p>b. Mengorganisasi Peserta Didik</p> <ol style="list-style-type: none"> 1. Memahami instruksi tes. <p>c. Membimbing Penyelidikan</p> <ol style="list-style-type: none"> 1. Mengerjakan soal mandiri. <p>d. Mengembangkan dan Menyajikan Hasil</p> <ol style="list-style-type: none"> 1. Mengumpulkan hasil. <p>e. Menganalisis dan Mengevaluasi</p> <ol style="list-style-type: none"> 1. Guru mengevaluasi hasil.

KEGIATAN PENUTUP (5 MENIT)

1. Refleksi.
2. Penutup dengan doa.

Refleksi

Refleksi Guru

1. Apakah kegiatan pembelajaran berjalan dengan baik?
2. Apa momen paling berkesan saat melakukan proses pembelajaran?
3. bagaimana cara mengatasi tantangan pada saat proses pembelajaran?
4. Bagaimana antusiasme siswa?

Refleksi Peserta Didik

1. Adakah materi yang sulit pada pembelajaran?
2. Adakah tahapan yang sulit di pahami?
3. Apa yang baru saja kamu pelajari hari in?

RUBRIK PENILAIAN

Rentang Skor	Kategori	Keterangan
86 – 100	Very Good	Peserta didik mampu memahami isi teks secara menyeluruh. Peserta didik dapat menemukan ide pokok dan seluruh informasi literal (who, what, where, when) dengan tepat tanpa kesalahan berarti.
71 – 85	Good	Peserta didik mampu memahami sebagian besar isi teks. Peserta didik dapat menemukan ide pokok dan sebagian besar informasi literal dengan tepat, meskipun masih terdapat sedikit kesalahan.
56 – 70	Fair	Peserta didik mampu memahami isi teks secara terbatas. Peserta didik hanya dapat menemukan sebagian informasi literal dan masih mengalami kesulitan dalam memahami detail bacaan.
≤ 55	Poor	Peserta didik belum mampu memahami isi teks dengan baik. Peserta didik kesulitan menemukan ide pokok dan informasi literal yang terdapat dalam teks.

Mengetahui,
Guru Pamong

Farida Hanim, S.S.

NUPTK : 4542752653300022

Disusun oleh,

Vitania Bunga Khairani

NPM : 220205003

Mengetahui,

Kepala Sekolah

Henny Afriani, S.Pd

NUPTK : 5760759660300062

Happiness Is a Butterfly

(English with N)

Happiness is often compared to a butterfly—beautiful, light, and gentle. When you chase it too hard, it slips away. But when you slow down, stay calm, and simply live, it often comes to rest quietly on your shoulder.

Just like a butterfly, happiness cannot be forced. You can't hold it tightly in your hands, because it's too delicate. Instead, happiness is found in small, simple moments—a smile from a friend, the warmth of the sun, the sound of laughter, or the peace of a quiet morning.

Many people spend their lives running after happiness, thinking it is always somewhere else—in the future, in success, or in material things. But true happiness is already around us, waiting to be noticed.

To feel it, we must be patient, gentle, and open-hearted. The more we appreciate life as it is, the more happiness will appear naturally—just like a butterfly landing when you least expect it.

Happiness is a butterfly: don't chase it. Live gently, and it will find you.

Name of Group: *Anggrek*

Reading Test

Instruction:

Work in groups and read the text carefully. Then, discuss and answer the multiple-choice questions thoughtfully. Make sure every group member participates in the discussion before choosing the best answer!

Here we go!

- What is the main idea of the text?
 - Happiness can only be found in success and wealth.
 - Happiness is like a butterfly that comes when we stop chasing it.
 - People should work harder to achieve happiness.
 - Happiness depends on other people.
- What does the butterfly symbolize in the text?
 - Nature and beauty
 - Success in life
 - Gentle and natural happiness
 - Friendship and family
- According to the passage, when does happiness usually come?
 - When we chase it with great effort
 - When we focus on the future
 - When we live calmly and appreciate simple moments
 - When we buy material things
- Which statement best supports the main idea?
 - Happiness is found in expensive things.
 - True happiness is already around us, waiting to be noticed.
 - People must compete to be happy.
 - Happiness only comes after success.
- What message does the writer want to give the readers?
 - Never think about happiness.
 - Happiness is difficult to achieve.
 - Be patient and gentle, and happiness will come naturally.
 - Always look for happiness in the future.



THE TORTOISE AND THE DUCKS

The Tortoise, you know, carries his house on his back. No matter how hard he tries, he cannot leave home. They say that Jupiter punished him so, because he was such a lazy stay-at-home that he would not go to Jupiter's wedding, even when especially invited.

After many years, Tortoise began to wish he had gone to that wedding. When he saw how gaily the birds flew about and how the Hare and the Chipmunk and all the other animals ran nimbly by, always eager to see everything

there was to be seen, the Tortoise felt very sad and discontented. He wanted to see the world too, and there he was with a house on his back and little short legs that could hardly drag him along.

One day he met a pair of Ducks and told them all his trouble.

"We can help you to see the world," said the Ducks. "Take hold of this stick with your teeth and we will carry you far up in the air where you can see the whole countryside. But keep quiet or you will be sorry."

The Tortoise was very glad indeed. He seized the stick firmly with his teeth, the two Ducks took hold of it one at each end, and away they sailed up toward the clouds.

Just then a Crow flew by. He was very much astonished at the strange sight and cried:

"This must surely be the King of Tortoises!"

"Why certainly?" began the Tortoise.

But as he opened his mouth to say these foolish words he lost his hold on the stick, and down he fell to the ground, where he was dashed to pieces on a rock.

Foolish curiosity and vanity often lead to misfortune.

Name of Group : *Melati*

Reading Test

Instruction:

Work in groups and read the text carefully. Then, discuss and answer the multiple-choice questions thoughtfully. Make sure every group member participates in the discussion before choosing the best answer!

Here we go!

- What is the main idea of the story?
 - Ducks are stronger than tortoises.
 - Traveling is important for everyone.
 - Pride and foolish behavior can lead to disaster.
 - Animals like to see the countryside.
- What is the main lesson the writer wants readers to learn?
 - Always accept help from others.
 - Curiosity and vanity can bring misfortune.
 - Flying is dangerous for tortoises.
 - Jupiter likes to punish animals.
- Why does the Tortoise fall to the ground?
 - The Ducks let go of the stick.
 - The wind was too strong.
 - He became proud and spoke when he should have stayed quiet.
 - The Crow attacked him.
- Which statement best summarizes the story?
 - A tortoise learns how to fly with the help of ducks.
 - A tortoise's pride causes him to lose the chance to see the world.
 - A crow insults a flying tortoise.
 - Ducks trick a tortoise into falling.
- What is the central theme of the story?
 - Friendship always ends badly.
 - Slow animals cannot succeed.
 - Obedience and humility are important to avoid trouble.
 - Animals should not trust birds.

Appendix 3. Students' Pre and Post Test Question

PRE-TEST & POST-TEST

The pre-test and post-test in this study used the same set of questions. This was intended to measure students' reading ability consistently before and after the treatment. By using the same test, the researcher was able to clearly identify the effect of the treatment on students' reading comprehension.

Based on narrative and descriptive texts (adapted from senior high school English materials & textbooks)

Text 1 – Narrative

(Read the text to find the correct answer!!!)

The Clever Mouse Deer

One day, a mouse deer was walking near a river. Suddenly, he saw a crocodile. The mouse deer was afraid, but he had an idea. He told the crocodile that the king wanted to give food to all crocodiles and asked them to line up. The crocodile called his friends. When they lined up, the mouse deer jumped on their backs and crossed the river safely.

Questions 1–5

1. What is the main idea of the text?
 - A. A crocodile wants food
 - B. A mouse deer tricks crocodiles to cross the river
 - C. Animals live near the river
 - D. A king gives food to animals

2. Which sentence is the topic sentence?
 - A. He told the crocodile about the king
 - B. The crocodile called his friends
 - C. One day, a mouse deer was walking near a river
 - D. The mouse deer jumped on their backs

3. Why did the mouse deer talk to the crocodile?
- A. To make friends
 - B. To ask for help
 - C. To trick the crocodile
 - D. To give food
4. What did the crocodiles do after hearing the story?
- A. They ran away
 - B. They attacked the deer
 - C. They lined up
 - D. They slept
5. How did the mouse deer cross the river?
- A. By swimming
 - B. By using a boat
 - C. By jumping on crocodiles
 - D. By walking around

Text 2 – Descriptive

(Read the text to find the correct answer!!!)

My Best Friend

My best friend is Rina. She is a kind and friendly person. She has long black hair and a beautiful smile. She always helps me when I have problems. Rina is also very smart and hardworking. She likes reading books and studying together with me. I am very happy to have her as my best friend.

Questions 6–10

6. What is the main idea of the text?
- A. Rina likes reading books

- B. The writer describes her best friend
- C. Rina is a student
- D. The writer has many friends

7. Which sentence is the topic sentence?

- A. She has long black hair
- B. She likes reading books
- C. My best friend is Rina
- D. She helps me

8. What does Rina look like?

- A. She is tall
- B. She has long black hair
- C. She wears glasses
- D. She is short

9. What does Rina like to do?

- A. Playing games
- B. Sleeping
- C. Reading books
- D. Watching TV

10. What can we conclude about Rina?

- A. She is lazy
- B. She is unfriendly
- C. She is kind and helpful
- D. She is selfish

Source: Adapted from senior high school English textbooks and online learning materials (narrative and descriptive texts).

Appendix 4. Sttudents' Questionnaire

Questionnaire Instrument

This questionnaire is used to collect data about students' perceptions toward the implementation of Problem-Based Learning assisted by TikTok content in reading activities.

The Indicators

Perceived Usefulness

1. The use of Problem-Based Learning assisted by TikTok content helps me understand reading materials better.
2. This learning model improves my ability to identify the main idea of a text.
3. TikTok content makes reading activities more interesting.
4. This learning model is useful for improving my reading ability.

Perceived Ease of Use

1. It is easy for me to follow the learning activities using Problem-Based Learning assisted by TikTok content.
2. The use of TikTok content in learning is easy to understand.
3. I can easily participate in learning activities using this method.

Attitude Toward Using

1. I enjoy learning reading through Problem-Based Learning assisted by TikTok content.
2. I am interested in using this learning model in the future.
3. I have a positive feeling toward the use of TikTok content in learning reading.

The Category

Mean	Category
4.21 – 5.00	High
3.41 – 4.20	Moderate
2.61 – 3.40	L ow

28	Student 28	4	4	4	4	4	4	4	4	4	4
29	Student 29	5	5	4	5	4	5	4	5	5	5
30	Student 30	4	4	4	4	4	4	4	4	4	4

Note:

5 = Strongly Agree

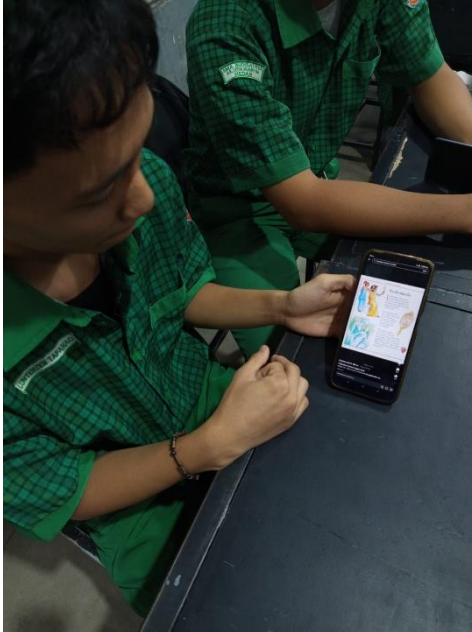
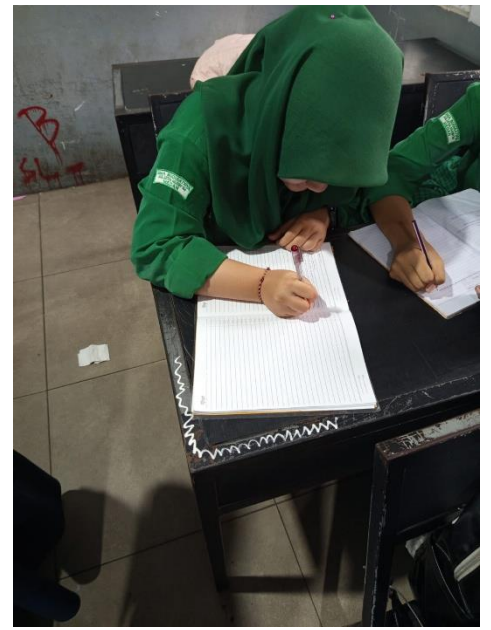
4 = Agree

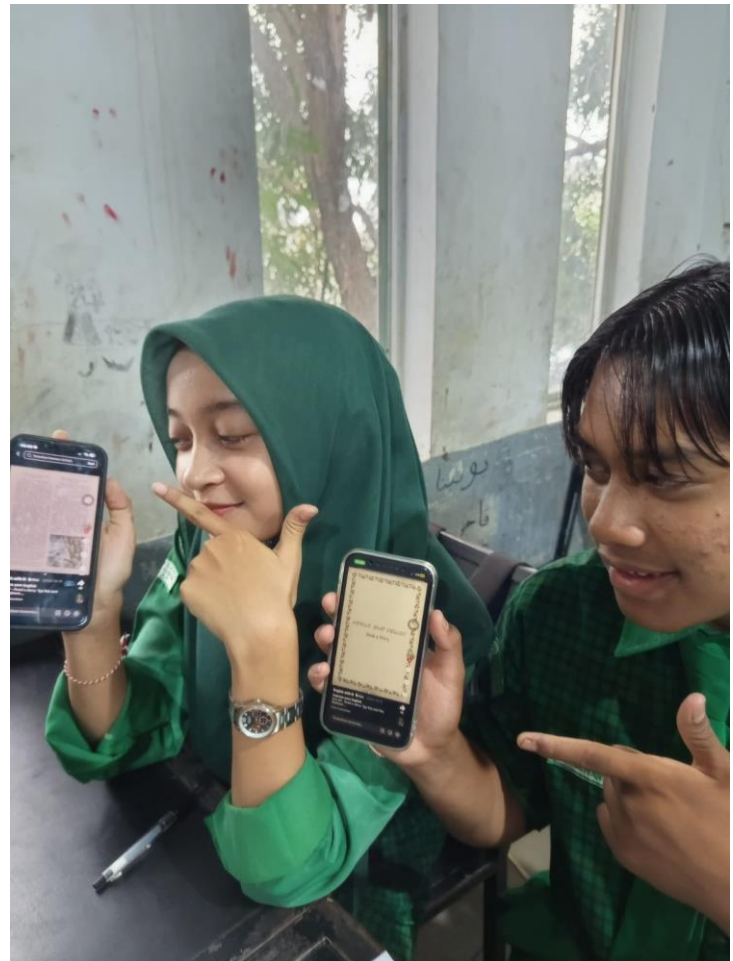
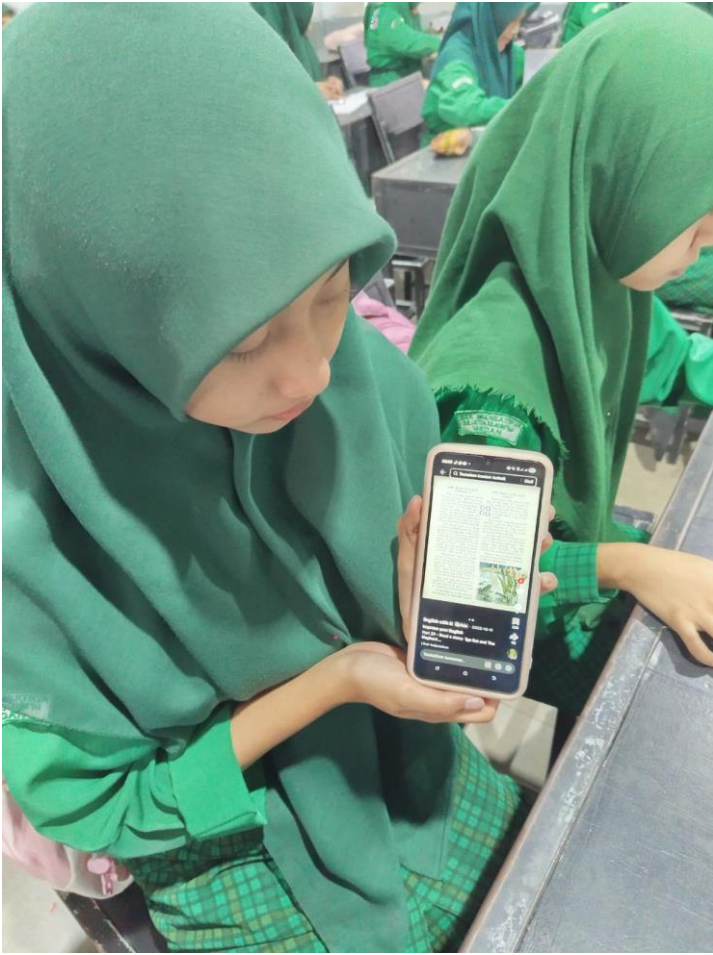
3 = Neutral

2 = Disagree

1 = Strongly Disagree

Appendix 5. Dokumentasi







Appendix 6. Lembar Permohonan Persetujuan Judul



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

PERMOHONAN PERSETUJUAN JUDUL SKIRPSI

Dengan ini saya:

Nama Mahasiswa : Vitania Bunga Khairani
NPM : 2202050034
Prog. Studi : Pendidikan Bahasa Inggris

Judul	Diterima
The Use of Problem Based Learning (PBL) Model Assisted by TikTok Content as Digital Literacy in Enhancing Students' Reading Ability	<i>Acc</i>

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang telah diajukan kepada Prodi Pendidikan Bahasa Inggris

Disetujui oleh
Dosen Pembimbing

Dr. Mandra Saragih, S.Pd., M.Hum

Medan, November 2025
Hormat Pemohon,

Vitania Bunga Khairani

Appendix 7. Form K1



MAJELIS PENDIDIKAN TINGGI
 UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
 FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
 Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Form : K-1

Kepada Yth: Bapak Ketua & Sekretaris
 Program Studi Pendidikan Bahasa Inggris
 FKIP UMSU

Perihal : PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Vitania Bunga Khairani
 NPM : 2202050034
 Prog. Studi : Pendidikan Bahasa Inggris
 Kredit Kumulatif : 119 SKS

IPK = 3,77

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan Oleh Dekan Fakultas
	The Use of Problem Based Learning (PBL) Model Assisted by TikTok Content as Digital Literacy in Enhancing Students' Reading Ability	
	Exploring Students' Reading Motivation through English Tiktok Content	
	Students' Perception on the Use of Quizizz in Improving Reading Comprehension	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, November 2025

Hormat Pemohon,

Vitania Bunga Khairani

Keterangan:

- Dibuat rangkap 3 :- Untuk Dekan/Fakultas
 - Untuk Ketua/Sekretaris Program Studi
 - Untuk Mahasiswa yang bersangkutan

Appendix 8. Form K2



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
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Form K-2

Kepada : Yth. Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr, Wb

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Vitania Bunga Khairani
NPM : 2202050034
Prog. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

The Use of Problem Based Learning (PBL) Model Assisted by TikTok Content as Digital Literacy in Enhancing Students' Reading Ability

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

Dr. Mandra Saragih, S.Pd., M.Hum

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, November 2025

Hormat Pemohon,

Vitania Bunga Khairani

Keterangan

Dibuat rangkap 3 :
- Untuk Dekan / Fakultas
- Untuk Ketua / Sekretaris Prog. Studi
- Untuk Mahasiswa yang Bersangkutan

Appendix 9. Form k3

**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
Jln. Mukhtar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3**

Nomor : 280/II.3-AU//UMSU-02/F/2026
Lamp : ---
Hal : **Pengesahan Proyek Proposal
Dan Dosen Pembimbing**

Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : **Vitania Bunga Khairani**
N P M : 2202050034
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : **The Use of Problem Based-Learning (PBL) Model Assisted by Tiktok Content as Digital Literacy in Enhancing Students' Reading Ability**

Pembimbing : **Dr. Mandra Saragih, S.Pd., M.Hum.**

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak sesuai dengan jangka waktu yang telah ditentukan
3. Masa daluwarsa tanggal : **27 Januari 2027**

Medan, 08 Sya'ban 1447 H
27 Januari 2026 M

Wassalam



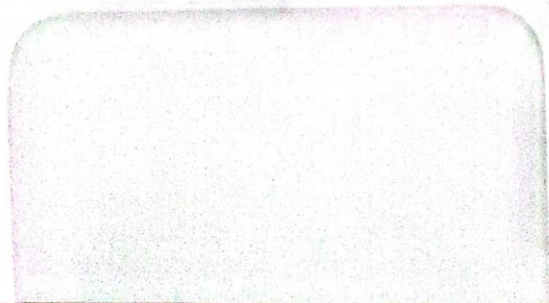
Dra. Hj. Svanisya Yulita, M.Pd.
NIDN 0004066701



Dibuat rangkap 4 (empat) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing.
4. Mahasiswa yang bersangkutan

WAJIB MENGIKUTI SEMINAR



Appendix 10. Berita Acara Bimbingan Proposal



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
 Website: <http://www.fkip.umma.ac.id> Email: fkip@umma.ac.id



BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
 Fakultas : Keguruan dan Ilmu Pendidikan
 Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
 Nama Mahasiswa : Vitania Bunga Khairani
 NPM : 2202050034
 Prog. Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : The Use of Problem Based Learning (PBL) Model Assisted by Tiktok Content as Digital Literacy in Enhancing Students' Reading Ability

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan	Keterangan
23/12-2025	The background is not neatly organized and there are no data students' urgency in reading		
27/12-2025	Problem identification does not steam from the issues in the background		
30/12-2025	The writing in the problem formulation is not neat and academic		
7/01-2026	The theory of reading ability is not developed enough in chapter 2.		
9/01-2026	There are too much theory write in chapter 3		
10/01-2026	Add a questionnaire instrumen to measure students' perspective		
12/01-2026	<u>Ace Semesta</u>		

Medan, Januari 2026

Diketahui oleh:
Ketua Prodi

(Pirman Ginting, S.Pd., M.Hum.)

Dosen Pembimbing

(Dr. Mandra Saragih, S.Pd., M.Hum.)

Appendix 11. Berita Acara Seminar Proposal



MAJELIS PENDIDIKAN TINGGI UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Jum'at Tanggal 30 Bulan Januari 2026 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa:

Nama Lengkap : Vitania Bunga Khairani
N.P.M : 2202050034
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Use of Problem-Based Learning (PBL) Model Assisted By TikTok Content As Digital Literacy in Enhancing Student' Reading Ability

No	Masukan dan Saran
Judul	
Bab I	In the background of study, you don't elaborate clearly the observation, and also the main problem, please revise it!
Bab II	In the chapter II, your reference is too old please, take the current reference!
Bab III	In the chapter III, you don't put some cases as your sample, make it clear!
Lainnya	
Kesimpulan	[] Disetujui [] Ditolak [✓] Disetujui Dengan Adanya Perbaikan

Dosen Pembahas

Dr. Khairun Niswa, S.Pd., M.Hum

Dosen Pembimbing

Dr. Mandra Saragih, S.Pd., M.Hum

Panitia Pelaksana

Ketua

Dr. Pirman Ginting, S.Pd., M.Hum.

Sekretaris

Rita Harisma, S.Pd., M.Hum.

Appendix 12. Lembar Pengesahan Proposal



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

Nama Mahasiswa : Vitania Bunga Khairani
NPM : 2202050034
Prog. Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Use of Problem-Based Learning (PBL) Model Assisted by TikTok
Content as Digital Literacy in Enhancing Students' Reading Ability

Pada hari Jum'at tanggal 30, bulan Januari tahun 2026 sudah layak menjadi proposal skripsi.

Disetujui oleh:

Medan, Februari 2026

Dosen Pembimbing

Dosen Pembahas

(Dr. Mandra Saragih, S.Pd., M.Hum.)

(Dr. Khairun Niswa, S.Pd., M.Hum.)

Diketahui oleh
Ketua Program Studi,

(Dr. Pirman Ginting, S.Pd., M.Hum.)

Appendix 13. Permohonan Perubahan Judul Skripsi



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238
Website :<http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Kepada: Yth. Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **Permohonan Perubahan Judul Skripsi**

Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb

Dengan hormat, yang bertanda tangan di bawah ini:

Nama : Vitania Bunga Khairani
NPM : 2202050034
Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan perubahan judul Skripsi, sebagai mana tercantum di bawah ini:

The Use of Problem-Based Learning (PBL) Model Assisted by TikTok Content as Digital Literacy in Enhancing Students' Reading Ability

Menjadi:

The Effect of Applying Problem-Based Learning (PBL) Model Assisted by TikTok Content as Digital Literacy on Students' Reading Ability

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Ibu saya ucapkan terima kasih.

Medan, April 2026

Ketua Program Studi
Pendidikan Bahasa Inggris

Dr. Pirman Ginting, S.Pd., M.Hum

Hormat Pemohon

Vitania Bunga Khairani

Diketahui Oleh :

Dosen Pembahas

Dr. Khairun Niswa, S. Pd., M. Hum

Dosen Pembimbing

Dr. Mandra Saragih S. Pd., M. Hum

Appendix 14. Surat Permohonan Riset



MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UMSU Terakreditasi Unggul Berdasarkan Keputusan Badan Akreditasi Nasional Perguruan Tinggi No. 1913/SK/BAN-PT/Ak.KP/PT/2022
Pusat Administrasi: Jalan Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 - 66224567 Fax. (061) 6625474 - 6631003
<https://fkip.umsu.ac.id> fkip@umsu.ac.id [umsumedan](#) [umsumedan](#) [umsumedan](#) [umsumedan](#)

Nomor : 531/IL.3-AU/UMSU-02/F/2026
Lamp : ---
Hal : Permohonan Izin Riset

Medan, 25 Sya'ban 1447 H
13 Februari 2026 M

Kepada Yth, Bapak/Ibu Kepala Sekolah
SMAS Budi Satrya
di
Tempat

Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan/aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di tempat Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama : **Vitania Bunga Khairani**
N P M : 2202050034
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : The Use of Problem Based-Learning (PBL) Model Assisted by Tiktok Content as Digital Literacy in Enhancing Students' Reading Ability

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih. Akhirnya selamat sejahteralah kita semuanya, Amin.
Wassalamu'alaikum

Dekan



Dr. Hj. Samsuryurnita, M.Pd.
NIDN.0004066701

****Pertinggal****



Appendix 15. Surat Keterangan Riset



SMA BUDISATRYA

AKREDITASI : A

SURAT KETERANGAN

Nomor :2464/421.3-SMABS/III/2026

Yang bertanda tangan di bawah ini Kepala SMA Swasta Budisatrya Medan, menerangkan bahwa:

Nama : **VITANIA BUNGA KHAIRANI**
N P M : 2202050034
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : **The Use of Problem Based – Learning (PBL) Model Assisted by Tiktok Content as Digital Literacy in Enhancing Students' Reading Ability**

Benar nama tersebut di atas telah melaksanakan Penelitian di SMA Swasta Budisatrya Medan, sesuai dengan surat pengantar dari Dekan Nomor: 531/II.3-AU/UMSU-02/F/2026 pada tanggal 13 Februari 2026, tentang Permohonan Izin Riset dalam rangka memenuhi persyaratan penulisan Skripsi dengan Judul : **“The Use of Problem Based – Learning (PBL) Model Assisted by Tiktok Content as Digital Literacy in Enhancing Students' Reading Ability”**. Penelitian telah di laksanakan terhitung mulai tanggal 24 Februari 2026 s/d 12 Maret 2026.

Demikian Surat Keterangan ini diberikan kepada yang bersangkutan untuk dapat dipergunakan sebagaimana mestinya.

Medan, 12 Maret 2026

Kepala Sekolah

HENNY FRIANI, S.Pd

Appendix 16. Curriculum Vitae



VITANIA BUNGA KHAIRANI

Phone: 081263769635 | Email: vitaniabungakhairani@gmail.com

Address: Jl. Medan Area Selatan Gg. Mangun

PROFILE

- Fresh graduate in English Education with strong interest in teaching, digital literacy, and research.
- Experienced in applying Problem-Based Learning (PBL) assisted by TikTok content.

EDUCATION

- Bachelor of English Education – Universitas Muhammadiyah Sumatera Utara
- (2022– 2026)

EXPERIENCE

- Thesis Research: PBL Assisted by TikTok on Students' Reading Ability
- Conducted experimental research with pre-test and post-test
- Analyzed data using t-test (SPSS)
- Prepared academic research report

SKILLS

- Microsoft Office
- Teaching & Classroom Management
- Public Speaking




LANGUAGES

- Indonesian (Active)
- English (Active)

17% Overall Similarity

The combined total of all matches, including overlapping sources, for each database.

Top Sources

- 16%  Internet sources
 - 9%  Publications
 - 6%  Submitted works (Student Papers)
-