

THE EFFECTIVENESS OF USING READABLE APPLICATION TO ENHANCE THE TENTH GRADE STUDENTS' ENGLISH READING SKILL NARRATIVE TEXT IN SENIOR HIGH SCHOOL

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Abstrak

Tujuan penelitian ini adalah untuk mengetahui respon siswa kelas X terhadap keterampilan membaca hingga penggunaan "Aplikasi yang Dapat Dibaca" dan juga untuk menentukan efektivitas "Aplikasi yang Dapat Dibaca" dalam meningkatkan kemampuan membaca siswa kelas X SMA.

Kata kunci: kemampuan membaca, aplikasi Readable, teks penjelasan

Abstract

The purpose of this study was to determine the response of class X students' reading skills to the use of "Readable Applications" and also to determine the effectiveness of "Readable Applications" in improving the reading ability of students of class X SMA. .

Keyword: reading ability, Readable application, explanation text

PENDAHULUAN

English is a language International and very existence needed in all fields work environment to governance. English supports important in all aspects of society, including aspects of communication, technology, politics, education, commerce, media and many aspects other. English is required to be taught in schools starting at the secondary level up to college. Fourth These skills are listening, speaking, reading and writing with the purpose of building participant communication educate properly and correctly through grammar, vocabulary, pronunciation, and spelling.

Achievement of English learning goals as stated in the curriculum, necessary support all the components involved in learning process at school. This goal can achieved through reading. The role of reading is important for the development of science. Lots the reader does not understand the meaning or the information contained in the text he read.

Understanding is one important aspect of the activity read. Reading ability can interpreted as internal ability understand reading material. Ability reading is very complex and not only reading skills but also the

ability to understand interpretation of reading content. Four levels or categories of reading comprehension, ie literal, inferential, critical, and creative. Inside reading understanding, the reader is not only required just to understand and understand the content reading, but also must be able analyze, evaluate and relate it to previous experience and knowledge they had before.

METODE

This research was conducted at SMAN 4 Blitar which is located at Jl. Melati No. 49, Kepanjen Kidul, Blitar. The reason the researcher chose it because this school rarely uses technology to learn

English. This research was conducted for tenth grade students in the second semester academic year 2022/2023.

Research Subject

The subjects of this study were students of class X SMAN 4 Kota Blitar.

Research Variables

In this study there are two variables, namely the dependent and independent below:

- a) Dependent Variable: English reading comprehension skill
- b) Independent Variables: Using READABLE Applications

Operational Definition of Variable

In quantitative research, it describes two variables, namely independent variables (variables whose variations affect other variables) and dependent variables (research variables that are measured to influence the magnitude of the effect or influence of other variables).

Research Instrument

The instrument of collecting data is used by the researcher to get the data observation by using:

- 1) Observations: is a technique for collecting data about researcher and students' activities in teaching and learning process. Then observation sheet is given based on reality in the classroom, the type of observation which is used in this research is direct observation.
- 2) Interview: used to get data about implementation of Readable Application.
- 3) Questionnaire: it conducted both before and after implementing Readable Application
- 4) Test: is used for getting data research result and students activities in teaching learning. There are two tests used in this research as follows:
- 5) Documentation: To collect all the data, a camera were utilized to record the students' performance in the teaching and learning process.

HASIL DAN PEMBAHASAN

The purpose of this section is to provide a solution to the research problem of whether class X-G students of SMAN 4 Kota Blitar can read narrative texts more effectively using the Readable application. To answer the research topic, the researcher used a t-test conducted with SPSS in class X-G students below:

**Table 1. Tests of Normality
One-Sample Kolmogorov-Smirnov Test**

		PRE TEST	POST TEST
N		35	35
Normal Parameters ^{a,b}	Mean	81.43	90.40
	Std. Deviation	14.327	12.479
Most Extreme Differences	Absolute	.182	.221
	Positive	.097	.221
	Negative	-.182	-.216

Test Statistic	.182	.221
Asymp. Sig. (2-tailed)	.005 ^c	.000 ^c

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.

Based on the calculation of data normality, the pretest and posttest scores of the control and experimental groups showed significant results $> t$ -table (0.05), where the significance score was greater than t -table = 0.05, because in the statistics above, comparative data and groups experimentation is common. Because the data used in this study are normal, the following table of homogeneity is used as the data.

Table 2. Paired Samples Test

		Paired Samples Test							
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRE TEST - POST TEST	-8.971	4.449	.752	-10.500	-7.443	-11.930	34	.000

The results of the paired sample test are presented in Table 4.14. Pair differences show how each participant's score changed from pretest to posttest. The mean difference between pretest and posttest scores for Pair 1 is -8.971, indicating a decrease in performance. The standard deviation of the difference is 4.449, while the standard error of the mean difference is 0.752.

The degrees of freedom (df) is 34, and the value of t is given as -11.930. The highly statistically significant difference between the pre-test and post-test scores is shown by the level of significance (Sig.) for the two-tailed test which is reported to be 0.000.

SIMPULAN

The results of this study showed a significant increase in students' speaking ability from the pre-test to the post-test. The pretest average was 86.5806 with a standard deviation of 7.96984, while the posttest average was 96.3871 with a standard deviation of 5.20050. This means that the Readable Application is effective in improving students' reading skills.

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