

The Use Of Smartphone To Improve Students Reading Comprehension Achievement Of Eighth Grade Students In SMPN 2 Balusu In English Lesson By Online Class

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ABSTRACT

Syahrani Dewi, 2020. *The Use of Smartphone to Improve Student's Reading Comprehension Achievement of Eighth Grade Students in UPTD SMPN 2 Balusu in English Lesson by Online Class.* Supervised by Ammang Latifah and Badaruddin.

This study aims to show the students achievement after treated by using smartphone. Based on researcher result observation data through reading comprehension test, the students achievement was place in low classification before giving treatment. It caused of teachers that made students lack of attractive and interest in English learning process. So, the researcher tried to improve students reading comprehension achievement by using smartphone at the eighth grade students of UPTD SMPN 2 Balusu English lesson in online class.

The researcher applied pre-experimental with one group pretest and posttest design. The researcher applied these in the eighth grade students with population was 53 students academic year 2020/2021. While, the researcher using purposive sampling technique to determined the sample then, researcher got class VIII/B as a sample which was consisted of 20 students.

The result of data analysis presented that the students achievement was improved by used smartphone in learning english process. It was shown of the different between students mean scores in pretest(55,5) and posttest(79,25) while the different scores was 23,75. So, the directed hypothesis was accepted that the students English achievement got much better after they studying English by using smartphone. So, the researcher concluded, smartphone was one of best can improved the students achievement in English learning process at the eighth grade students of UPTD SMPN 2 Balusu.

Keywords: *Smartphone , Student's Achievement, Reading Comprehension*

ABSTRAK

Syahrani Dewi, 2020. *Penggunaan smartphone untuk meningkatkan prestasi pemahaman membaca siswa pada kelas delapan di UPTD SMP Negeri 2 Balusu pada pembelajaran Bahasa Inggris dengan kelas online. Dibimbing oleh Ammang Latifah dan Badaruddin.*

Penelitian ini bertujuan untuk menunjukkan tingkat prestasi siswa setelah diberlakukannya penggunaan smartphone. Berdasarkan data hasil observasi peneliti melalui ujian pemahaman membaca, Prestasi siswa masih menempati klasifikasi rendah sebelum diberikan perlakuan. Hal tersebut diakibatkan oleh guru yang membuat siswa kurang akan ketertarikan dan minat dalam proses pembelajaran Bahasa Inggris. Jadi, peneliti mencoba untuk meningkatkan prestasi pemahaman membaca siswa dengan menggunakan smartphone pada kelas delapan di UPTD SMPN 2 Balusu pembelajaran Bahasa Inggris kelas online.

Peneliti mengaplikasikan pre-experimental dengan desain one group pretest and posttest. Peneliti menerapkan ini pada kelas delapan dengan populasi sebanyak 53 siswa dengan tahun ajaran 2020/2021. Sedangkan, peneliti menggunakan teknik purposive sampling untuk menentukan sampel, kemudian peneliti mendapatkan kelas VIII/B sebagai sampel yang mana terdiri dari 20 siswa.

Hasil dari analisis data menunjukkan bahwa tingkat prestasi siswa telah meningkat dengan menggunakan smartphone dalam proses pembelajaran. Hal tersebut ditunjukkan dari perbedaan antara nilai rata-rata siswa pada pretest(55,5) dan posttest(79,25) sedangkan jarak perbedaan nilai yaitu 23,75. Jadi, dugaan langsung bahwa tingkat prestasi bahasa Inggris siswa lebih baik setelah mereka belajar bahasa Inggris menggunakan smartphone. Jadi, peneliti menyimpulkan bahwa smartphone merupakan salah satu terbaik yang dapat meningkatkan prestasi siswa dalam proses pembelajaran bahasa Inggris pada kelas delapan di UPTD SMPN 2 Balusu.

Kata kunci: *Smartphone, Prestasi Siswa, Pemahaman Membaca*

Introduction

In this modern era, which was full of challenges and tough competition where everyone is advised not only to have a high of education but also to have a of ability to interact using English. Enders (2004).

English is one of the communication tools that are needed in the modern era, which has an important role for people to interact both in communication technology and interact directly as a means of global communication. Leu (2005), so indirectly we are required to be able to speak English to keep up with the advancing times, So we can conclude that mastering English is very important in the modern era to survive following the times and needs to know that English has 4 skills to be mastered namely Listening, Reading, Writing and Speaking Lekawael, (2017)

Reading is indeed one of the linguistic skills that really should be learned by students in this new period. Reading has become a critical life-activity that can update information Patel & Jain (2008). The performance of any subject material was measured by reading. People could teach writing, speaking, grammar, or any other subject through reading Mikulecky (2008). In reality, reading often becomes something significant and necessary for students since they can get information from the text via reading which could increase their knowledge. Therefore, it is logical to say that everybody should be capable of reading.

According to the statement above English is a very important role to the development o f education and formulated in the national curriculum which is one of the compulsory lessons at each of education both elementary, junior and senior high school , English in education can have a good effect on students who use it correctly. Carlgren (1995).

Based on observations that have been made by researchers, the instrument used is the questioner, to determine the constraints of students of UPTD SMPN 2 BALUSU grade VIII in the lack of their reading comprehension achievement in learning English. The results of the questionnaire obtained by researchers are that most students choose the lack of given by the teacher. So that most of the students not to be a in learning English. The researcher found that students' abilities are 50.% and not yet reached by DEPDIKNAS classification in 2015.

The statement of problem found by researchers was the provided less attractive, so researchers offer a medium that is already familiar among students so that they can be motivated to learn English faster, namely the use of SMARTPHONE . Which is use by providing opportunities for students to use Smartphone's too in helping the process of learning English.

Smartphone and communication have been changing rapidly so that the communication process will be significantly changed as well (Madianou & Miller, 2013). The rapid advancement of technology has given rise to new developments, namely, the quality of communication is more effective, the quality of communication materials is getting bigger, the range of distribution is getting wider and the flow of distribution is getting faster and more sophisticated. Communication is indeed necessary to establish an interaction in society, the conditions for interaction must be contact and communication Contacts not only occur face to face, but contact can also occur through interries, interries can be through equipment (Kim, 2017), Therefore, people can establish communication links with people others without having to meet (Campbell & Park, 2008).

Observations found by researchers that students have problems in interest in learning English, therefore the writer needs to research students' achievement or interest to find suitable to make students more willing to learn English can increase. In this case, the author would try to apply smartphone in increasing students' achievement in learning English to the eighth-grade students of SMPN 2 BALUSU students.

METHOD

The strategy used in this research was pre-experimental design with one group pretest and posttest design to know there was any sign of the implementation of smartphone based

on teaching reading comprehension to the eighth grade students of UPTD SMPN 2 BALUSU. The population of this research was the eighth-grade students of SMP Negeri 2 Balusu, the academic year 2019-2020 of eight classes. Those are class VIII/A consists of 25 students while class VIII/B consist of 28 students. So, the total number of the population are 53 students. In this research used purposive sampling technique to got a sample. purposive sampling is a technique of sampling with determine some certain criteria(sugiono, 2008). in this case, the researcher took class VIII/A that consisted of 20 students became a sample of this research.

RESULT

There was two students achievement in this research, which was students achievement in pretest. The students' was low because of the teachers' . While, after giving treatment by using smartphone , then the students got posttest, their achievement was placed in good classification. The researcher conducted the pretest was to know the students achievement in reading comprehension before gave the treatment. Students participated in the treatment there were 5 students who got a bad classification, 12 students got a moderate classification and 3 students got a good classification. The data present shows that student achievement is classified as poor, so it can be concluded that students have low understanding in learning English, especially in the field of reading. While, the students achievement after giving treatment. The table explains, 1 gets a very good classification and 19 gets a good classification. It can be concluded, there is a significant difference between students' understanding of learning after the application of smartphone and seeing student achievement on the post test. The mean score of students in pretest and posttest. The students mean score in pretest was 55.5 while in posttest, the students mean score was 79.25. The result showed that there was significant enhanced of the students' reading achievement to learn english. It indicated that the used of smartphone can increase students by seeing in students means score with the different was 23,75.

DISCUSSION

Researchers found that learning English class VIII SMPN 2 Balusu using smartphone media can improve students' reading comprehension in the learning process. It can be seen for the first stage that is the researcher gave pre-test and found the students achievement was low. Based on the researcher observation data by giving them a questionnaires to determine the

problem which was made the students' reading comprehension was low whether the technique or strategy and media of teacher used in learning process. The result of the questionnaires was showed that teachers media was made students doesn't interest and attract in learning process then make students was low their achievement specially in reading comprehension. So, because of that the researcher tried to increased by implemented the smartphone media through reading material and gave them a treatment.

The researcher was interesting to using smartphone to teach cause its probably made students more attractive to learn and this attractive media would make their achievement could improve. These one of sophisticated technology has a many function not even in communication field but also in education field. There was some experts explain the benefits of the smartphone itself as follows:

Smartphone technology has a function as a medium or a tool. In the world of learning, it will be used as a tool for students to understand the lessons delivered by the teacher (Gikas & Grant, 2013).

A smartphone is smart because it has an operating system that manages the phone's hardware and software. It is different from the operating system of a desktop computer. Another characteristic of a smartphone is the presence of at least one home screen, and it is the main menu display that shows the apps and widgets. Besides, various types of novel apps, they are also one of the reasons why a smartphone is smart and different Zheng (2015).

Based on the previous explanation of experts above about smartphone, the researcher can refers that smartphone would be useful and helpful for the students specially in learning process. it would be make attracting and directing the attention of students to concentrate on the content of the lessons displayed or accompany the text of the subject matter soothing and directing so that their attention to the lessons they will receive. Thus, the possibility to obtain and remember the contents of the lesson is even greater.

Facilitate access to information widely and quickly and Makes it easier to communicate, especially if used to create discussion forums and Add insight to student knowledge because it is easy to find information. But, all of the previous explanation about smartphone before it would be help of the teachers creatively to delivered a good and interesting content in teaching process using that media. So the teachers should be has a high competence to operating and utilize of smartphone in learning process.

After the researcher has been knew about the students problem, the researcher give them treatments with four meeting by online class in whatsapp group. Based on the title of these research, the researcher used smartphone on learning process till the last meeting. The first step of the researcher was to make sure that all of the students(samples) has a smartphone before start give a treatment. After that, the researcher was starting the meeting by online class as follows:

The first meeting, the researcher explained the purpose of the research as long as six meeting and introduce her self to the students. The researcher also give opportunity for the students to introduce their self with utilize one of smartphone application that is audio recorder. After that, the researcher give them a pre-test that was reading comprehension test. The researcher send a videos story about sangkuriang that students has to watching it. Then, the researcher gave them some question for students about 15 questionnaires with multiple choice design.

The second meeting, the researcher tell the students type of text would be learn as material of the study. Then, the researchers explain about narrative text. But, before that, the researcher try to make students relax and did a brainstorming to students by give them a video about narrative text. After that, the researcher tried to test their understanding after watching the video. All of the students made their own opinion after watching the videos by write on the paper and then send it on whatsapp group. The researcher also added some explanation about narrative text in whatsapp group abaout the definition, generic structure and language features of the text after the students submit their assignment.

The third meeting, the researcher divided the students into small group, still in smartphone using in learning process by online class on whatsapp group. The researcher send a short videos abaout narrative text with the title was Sangkuriang (Tangkubang perahu land). Every single students has to summarize the story on papers and the submit it when they were finished by taking a picture then send it in Whatsapp group.

In the last stage or last meeting, the researcher gave the students post-test that was a reading comprehension test and questionnaires to measure their achievement after giving treatment using smartphone media. The researcher send a story with narrative text type with the title Timun Mas. There was 15 questionnaires with multiple choice design. it's same with the pretest but different story.

The students result score in pre-test was showed in table 4.1. There was 12 students in fair classification, it can be said the students achievement place in very low level of reading comprehension before giving treatment. Based on the researcher observation, it caused of the teachers media in teaching. Teacher media's was not make students attractive and actively in learning process in reading comprehension lesson. So that was the reason, the researcher try to improve and make students attractive in learning process by using smartphone media through narrative text materials. While, the students results score in post-test or after giving a treatment was showed in table 4.2. The dominant of students scores was place in good classification or in other words, the students achievement level was improved after treated them by using smartphone media.

The results prove that the students 'scores have increased and the achievement of students' reading comprehension in learning English has also increased. We can see in the mean score of the students. In pre-test, the students got 55,5 while in post-test, the students mean score got 79,25. So, it stated there was improvement of the students' achievement after treated by smartphone media. In other side, standard deviation showed a very significant difference before and after giving treatment can be seen from the value of the standard deviation results between pre-test(13,268) and pos-test(13,848) in table 4.4. it indicates that learning English using smartphone media can improve the quality of the learning process, especially in terms of student interest and activeness in the field of reading comprehension which has been proven from the increase in student achievement(pre-test – post-test).

The researcher was supported in some research findings to increased students achievement by using smartphone media that became a refernces to this research, those are: Ifeanyi, (2018) in the study ‘‘The impact of using smartphones on the academic performance of undergraduate students’’ He was found that most undergraduate students are using their smartphones to engage with fellow students and lecturers. It was also found that using smartphones distracts students from their studies in certain aspects. The results also showed the impact of using smartphones on students' academic capabilities and progression.

In research "The impact of smartphone and internet usage on English language learning’’ The results of the study showed that most students spent a lot of time accessing social networks, some students accessed the internet for dictionaries and games, and only a few, the internet for educational purposes students access Rosina (2019).

In the study "Use of smartphone in developing students patterns of SMA Negeri 1 Kulisusu State Vocational School" . North and there are two forms of learning patterns of North Kulisusu 1 High School students. Based on the research that has been done, the form of student learning patterns in SMAN Negeri 1 Kulisusu North is an individual learning pattern where students are free to determine the ways, methods, and sources of learning without the presence of the teacher and his friends while the group learning patterns where students work together and discuss in completing school work Joko (2016)

Based on the previous research findings above, the researcher could refers that there was similarities between three research above with this research. The similarly according to the researcher was smartphone media is one of useful media for the students in English learning process. It would be make an interesting and attracting teaching and learning process with good delivered of the teachers. The students would be helpful in learning process with this media that make students efecient and easy to get a reference and make them more excited. So, the researcher concluded that smartphone was one of good media to applying in teaching English.

CONCLUSION

Considering the result of the data analysis and discussion of the result in previous chapter which was explained that there was two test that determined the students' results score in before and after giving treatment. The test was pretest and posttest. The students result score in pretest was showed in table 4.1.

There was 12 students in fair classification, it can be said the students achievement place in very low of reading comprehension before giving treatment. Based on the researcher observation, it caused of the teachers' in teaching. While, the students' results score in posttest or after giving a treatment was showed in table 4.2. The dominant of students' scores was place in good classification or in other words, the students achievement was improved after treated them by using smartphone . It can be said, smartphone was one of best that effective to motivated, attracted and make students more impressive to learn especially in reading comprehension field. The students' improvement can be seen on students' means score between pretest and posttest. Students means score in pretest was 55,5 lower than the

students mean scores in posttest which was 79,25. The others side, the significant different of achievement in students reading comprehension can be seen in standard deviation between pretest(13,268) and posttest(13,848). From the standard deviation scores, smartphone was changing the students' comprehension from low to higher. After the researcher gave them a treatment through reading material by using smartphone, in posttest their shows a very high progress. It's totally showed that, the students' achievement and reading comprehension achievement at the eighth grade of SMP Negeri 2 Balusu was increased by thought them using smartphone in learning process.

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