THE EFFECT OF USING BIGBOX APPLICATION ON STUDENTS' READING COMPREHENSION OF THE TENTH GRADE

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ABSTRACT

The objective of this research was to investigate if BIGBOX application significantly affected students' reading comprehension at SMK Swasta Yaspenmas Sei Lepan. The research design used was experimental research. The population of this research was the whole students of the tenth grade which were distributed into two parallel classes, namely X-1 and X-2. The sampling technique used was cluster random sampling. It was obtained that X1 was selected as the experimental group and X-2 was selected as the control group. Each class consisted of 30 students, thus the total sample was 60 students. The experimental group was taught reading comprehension using BIGBOX application while the control group was taught in traditional way. The research instrument used was a reading test with multiple choices. The data obtained were analyzed by using statistical analysis of t-test formula. It was found out that the t-observed value was 2.184 and the t-table value was 2.002 at level of significance P= 0.05 and df=58. Based on the value obtained, the hypothesis testing proved that the alternative hypothesis was accepted and null hypothesis was rejected. The research concluded that BIGBOX application effected students' reading comprehension.

Keywords: BIGBOX application, games, reading comprehension

ABSTRAK

Tujuan penelitian ini adalah untuk menginvestigasi jika aplikasi BIGBOX mempengaruhi secara signifikan terhadap pemahaman membaca siswa di SMK Swasta Yaspenmas Sei Lepan. Desain penelitian yang digunakan adalah penelitian eksperimen. Populasi penelitian ini adalah seluruh siswa kelas sepuluh yang tersebar dalam dua kelas parallel, yaitu X-1 dan X-2. Teknik pengambilan sampel yang digunakan adalah sampel kelas acak. Kelas X1 terilih sebagai kelompok eksperimen dan X-2 terpilih sebagai kelompok kontrol. Setia kelas terdiri dari 30 siswa, sehingga jumlah sampel penelitian adalah 60siswa. Kelompok eksperimen diajarkan pemahaman membaca dengan menggunakan aplikasi BIGBOX sementara kelompok kontrol diajar dengan cara tradisional. Instrumen penelitian yang digunakan adalah tes membaca dalam bentuk pilihan ganda. Data yang diperoleh dianalisis menggunakan anilisis statistic dengan rumus uji-t. diketahui bahwa nilai t-hitung adalah 2,184 dan nilai t-tabel adalah 2,002 pada level signifikasni P= 0,05 dan df=58. Berdasarkan nilai yang diperoleh, uji hipotesis membuktikan bahwa hipotesis alternatif diterima dan hipotesis null ditolak. Penelitian ini menyimpulkan bahwa aplikasi BIGBOX mempengaruhi pemahaman membaca siswa.

Kata kunci: aplikasi BIGBOX, permainan, pemahaman membaca

A. Introduction

Reading is one skill that requires a serious attention from the teacher during the interaction or teaching learning process in the class. Reading is the process of recognizing, interpreting, and perceiving the written or printed material (Rahmawati, Harahap, Ramlah: 2022). Added by Rangkuti and Rahmawati (2021) that reading is a complex cognitive process in which a reader needs more concentration and practices. Munjid and Astiyandha (2021) wrote the objective of reading is to get the significance of the entire reading material instead of getting the importance from detached word or sentences which implies that reading perception is a cycle to comprehend the importance of the entire writings not just the piece of the content. Thus, Linda and Rahmawati (2021) concluded that reading is no meaning when a reader only read words on a page from left to right while sounding them out without knowing the meaning of the words and comprehends information that the writer is trying to convey. From those several point of view, it can be drawn a thought that reading is a process which requires not only the ability to read something printed but also to comprehend inside the printed thing.

Comprehending a text is the main goal of reading comprehension. As stated by Fitriani, Mahdum, and Masyhur (2017) the main goal of reading is to gain comprehension or ability to find the meaning of what the students have read and answer the question based on the reading text. Rahmawati et al. (2022) also stated that reading comprehension is very important to be mastered by the students because it is the basic of nearly all learning, and a basic requirement to progress in life. Jannah R (2017) also have the same opinion that reading comprehension is one of essential materials of teaching English given to the students and in reading comprehension the students do not read the text only, but they also want to know the content of the text. Thus, teaching reading comprehension to the students should be designed well by the teachers in order to achieve the main goal.

Linda and Rahmawati (2021) wrote that it is not easy to comprehend a text for students and it is also not easy for the teacher to teach reading comprehension (Rahmawati et al., 2022). Problems such as the students feel not interested in and less motivation or feel bored in learning English are the causes of the students' difficulties in reading comprehension. Another problem also relate with the lack of vocabularies and the difficulties to answer the questions from reading text. Research conducted by Hellystia (2018) revealed one of the causes of difficulties in reading comprehension was the teacher only implemented a conventional teaching method and no media usage in learning process. Wulandari (2014) during her research also found out the same cause that the teacher only taught students with lecturing method with material taken from textbooks and never applied visual media in teaching learning process. Kurniawan and Mardiana (2022) also concluded based on the problems found in the research that to improve the teaching reading comprehension, both teacher and students need visual media to assist the learning process. This current research also figure out that teachers never used media in teaching reading comprehension. Assuming from those point of views, the teachers do not prepare well what media to be applied for teaching reading comprehension.

Media is an important tool to help teacher in delivering the material during teaching learning process. Media is a tool to facilitate the teaching learning process. Media help teacher to make easier the communication between students and teacher during reading comprehension. This process requires teachers to be able to harmonize between media and methods used. The use of learning media in the teaching and learning process can also generate new desires and interests for students, generate learning motivation, and even bring psychological effects on students. Besides being able to increase students' learning motivation, the use or utilization of media can also increase students' understanding of the lesson. Hellystia (2018) mentioned there is a need of an appropriate teaching media to improve the comprehension of reading English for students. In addition, Wulandari (2014) also stated that media has important role in language learning teaching activity and the

teacher should use the media to increase the students' motivation especially in reading.

For those reasons, this research suggested to utilize BIGBOX application to teach reading comprehension. BIGBOX application can be downloaded from play store in smartphone. BIGBOX is an e-learning service aimed at learners of English. It allows learners to develop their English skills in a fun way by viewing e-books and practicing content learnt through an E-learning app that is BIGBOX application. (http://student.playbigbox.com/).

The Bigbox application is one of the learning technologies that is in great demand by every student. The development of the Bigbox Application as one of the learning media in the world of education. Thus, it is expected to make it easier for students to help their English reading skills with the Bigbox Application that is in accordance with the subject matter. Through the Bigbox Application, the teaching and learning process is easier and more practical just by downloading the BIGBOX application.

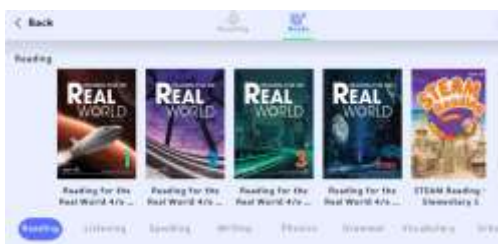Here is the preview of the application.

The front view of BIGBOX application
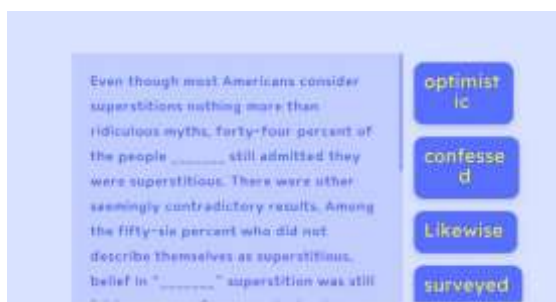

Select the icon of Class Booster to continue

Select icon Books on the upper side

Select one of the books

Select one activity

Example of reading text inside Summary icon

B. Research Method

This research was conducted at Yaspenmas Sei Lepan, a private vocational school located in one village in Medan. The research was conducted by implementing an experimental research design. This study used two groups, namely: experimental and control groups. The experimental group was taught using BIGBOX application while the control group was taught using lecturing method.

The population of this research was the tenth grade students at SMK Swasta Yaspenmas Sei Lepan, Medan. There were two parallel classes, namely X-1 and X-2. Each class consisted of 30 students, therefore, the total population 60 students. Using random sampling technique, class X-1 was selected as the experimental group and class X-2 was selected as the control group.

Since this was an experimental design which required quantitative data, the research instrument administered was a reading text. The students were required to comprehend the content of the text. Before applying the treatment for both groups, a pre-test using the determined research instrument was administered to figure out the preliminary data of students' reading comprehension. The treatment was applied in two meetings with different topics in each meeting for each group by applying the BIGBOX application for experimental groups and lecturing for control group. Completing the treatment, a post-test was administered to both groups to find out whether the students' achievement of comprehending the text using BIGBOX application gave higher score than that without this application. The data analysis was conducted by comparing the mean score of pre-test and post-test. The obtained data were tested to answer the hypothesis by using the t-test formula.

C. Research Finding and Discussion

Based on data analysis conducted using the t-test formula, the use of BIGBOX application had a significant effect on students' reading comprehension. It was proved from the results of t-count value was 2.184 while t-table value was 2.002. Testing the hypothesis previously determined based on the value of t-test, the alternative hypothesis (Ha) was accepted since t-count value was higher that t-table value (2.184>2.00) and null hypothesis (Ho) was successfully rejected. Thus, it concluded that the BIGBOX application had a significant effect on students' reading comprehension.

During the teaching learning process, students in experimental group were seen to be enthusiastic to try the application. They were shown first the application by presenting them in the whiteboard using projector device. Inside the application there were several icons of boxes that can be selected to meet the need. The box containing reading text was chosen. The students were shown a simple text completed with some questions in multiple choices form regarding the text to assist the students comprehended the text. There were various texts inside the box that can be explored. During the treatment, 6 reading texts were used to practice reading comprehension. The students felt enjoy and happy and they all can engage in the teaching learning process. It was easy for them to comprehend the text using the BIGBOX application.

There are several previous research conducted regarding the utilization of online application for reading such as using quizizz application by Asmara, Najib M, and Almubarokah (2022) and also Pradnyadewi and Kristiani (2021), and using digital story telling by Tarigan and Hasibuan (2021). The first research was implemented with action research design and investigated to identify the influence of the Quizizz application on students' reading ability and to prove that online-based learning media suited the needs of students to improve and attract students' learning interests and the well prepared materials for students. The research concluded that Quizizz with quiz-shaped and 4.0-based apps has influence and can be used to assist English reading skills because the application has features which allow students to enhance their reading interest. The second research also concerned the use of Quizizz by applying literature study which also revealed that Quizizz can be used as one of an effective learning media in teaching reading and it also provides the students meaningful and fun

activities to improve students' reading skill. The third research was conducted under the aim to prove that digital storytelling as media to teach reading affected significantly the students' reading skills and self-efficacy and to put the point of view that application of digital technology-based learning media is not only to maximize students' language skills both face-to-face and distance learning but also students' interest and self- efficacy.

All of those researches proved that the utilization of application as media could give effect to the students' reading skill and reading comprehension.

D.   Conclusion and Suggestion

The research concluded that there was significant effect on students' reading comprehension using BIGBOX application. This can be seen from the results of t-test calculation and hypothesis testing that alternative hypothesis (Ha) was accepted since t-count value was higher that t-table value. Thus, using application such as BIGBOX application can influence the students in learning process.

In addition, there are some suggestions given as the result of this research. First, students' skills in reading English texts need to be put as important point. Second, the use of media such as BIGBOX application can be an alternative to assist students' reading comprehension learning. And third, it is suggested to conduct another research to dig more the use of BIGBOX application for other English language skills and development or learning materials as an effort to improve the quality of learning and students' learning outcomes in learning English.

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