



THE USE OF BEELINGUAPP TO ENHANCE STUDENTS' RECOUNT TEXT READING COMPREHENSION

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Abstrak

Penelitian ini bertujuan untuk mengukur efektivitas penggunaan Beelinguapp dalam meningkatkan pemahaman membaca teks recount siswa. Penelitian ini menggunakan metode kuantitatif dengan disain pre-eksperimen. Sejumlah 38 siswa kelas VIII SMP Islamiyah Ciputat, Tangerang Selatan, berpartisipasi sebagai sampel dalam penelitian ini. Dalam mengumpulkan data, uji sebelum dan sesudah eksperimen tentang pemahaman membaca teks recount dilakukan. Hasil capaian siswa dari kedua test ini menjadi data primer dalam studi ini. Dalam menganalisis data, analisis statistic paired sample t-test digunakan. Hasil analisis data menunjukkan bahwa nilai rerata capaian siswa di pre-test adalah sebesar 55.44, sedangkan di post-test adalah 79.81. Sedangkan hitungan statistik menunjukkan bahwa $t\text{-hitung} > t\text{-tabel}$ ($t\text{-hitung} = 2,204 > t\text{-tabel} = 2,026$). Hasil ini mengkonfirmasi bahwa Beelinguapp dikatakan efektif dalam meningkatkan kemampuan pemahaman recount teks siswa. Berdasarkan hasil ini maka penelitian ini menolah H_0 dan menerima H_a .

Kata Kunci: Beelinguapp, pemahaman membaca, teks recount

Abstract

This research aimed to measure the effectiveness of Beelinguapp in enhancing students' reading comprehension of recount text. This study employed quantitative method with pre-experimental research design. A total number of 38 students of grade VIII SMP Islamiyah Ciputat, South Tangerang, participated as the sample of this research. In collecting the data, both pre-test and post-test of recount text reading comprehension were administered. The results of students' achievement in these two tests were used as the primary data of this research work. In analyzing the data, statistical analysis of paired sample t-test was used. The results of the analysis revealed that the average pre-test score reached by the students was 55.44, while in the post-test was 79.81. Besides, statistical computation indicated that $t\text{-cal} > t\text{-table}$ ($t\text{-count} = 2.204 > t\text{-table} = 2.026$) in the significance level of 0.05 (5%). These findings confirmed that Beelinguapp was said to be effective in enhancing students' reading comprehension of recount text. Thus, this research work rejected H_0 and accepted H_a .

Keywords: Beelinguapp, reading comprehension, recount text

INTRODUCTION

One of linguistic skills that senior high school students should develop is reading. According to Zuraida and Andayani, (2016), reading is an activity that involves gathering knowledge in written form, which can be tedious for certain students. Dalman in Izzah et al. (2021) defined reading as an action or a strategy for finding information within a text. He also included a difficult physical exercise that calls on imagery, observation, and recall in addition to drawing on the reader's past knowledge. This is due to the difficulty of reading as a skill. Thus, in order to be proficient in reading, having knowledge is not sufficient without having a lot of practices. Mikeladze in Mutiarani & Rahman (2019) said that reading is always a purposeful action that incorporates the reader's emotions, knowledge, and experience. One of the important things in reading experience is being able to extract main concepts and detailed data from the text. In the reading task, the reader was supposed to extract the major concepts and detailed data from the passage (Rahmawati et al., 2016). They further added that in order to extract meaning from a piece or to grasp its content, the reader must comprehend it since reading activity goal is to improve comprehension.

Grabe (2014) defined reading comprehension as the abilities of a reader to recognize words efficiently and quickly, understand the texts by involving certain strategies and activating cognitive skills in order to interpret meaning related to his/her knowledge background and purposes of reading. This definition implicitly explained that in the activities of reading, the readers do not only enjoy what they are reading but also requiring their cognitive competence to understand the message conveyed by the writers through words or sentences on the reading text. However, the ability of comprehending reading texts is not easy to acquire, especially by junior high school students. Tudu, et.al. (2022) reported on their study that most of junior high school students still found difficulties and struggled to understand the readings despite their teachers' abilities in teaching reading. In line with this, the observation did by the researchers to the students at SMP Islamiyah Ciputat, South Tangerang discovered that comprehension of reading English texts was a prevalent issue for them. The process of gaining reading comprehension was challenging for many students. One of the challenges that students encountered was their limited lexical understanding of English. When it came to reading and meaning, they struggled to learn new words, were unmotivated to comprehend what they read, did not read regularly to improve their comprehension, and were unsure of how to select the best reading technique for them. Besides, they also had difficulty in understanding recount text.

Experts have provided some definitions for recount text. Fisher (2016) said that a recount is a type of past event text which can be written based on author's historical events or personal experience. Recount texts are texts that inform the reader of what and when an event that occurred in the past Uzer, 2020). "Recount text is a kind of text composed by the writer to tell the past events or past experience" (Sakekle, et.la., 2019, p. 2). According to Azhar in Asni et al.,(2018) added that recount texts are meant to educate readers about historical occurrences. A genre known as recount serves a societal purpose by recounting events in order to inform or amuse the audience.

In teaching and learning process, one of pivotal elements is the use of teaching and learning media. As Hadi in Kusuma (2021) said that the teaching and learning process without the correct approach and media is simply a failure to cope with. Choosing the correct method and media to increase students' reading comprehension is crucial among all of the major issues that students face. Usually, the teachers do not prepare and use media that are in accordance with their students' reading comprehension abilities. Hence they do not participate in the learning process.

In this current era, utilizing modern technology in English instruction is generally understood to be the creative application of techniques, instruments, materials, equipment, systems, and strategies that are directly related to the language and help to accomplish specified goals. Gilakjani (2013) said that effective computer technology utilization has been drastically changing the methods used in language instruction today. By achieving targeted goals, students gain from the integration of technology in English instruction, which consolidates a thorough awareness of contemporary means systems and their relationships with other components. In terms of reading comprehension. In terms of teaching and learning reading comprehension, one of media that can be used in Beelinguapp.

Juliani (2020) described that Beelinguapp is a tool with special characteristics that students can use to increase their motivation to read. It is one of smartphone apps for language learning. The program in this app functions as an audio book and simultaneously displays content to users in two languages. It serves an audio book as well. Therefore, when the karaoke-style animation that is already available in this program runs across the text, the users can listen to the recorded voice while reading the text. Thus, students can utilize the application to identify beginning, intermediate, or advanced material based on their interests and level of understanding. Among the interest areas are science and technology; novels and short stories; culture; children's stories; popular stories; and travel. Both the design and execution of this application are excellent. Also, this application has the ability to store previously read material. Therefore, this app can also be utilized as a language learning tool that depends on readers' native tongue to select what to read joyfully.

METHOD

This study used quantitative method with pe-experimental design. According Creswell and Creswell (2018), the method of assessing objective theories by looking at the relationship between variables is called quantitative research. Adedoyin (2020) said that quantitative research is defined as an organized investigation into phenomena by the collection of numerical data and the application of statistical, mathematical, or computer approaches. Since the primary data in this study were students' results of pre-test and post-test, this method was the most appropriate one to use.

There were 38 students of eighth grade involved as the sample of this research. They were occupied in one class at of SMP Islamiyah Ciputat, South Tangerang, Indonesia. In collecting the data, these students were given pre-test before the experiment and post-test after the last meeting of the treatment. The tests measured students' reading comprehension on recount text. In total, the experiment was held in 8 meetings including the administering of pre-test and post-test. The research experiment was carried out fully offline in which each meeting took 80 minutes of teaching hour.

In analysing the data, statistical analysis of t-test was employed. This test was used to determine whether a variable is normal. Besides, it was also used to see if the mean scores before and after the test differed statistically substantially. Dependent tests were computed on Windows by using SPSS. The value of t was compared to the critical value as soon as it was obtained.

In accordance to this, the application of this test was referred to the rules: if the threshold $t \geq$ is attained at the significance level $(p) = 0.05$, the alternative hypothesis (H_a) is accepted while the null hypothesis (H_0) is rejected. Nonetheless, the null hypothesis is accepted when a critical $\leq t$ is met.

FINDINGS AND DISCUSSION

To measure how well the students progressed before and after learning reading comprehension by using Beelinguapp, their achievements in reading pre-test and post-test were used as the primary data. The following Table 1 displayed students' outcomes in the two tests:

Table 1. The results of students' reading comprehension pre-test and post-test

<u>NO</u>	<u>NAME</u>	<u>PRE-TEST</u>	<u>POST-TEST</u>
<u>1</u>	<u>AW</u>	<u>47</u>	<u>60</u>
<u>2</u>	<u>AA</u>	<u>43</u>	<u>70</u>
<u>3</u>	<u>AM</u>	<u>50</u>	<u>80</u>
<u>4</u>	<u>ARPR</u>	<u>40</u>	<u>83</u>
<u>5</u>	<u>APP</u>	<u>73</u>	<u>87</u>
<u>6</u>	<u>APK</u>	<u>50</u>	<u>87</u>
<u>7</u>	<u>AKN</u>	<u>43</u>	<u>80</u>
<u>8</u>	<u>AW</u>	<u>43</u>	<u>90</u>
<u>9</u>	<u>BZM</u>	<u>73</u>	<u>80</u>
<u>10</u>	<u>BAS</u>	<u>73</u>	<u>87</u>
<u>11</u>	<u>BDS</u>	<u>70</u>	<u>83</u>
<u>12</u>	<u>CF</u>	<u>60</u>	<u>80</u>
<u>13</u>	<u>DAPP</u>	<u>50</u>	<u>80</u>
<u>14</u>	<u>ER</u>	<u>70</u>	<u>87</u>
<u>15</u>	<u>FFM</u>	<u>40</u>	<u>77</u>
<u>16</u>	<u>IN</u>	<u>50</u>	<u>87</u>
<u>17</u>	<u>JS</u>	<u>73</u>	<u>83</u>
<u>18</u>	<u>JK</u>	<u>43</u>	<u>60</u>
<u>19</u>	<u>JCA</u>	<u>50</u>	<u>87</u>
<u>20</u>	<u>KNA</u>	<u>60</u>	<u>87</u>
<u>21</u>	<u>MLM</u>	<u>43</u>	<u>73</u>
<u>22</u>	<u>MS</u>	<u>43</u>	<u>80</u>
<u>23</u>	<u>MAR</u>	<u>70</u>	<u>80</u>
<u>24</u>	<u>NDA</u>	<u>70</u>	<u>87</u>
<u>25</u>	<u>NB</u>	<u>70</u>	<u>73</u>
<u>26</u>	<u>RSD</u>	<u>37</u>	<u>60</u>
<u>27</u>	<u>RPA</u>	<u>70</u>	<u>80</u>
<u>28</u>	<u>RAA</u>	<u>70</u>	<u>87</u>
<u>29</u>	<u>RAS</u>	<u>60</u>	<u>70</u>
<u>30</u>	<u>RSB</u>	<u>70</u>	<u>77</u>
<u>31</u>	<u>SO</u>	<u>60</u>	<u>87</u>
<u>32</u>	<u>ST</u>	<u>50</u>	<u>70</u>
<u>33</u>	<u>SAD</u>	<u>30</u>	<u>80</u>
<u>34</u>	<u>STY</u>	<u>53</u>	<u>80</u>
<u>35</u>	<u>SFA</u>	<u>70</u>	<u>87</u>
<u>36</u>	<u>SBA</u>	<u>60</u>	<u>80</u>
<u>37</u>	<u>SKP</u>	<u>40</u>	<u>87</u>
<u>38</u>	<u>VYP</u>	<u>40</u>	<u>80</u>
<u>N=38</u>	<u>Total</u>	<u>2107</u>	<u>3033</u>

	Mean	55.44	79.81
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The table above clearly shows that there were disparities between students' outcomes before and after the experiment. In the pre-test, the students reached the average score of 55.44, with the lowest score of 30 and the highest one of 73, whereas in the post-test, on average they achieved 79.81, with the minimum score of 60 and the maximum one of 90. If these results were classified into levels of proficiency classification, the following Table 2 presented them as:

Table 2. Reading pre-test and post-test proficiency classification

<u>CLASSIFICATION</u>	<u>GRADE</u>
<u>Excellent</u>	<u>5 (90-100)</u>
<u>Good</u>	<u>4 (76-89)</u>
<u>Enough</u>	<u>3 (66-75)</u>
<u>Poor</u>	<u>2 (40-65)</u>
<u>Very Poor</u>	<u>1 (00-39)</u>

To make the achievement narratively clearer, below Figures 1 and 2 portrayed the achievements:

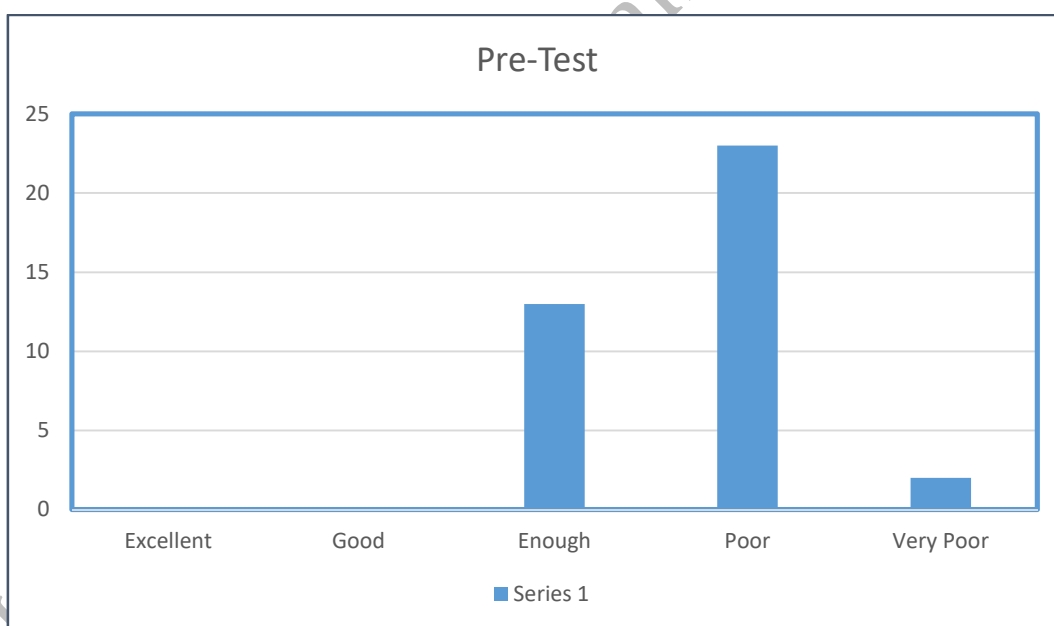


Figure 1. Students' reading performance in the pre-test

Figure 1 above showed that 13 students fell in 'enough' level of proficiency, 23 students were 'poor' and the other 2 were 'very poor'. None of the students were in either 'good' or 'excellent' level of reading proficiency.

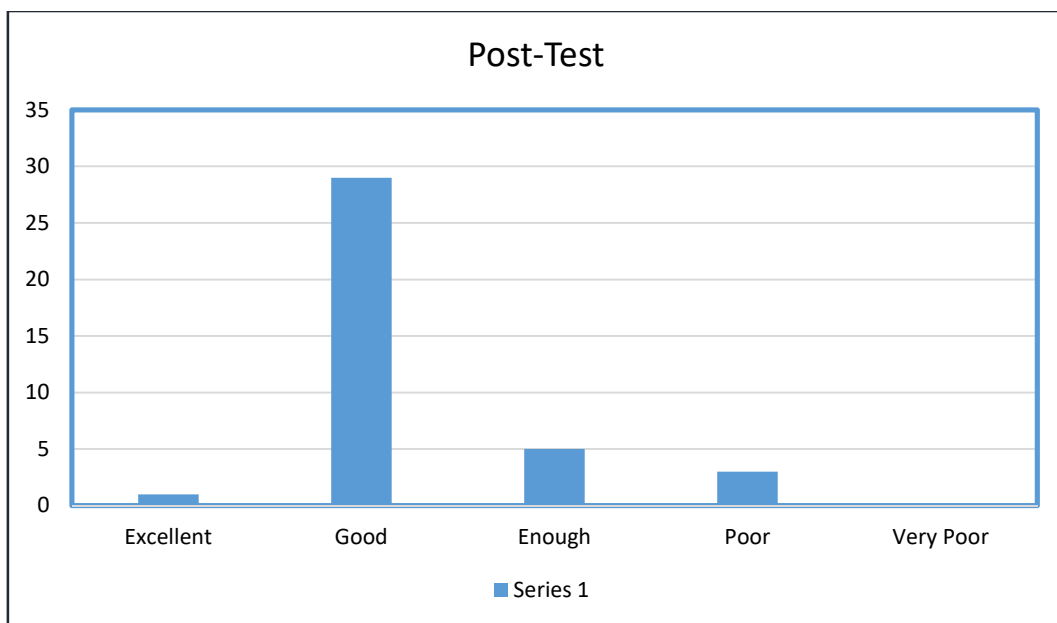


Figure 2. Students' reading performance in the post-test

Based on Figure 2 above, the students made progress in their reading achievements compared to their proficiency in the pre-test. In this post-test, 1 student was 'excellent', 29 students were 'good', 5 students were 'enough', and 3 students were 'poor'. None of these students was in 'very poor' proficiency level.

Before proceeding to statistical analysis of paired sample test, there were some stages of computation that should be taken.

Normality Test

Kolmogorov-Smirnov test of normality was conducted in order to ensure whether or not all the data in both tests were normally distributed.

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-Test	.208	38	.000	.892	38	.001
Post-Test	.246	38	.000	.839	38	.000

a. Lilliefors Significance Correction

The test's significance threshold was set to 0.05. As previously stated, the asymptotic significance of pre-test was 0.000 and post-test was also 0.000. Both data points are less than the level of significance (0.05), with $0.000 < 0.05$ and $0.000 < 0.05$. It implied that the null hypothesis was rejected while the alternative hypothesis was accepted. The data of both pre-test and post-test were said to be normally distributed.

Homogeneity of Variance

The homogeneity test was based on the hypothesis presented in this analysis. The outcome of the calculation is shown below.

Homogeneity of Variances Test

		Levene Statistic	df1	df2	Sig.
Variabel	Based on Mean	23.860	1	74	.000
	Based on Median	17.555	1	74	.000
	Based on Median and with adjusted df	17.555	1	70.436	.000
	Based on trimmed mean	23.973	1	74	.000

Level of significance for this test was set at 0.05. Furthermore, the result above indicated that the asymptotic significance was 0.000, which is less than 0.05 ($0.000 < 0.05$). It means that null hypothesis was rejected while the alternative hypothesis was accepted. This result also confirmed that there were difference variance scores in the pre-test and post-test.

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	9.946	20.746		.479	.635
Beelinguapp	.570	.259	.345	2.204	.034

a. Dependent Variable: Reading Comprehension

The data above showed that significance value of 0.345 was greater than 0.05, this indicated that the variable did not experience heteroscedasticity.

Paired Samples t-test

A paired t-test was used to compare the achievements gained by the students both in the pre-test and post-test, or in other words, before and after the treatment.

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test	55.4474	38	13.12043	2.12842
	Post-Test	79.8158	38	7.93506	1.28724

Based on the data above, mean of pre-test was 55.44 with N as many as 38 students and mean of post-test value was 79.81 also with N as many as 38 students. The data revealed that student scores after the treatment were slightly greater than before treatment.

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre-Test & Post-Test	38	.345	.034

The significance value in the data above was 0.034 or higher than 0.05. Thus, this confirmed that there was a significant correlation between pre-test and post-test data.

In order to make sure if Beelinguapp affected different achievement reached by the students before and after the experiment, Paired sample t-test was taken. The results of the analysis were presented in the following Table 3:

Table 3. Paired Sample t-test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error or Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-Test t- Post-Test t	-24.36842	12.77967	2.07314	-28.56900	-20.16785	-11.754	37	.000

As the analysis of this research work was based on the formulation of hypotheses as follows:

H₁ : Beelinguapp improves students' reading comprehension.

H₀ : Beelinguapp does not improve students' reading comprehension.

Confidence level 95% $\alpha = 0.05$.

The average score of 79.81 was higher compared to the one in the pre-test; 55.44. Besides, two-tailed p value of 0.000 was less than 0.05 ($0.000 < 0.05$). Paired t-test results showed a significant difference in pre-test and post-test scores gained by the students hence, the null hypothesis was rejected and the alternative hypothesis was accepted. The analysis of paired sample t-test on Table 3 above yielded a t value of 11.754 with df of 37. In paired sample correlations above, the value of coefficient table of 0.034 was higher than 0.05 ($0.034 > 0.05$). This explained that variable X was said to be influenced by variable Y. The coefficient table above also revealed that t-calculation of 2.204 was higher than t-table of 2.026 ($t\text{-cal} > t\text{-table}$) in which it meant that reading comprehension of the students was influenced by the use of Beelinguapp.

CONCLUSIONS AND SUGGESTIONS

This research aimed to investigate the effectiveness of Beelinguapp in enhancing students' reading comprehension of recount text. The results of students' achievement in reading comprehension tests revealed that their post-test result, on average, outperformed the achievement they obtained in the pre-test, in which the mean score in the pre-test was 55.44 whereas in the post-test was 79.81. In order to ensure if the difference gained by the students was affected by the employment on Beelinguapp, a statistical of paired sample test was taken. The analysis was based on the hypotheses that H₀ would be rejected if t-count was higher than t-table and vice versa. The computation revealed that t-count of 2.204 was higher than t-table of 2.026 ($2.204 > 2.026$). Thus, it was concluded that Beelinguapp affected students' enhancement of their reading comprehension. In other words, the findings of this research work concluded that Beelinguapp was effective in enhancing students' reading comprehension of recount text.

Due to several limitations of this study, the researchers suggested further research to add more independent variables to see if this application will be the only factor that

influences students' reading comprehension achievement, such as gender, prior English knowledge and teaching method or strategy. Besides, involving more students as the samples might also give wider findings.

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