

THE EFFECT OF INSERTING LEARNING MEDIA ON STUDENTS' READING COMPREHENSION IN RECOUNT TEXT AT THE ELEVENTH GRADE OF SMAN 1 AROSBAYA

By

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Abstract

This research aimed to determine the effectiveness of using Insert learning media to improve reading comprehension at eleventh grade SMAN 1 Arosbaya. The method used the quantitative, which was an experimental research design. The researcher has chosen 13 students as a sample in this research. The result of this research that there was a significant difference in students' reading achievement on recount text before and after being taught using insert learning media was confirmed. Since the level of significance of the different achievement was not more than 0,025, therefore the different achievement between the pretest and post-test was significant.

Meanwhile, the researcher tested the hypothesis using the t-test formula, which showed 8,06. The total of participants or the objects of this research was 13 students. Therefore, the degree of freedom is 12, taken by the formula $df = N - 1$. Then, the t-table is 2,18, and the score of the t-table is higher than the score t-table. As a result, Insert learning was effective media to improve students' reading comprehension, especially in recounting text, because this media can make students easier in comprehend the text.

Keywords: *Insert learning media, reading comprehension, recount text, experimental research design.*

INTRODUCTION

This research used Insert Learning to teach reading comprehension of recount text to the eleventh graders of SMAN 1 Arosbaya. Based on the perspective of Masbiran (2021), reading comprehension is a process in which the reader connects the ideas on the page to what they

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already know to understand the meaning of the text (Masbiran, 2021). According to a scholar, reading was a complex skill in which we needed to look at the written symbol and get the text's information. Reading ability requires us to take information from the text and combine it with our prior experience or background knowledge to obtain appropriate meaning (Astuti, 2013). It was similar to (Nunan et al., 2003) that reading skill was complex skill; reading needs to combine what information the readers get from the text and their background knowledge related to the text to comprehend the information. However, (Susanti et al., 2021) Reading is not only looking at words in the book and pronouncing them but knowing all the elements of a book. Knowing the element of reading is not separated from reading comprehension. If students understand the text they read, reading can help them increase their knowledge. However, it becomes less effective when students struggle to understand the concept in the text.

Reading comprehension is a process in which the reader connects the ideas on the page to what they already know to understand the text's meaning. Reading was acquiring and interpreting the information encoded in language form through print or electronic media. Understanding occurs when the reader extracts and integrates information from the text and combines it with what is already known (Grab, 2009). However, when we consider the various purposes for reading and the varying processes involved, it is clear that no single statement can capture the complexities of reading. A more comprehensive definition will need to address the characteristics of a fluent reader's reading. As a starting point, we can define reading as a complex combination of processes.

Moreover, according to scholars (Kurniadi et al., 2020), reading comprehension for EFL (English as a Foreign Language) students is difficult because the students use reading strategies and English knowledge such as vocabulary and grammar. Reading comprehension is the process of understanding written ideas through careful interpretation and interaction with language abilities (Sari Manik, 2019). On the other hand, different scholars argue that reading is one of the essential skills that language learners should master. Reading aims to obtain information by comprehending texts (Siswandi, 2021). The comprehension process entails decoding the writer's words and then constructing an approximate understanding of the writer's message using prior knowledge. Nuttal (Kurniadi et al., 2020) stated that “the aims of teaching reading comprehension are to develop the students’ ability to extract the message from the content. In teaching reading comprehension, the teachers are trying to put something in the students’ mind to take the information by them”.

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One of the reading texts was recount text. Recount text lists and describes past experiences by retelling events in the chronological order in which they occurred (Sianipar et al., 2020). According to (Fahli, 2015), recount text aims to retell or entertain. The generic structures of recount text are orientation, events, and re-orientation. On the other hand, according to (Aprilia, 2015), the recount text is organized as follows: a) an orientation providing background information required to understand the text, b) a record of events typically recounted in chronological order, and c) personal comments or evaluative remarks on the incident. Recount text has several types of text that can be used to write. There were two ways to look at different types of recount text: First, let us look at a personal account. A recount text recounts the author's personal experience (Sianipar et al., 2018). The second can be seen in the recounting of events. It was a recount text used to present reports of true events, such as science experiment reports or police reports. The final example can be seen in a creative recount. It was a type of recount text used to tell a fictional story (Mediska & Adnan, 2019). The language used in a recount text is written in the simple past tense, and connectives that link events in time, such as next, late, and so on, are frequently used.

In this study, the researchers chose SMAN 1 Arosbaya in eleventh grade as the research subject. The eleventh-grade students of SMAN 1 Arosbaya are supposed to read some kinds of text; therefore, they can master the ability to see each text section. Then, they can easily understand the information from reading many sources if they have good reading skills. It was different from other skills, such as speaking, in which we needed to focus on listening to what the speakers were trying to convey. While reading was not as simple as speaking because the readers needed to focus on the written symbol such as letters, punctuations, and spaces to understand a sentence by sentence.

Based on the writer's experience, most of the eleventh-grade students of SMAN 1 Arosbaya are not interested in reading subjects. They do not have enough vocabulary, making it difficult to understand the text they were bored with while learning to read in class. However, the writer concluded that the main problem was the class atmosphere. The students are dull because the teachers still use the old strategy. They only order the students to read. After reading, they convey their students to answer the text-related questions.

On the other hand, teaching reading was quite difficult because many students can still read but are having difficulty learning to read. It was also the result of students participating in a less meaningful learning process. According to (Kisfinata et al., 2013) dealing with the

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students' comprehension problems, teachers should take specific techniques or methods to help the students solve their problems in comprehending the texts. Cutting-edge learning media was expected to make the learning process more meaningful. According to a scholar (Pratama et al., 2018), one of the crucial elements a teacher can employ for teaching is media. The teacher can efficiently deliver the material by using media. Media was required for students who have learning disabilities in order to facilitate the learning process. Gagne defined media as various student environment components that motivate students to learn (Nuraini & Mahendra, 2019). Learning media is essential in the learning process because it transmits information from the teacher to the students. However, using media in schools for learning, such as computers, projectors, and internet networks, is still not optimal. Students may become bored and uninterested in learning, and their learning outcomes will fall short of the minimum mastery criteria (Hartini et al., 2017). Teachers should use learning media to assist their students in learning, especially how to read comprehensively.

Insert learning was one media that the teachers could use to teach reading, and insert learning was an effective instructional tool to improve students' reading comprehension. Importantly, InsertLearning's ability to integrate seamlessly with Google Classroom and Drive, as well as many other educational tools and products, makes it an effective tool. This media may be helpful in (Pratama et al., 2018) assisting students in comprehending the text. Teachers can use Insert Learning to question students. Good readers constantly reflect on what they have read, and questioning students throughout the reading process encourages them to think critically about what they have read. Teachers can also hold discussions on any site where students can respond in real-time and see what others say.

Some previous researchers conducted; the first research (Saputri & Hadi, 2021) with the title "*The Effectiveness of Teaching Reading by Using Jumbled Pics Stories.*" The similarities between this study and my study are that both investigate the effectiveness of learning media on students' reading skills and use experimental research design. While the difference is the media used in which this study uses Jumbled Pics Stories. In contrast, my study uses insert learning media. The second research was conducted (Topal et al., 2019) titled "*The Effectiveness of Smart Board Media in Teaching Reading for Junior High School Students.*" This research's similarities to my research are that both investigate the effectiveness of learning media in teaching reading comprehension and use experimental research design. The difference is also the media used in this research used Smart Board Media. The third research

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was conducted in 2019 by (Surya et al., 2020) with the title “The Effectiveness of The Use of Digital-Based Educational Comic Media in improving Reading Interest in Elementary School Students.” The researcher investigates this study's effectiveness of digital-based educational media for improving reading. This study employs an experimental research design. In contrast, my research used Insert Learning Media.

The last reviewed article was by Nalantha, Artini & Mahayanti (2018) entitled “The Effect of Big Books as Teaching Media on The Third Grade Students’ Reading Comprehension in South Bali.” The authors claimed that using appropriate media is expected to help students be more attractive and understand the material well (Nalantha et al., 2018). Thus, a teacher must be wise in selecting an appropriate method of teaching reading based on the needs of the students, particularly young learners. Those research encouraged researchers to select research media that are appropriate for use in improving students' reading comprehension. The researcher chose to insert learning as the media in this research. The researcher was inspired by this form of media because insert learning media are becoming more widely used in various educational institutions.

Based on the explanations above, the researchers would like to find out whether Insert Learning media will help teachers in teaching reading comprehension or not. To know whether it is valuable, the researchers conducted this research titled "The Use of Insert Learning on Students' Reading Comprehension in Recount Text at the Eleventh Grade of SMAN1 Arosbaya". The research aims to identify the effect of using insert learning media for improving students’ reading comprehension, especially in recount text at SMAN 1 Arosbaya. Theresearchers then formulate the following specific research questions:

1. Is there any significant difference in students' reading achievement before and after being taught using Insert Learning?
2. How significant is the different achievement of the students before and after being taught by using Insert Learning?

METHOD

Design

In this research, the researcher used an experimental design to measure the effect of the variable manipulated toward the observed variable (Creswell, 2012). The researcher wants to

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make a condition and situation by doing a treatment. The researcher used treatment because the researcher wanted to know whether insert learning was effective or not on a sample that had been treated.

The researcher chose a pre-experimental research design with only one class to collect data. Because the researcher does not have two classes, the group would be the sample. In other words, no control group will be used in this study. The single group was measured or observed after and before treatment (Latief, 2017).

The pre-experimental research designs usually involve three steps. They give a pretest to measure students' ability to treat the dependent variable and a post-test to measure their ability related to the dependent variable after treatment. This research has two variables: variable x (insert learning) and variable y (reading achievement). In analyzing the data, the researcher used statistical formula. These formula components will be used, such as frequency score, mean score, standard deviation, and hypothesis testing. This experiment employed an intact group pre- and post-test, with one group of students belonging to the experimental group and the other to the control group.

Population, Sampling, and Sampling Technique

A population is a group of people who share a particular characteristic (Creswell, 2013). All students in the eleventh Grade at SMAN 1 Arosbaya Madura were asked to participate in the research. Meanwhile, the research sample consisted of 13 class A students assigned to the experimental group; six female and seven male students were present. The students in the sample contributed to a particular because they possessed similar reading comprehension levels and were taught by the researcher.

Instrument and Types of Data

A research instrument is a tool or facility used by the researcher to collect data to obtain better results; in other words, it can be complete and systematic (Setiawan et al., 2013). The study used tests to gain data, and the materials were obtained from the internet. Students at SMAN 1 Arosbaya were given a pretest containing some recount texts. They were (1) “The Best Things My Study Abroad, (2) Experience Has Taught Me, (3) My Experience of Studying Abroad,” and (4) My Unforgettable Travel Story: (5) Adorable Jogjakarta,” each with several questions. There are detail, inferential, main idea, and vocabulary questions.

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Meanwhile, before doing the test, the researcher explains about test requirements to the students. The researcher first provides information about insert learning media to anticipate students' misunderstanding of the learning media. The researcher then divided the students into groups and gave them instructions. The post-test was given after the treatment had been conducted in the same form. It also consisted of three recount texts, "The Best Things My Study Abroad Experience Has Taught Me," "My Experience of Studying Abroad," and "My Unforgettable Travel Story: Adorable Jogjakarta," each with several questions. The question content was similar to the pretest.

Data Collection

To collect data in this research, the researcher saw the students' scores. The scores of the students were obtained through the administration of the tests. The pretest was given on November 8th, 2022. Participants were asked to answer questions based on the information contained in the recount text. They had 30 minutes to complete the pretest, and the results served as the initial data. Meanwhile, after participating in the teaching treatment, students in the experimental class were required to answer ten questions based on the explanation text. The post-test lasted approximately 30 minutes and was held on November 29nd, 2022. The post-test was given to the students to determine their scores after treatment, and the results were compared to the pretest score.

Data Analysis

The researcher analyzed the research data using a statistical procedure that showed that the t-score of this research was 8,06. To know whether the alternative hypothesis was rejected or accepted, it must be compared with the core of the t-table at a significance level of 5%. The alternative hypothesis will be accepted if the t-test is higher than the score of the t-table. However, it would be rejected if the score of the t-table is better than the t-test.

Before comparing the score of the t-test, the score of the t-table must be calculated. The result of the t-table is 2,23 or 0,025. Then, because the t-score > t-table (8,06 > 2,23), the null hypothesis was rejected, and the alternative hypothesis was accepted. It means a significant difference in students' reading comprehension achievement before and after instruction using insert learning. In addition, the whole process of citation and listing references adopted a model of an automatic offline system of the Mendeley desktop (Turmudi, 2020, p. 59)

RESEARCH FINDINGS AND DISCUSSION

Research Finding

The researcher obtained students' scores before inserting learning media by conducting a pretest. A pretest was used to assess students' reading comprehension before receiving treatment. The students were given a pretest consisting of 20 multiple-choice questions, and for the scoring, every question was scored 5. After giving the pretest to the students, the researcher gave the treatment using insert learning media. After the students had already gotten the treatment, they were given the second post-test and post-test with the same question and scoring method. As a result, if the students answered all questions correctly, they received a 100 on both tests. In contrast, they received both tests if they did not answer all questions correctly. While for the description of the reading comprehension requirement criteria and also the grade of pretest and post-test of students' reading comprehension on recount text are classified as the following data;

Table 1

The Criteria of Students' Pretest and Post-test Reading Comprehension

No	Classification	Category	Frequency		Percentage (%)	
			Pre-test	Post-test	Pre-test	Post-test
1.	90-100	Excellent	0	3	0%	23,08%
2.	76-89	Very Good	3	4	23,08%	30,77%
3.	60-75	Good	6	6	46,15%	46,46%
4.	40-59	Poor	4	0	30,77%	0
5.	00-39	Very Poor	0	0	0%	0
	Total		13	13	100%	100%

Table 2

The Result of Pretest and Post-test

No.	Students' Initial	Pretest score	Post-test
1.	AAB	60	75
2.	ADR	80	90
3.	AN	70	85

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4.	BDM	50	60
5.	FR	60	70
6.	HA	40	60
7.	AD	45	65
8.	MIH	80	85
9.	NIN	60	70
10.	PAS	80	95
11.	RH	55	60
12.	SI	75	80
13.	TM	65	75

The maximum score that the students got from the table above was 80, and the minimum was 40. Students need to get a 65 score because the minimum criteria achievement (KKM) for English subject at SMKN 1 Arosbaya is 65. We can conclude from the pretest result that 6 or 46,15% of students passed the minimum criteria achievement (KKM). 7 or 53,85% did not pass the minimum criteria achievement (KKM). From the table, we can also see that four students scored around 40-55. The researcher calculated the mean score of the pretest by using a statistical procedure. The mean score was 63,08. While for the highest score for the post-test was 95, which increased by 15 points, and the lowest score was 60, which also increasing 15 points. Then, the mean score was 74,61. We can see that 10 or 76,92% of students passed the minimum criteria achievement (KKM) for the post-test result. Only three students did not pass because they got scores less than 65.

Hypothesis Testing

The researcher analyzed the research data using a statistical procedure that showed that the t-score of this research was 8,06. To know whether the alternative hypothesis was rejected or accepted, it must be compared with the core of the t-table at a significance level of 5%. The alternative hypothesis will be accepted if the t-test is higher than the score of the t-table. However, it would be rejected if the score of the t-table is better than the t-test.

Before comparing the score of the t-test, the score of the t-table must be calculated. The result of the t-table is 2,23 or 0,025. Then, because the t-score > t-table (8,06 > 2,23), the null hypothesis was rejected, and the alternative hypothesis was accepted. It means a significant difference in students' reading comprehension achievement before and after instruction using

insert learning.

Paired Samples Test

	Paired Differences				T	Df	Sig. (2-tailed)	
	Mean	Std. Deviation	Std. Error Mean	% Confidence Interval of the Difference				
				Lower				Upper

Paired Samples T-Test: POST_TEST - PRE_TEST	11.538	5.158	1.431	8.422	14.655	8.066	12	.000
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Discussion

This research investigates the effectiveness of inserting learning media in eleventh-grade students at SMAN 1 Arosbaya. Language teaching media is crucial in assisting students in acquiring new concepts, skills, and language competencies. Teachers can use various media in the teaching and learning process. However, the teacher must be selective in his media selection. The purpose of media is to facilitate communication and learning. It is based on the belief that learning activities using media can improve the quality of student learning activities. That is, student learning activities with the aid of the media are better than those without the media's aid. One media researchers have analyzed in this research is insert learning media.

After the researcher analyzes the data and knows the findings, the researcher can answer the research question of this study. Based on the findings, this study demonstrated that inserting learning media effectively improves students' reading comprehension on recount text at SMAN 1 Arosbaya. It can be seen from the students' pretest and post-test scores. Only six students scored more than 65, and seven did not pass the minimal criteria achievement (KKM). The mean score of the students' pretest was 63,08, while the mean score of the post-test was 74,61. Although three students scored less than 65, the mean post-test (74,61) is higher than the mean pretest score (63,08). As a result, the first research question, that there is a significant difference in students' reading achievement on recount text before and after

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being taught using insert learning media, is confirmed. Since the level of significance of the different achievements is not more than 0,025, the different achievement between pretest and post-test is significant. Besides that, the researcher tested the hypothesis using the t-test formula, in which the result was 8,06. The total of participants or the objects of this research was 13 students. Therefore, the degree of freedom is 12, taken by the formula $df = N - 1$. Then, the t-table is 2,18. The score of the t-table is higher than the score t-table.

This research has demonstrated the effectiveness of inserting learning media to improve reading comprehension. This study, in line with previous evidence (Surya et al., 2020), explained that using media, specifically digital-based educational comics, effectively improved reading interest in elementary school students. Applying digital-based educational comic media in learning can improve students' reading interest. It means the media itself can affect the students' reading skills. Their research results that sample 1 has an N-gain value of 0.67, putting it in the medium category, and sample 2 has an N-gain value of 0.75, putting it in the high category. As a result, students' average N- gain value is 0.71, putting them in the high category (Surya, Poerwanti, and Sriyanto 2020). This research finding was contrary to (Topal et al., 2019) mention that media is ineffective in teaching reading. Their study stated that media, specifically smart boards, has not significantly improved students reading skills. The result of the data analysis for this study claims that ~~tenull~~ null hypothesis is accepted, and the alternative hypothesis is rejected since the score of t-score is lower than the t-table ($2.07 < 2.13$). So, using smart board media has no significant effect on overcoming students' vocabulary and inference problems (Topal et al., 2019). This study's findings contradict the researcher's expectations.

In all those studies, the researchers found that using media when teaching reading in this era was interesting for teachers and students, regardless of whether the media was digital. However, the type of media and the actual treatment depended on enhancing the success of developing reading comprehension. This research concludes that not all media can improve students' reading skills. The different previous studies with this research are the topic and the different kinds of media itself. According to (Khalidiyah, 2015), the media is necessary to help the learning process because it is fundamentally a communication process between teachers and students. Those research encouraged researchers to select research media that are appropriate for use in improving students' reading comprehension. The researcher chose insert learning as the media in this research because it began to be widely used in educational institutions. The researchers then used a different kind of reading text. This research uses

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recount text that is different from the previous study.

CONCLUSION AND SUGGESTION

Conclusion

Based on the research findings above, the researcher concludes that Insert learning media effectively improves students reading comprehension of recounted text. The rationale behind this statement is that this media can make students easier for students to comprehend the recount text. After obtaining the data in this study, the researcher analyzed the data using the t-test formula for testing the hypothesis and calculating the mean difference in students' reading. Comprehension of recounting text before and after being taught by using insert learning media. It was found that the score of the t-test was 8,06, and the score of the t-table was 2,18. It means the t-test is higher than the t-table. Therefore, it can be stated that the alternative hypothesis is accepted. It means a significant difference in students reading comprehension on recount text at the eleventh grade of SMAN 1 Arosbaya is accepted.

Suggestion

Based on the conclusion above, the researcher suggests students and teachers. After considering the result of both tests given to the students, the researcher suggests the students be more severe in learning reading class. Teachers' selecting technique, strategy, or media is essential for the classroom atmosphere. The more interesting the technique, strategy, or media you use, the better your classroom atmosphere. For further research, the researcher suggests to the researchers who want to conduct the research related to this topic; you can conduct research that investigates students' responses or perceptions of students or teachers on using this media.

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