

# **IMPROVING STUDENTS READING COMPREHENSION BY USING QUIPPER MEDIA IN SMAN 1 CIKANDE AT TENTH GRADE STUDENTS**

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## **ABSTRACT**

The objective of this research is to improve reading comprehension of the tenth grade students at SMAN 1 Cikande through Quipper School. The type of the research was action research. The subjects of the research were 36 students of grade X Science 5 at SMAN 1 Cikande. There were two kinds of the data in this research. They were qualitative and quantitative data. The qualitative data were obtained by doing observation, questionnaire, field notes, and interview. The quantitative data were obtained from the pre-test and post-test. In reference to the actions conducted in two cycles, use of Quipper school media to improve students' reading comprehension as justified in the following results. First, the process of using Quipper school made the students motivated to do the assignment and evaluating their understanding of the text and students show their enthusiasm and active participation in the teaching learning process. Second, there is an improvement on students' reading comprehension as displayed in the increase of the gain score by deducting the mean score of the pre-test from the mean score of post-test.

*Key words: reading, comprehension, Quipper School, students, media, learner*

## **INTRODUCTION**

Students' reading comprehension in SMA N 1 Cikande still low, the causes was most of students' still face difficulties dealing with reading texts written in English as their foreign language. The unsatisfactory results of students' reading comprehension were caused by several following factors. First, most of students did not know the meaning of many words found in the text. Second, students were not able to comprehend the content of texts. It made them difficult to determine the important information such as topic, main idea,

stated and unstated details, and references. Third, students did not know the way how to read, they were not taught reading strategies to comprehend the text effectively. Fourth, the teacher still used a conventional teaching method without using media in learning process.

The English teachers would shortly explain the text and asked students to answer questions related to the text. Finally, students felt unmotivated to do it. Based on the data from English teachers in this school, most of student's score of reading comprehension is under criteria level minimum (KKM), in this school KKM in English subject is 70, but based on the English teachers data, most of student's score in this class X Science 5 could not reach the KKM.

The researcher already conducting interviewed to the English teacher and some students in this school. The result of the interviewed were the first, the English teacher told for the reading comprehension in class X science 5 still low, because of some of them did not know the meaning of word. Then, if the teachers instructed the students to bring dictionary, the students sometimes forgot to bring it. The contained of the text that's too long also influence students' reading comprehension, they feel bored when the English teacher gave them the text. The researcher asked the English teacher about media that already used by her, and the English teacher said that she ever used power point media. The English teacher told to researcher that she seldom using media because sometimes she confused what is media that appropriate for the students.

Based on the description of the problems above in need of an appropriate teaching media to improve the comprehension of reading English foreign language students in SMA N 1 Cikande, one of the media that can be used is Quipper School, this media is believed to improve the reading comprehension in English (Saptani, 2017). There have been many studies using this media (Lingga, 2017; Yusmiani, 2016; Karmila 2016). However, the Quipper school provides the students with an enormous amount of materials to practice their skill of reading. In addition, it exposes the students to a wide range of English vocabularies. Quipper school allows interactions both between teacher and students and among students in which they can communicate using English. So, technically, Quipper school is perceived to be a good media in teaching English.

The researcher was interested to make a research about how to improve reading comprehension by using Quipper School, because Quipper has many information and

interesting exercise that will make students more motivated and interested in English teaching learning. The researcher will focus to improve reading comprehension by using Quipper school.

## **THEORETICAL FRAMEWORK**

### **Definition of Classroom Action Research.**

McNiff and Whitehead (2002:15) state that Action research is a name given to a particular way of researching your own learning. It is a practical way of looking at your practice in order to check whether it is as you feel it should be. If you feel that your practice is satisfactory you will be able to explain how and why you believe this is the case; you will be able to produce evidence to support your claims. If you felt that your practice needs attention in some way you will be able to take action to improve it, and then produce evidence to show in what way the practice has improved.

In addition, Arikunto (2008:26-27) researcher directly applies the treatment and observes the process and effects of treatment. In addition, Elliot on Burns (2010:5) said that action research as the study of a social situation has the view to improving the quality of the action in it. According to the definition from some experts, the researcher concludes that action research is a kind of research use by the teacher to solve the problem of their teaching and learning activities. By doing action research, teacher hopes that they can improve the quality of their teaching and learning process.

### **Nature of Reading**

Reading in general can be defined into several definitions. According to Rivers (1981:261) reading is a process enunciating the conventional way the sound symbolized by the printed or written markers on the script. Brown (2004:189) adds that reading is a process of negotiation of meaning. In this process, the readers bring their early thought to the net parts of reading process to finally reach their understanding about the meaning of the text they read. According to Harmer (2002:199) when the learners read a story or a newspaper, they deploy range of respective skills. It means that reading is respective skills that require the readers' ability to create interaction between the linguistic knowledge and knowledge of the world.

From the definitions above, reading can be concluded as an active process of getting the meaning of a printed words or verbal symbols in written text. In order to get the intended

meaning from the text, a reader has to comprehend what he had read. During this process, a reader combines his language skills and background knowledge of the world to grasp the meaning.

### **Nature of Quipper School**

According to Wahyuni (2016) Quipper school is an online learning (e-learning) platform aimed at “revolutionizing the education by empowering teachers or educators and students with digital technologies”. It expects to bring learning beyond classroom that take place anywhere and anytime in a fun and easy way. It is inspired by the founders’ dream of making this world connected better and smarter which is reflected by the platform’s mission: distributors of wisdoms.

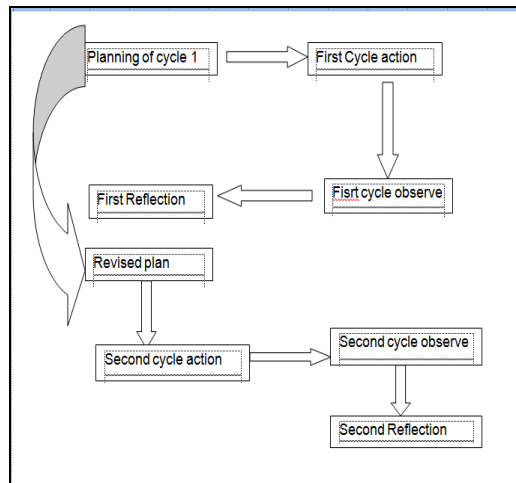
Quipper school was established in London in December 2010. Nowadays, it has official representatives in London, Tokyo, Manila, Mexico and Jakarta and has more than 10 million users worldwide. As the business expansion, this start-up has financial finding from several investment companies such as Atomiko (UK), Globis (Japan), 500 starts up (US) and Benese (Japan) and other angles.

According to Mulyono (2016) Quipper school is a kind of web based learning Management system (LMS) or virtual learning environment (VLE) that enables educators to administer, document, track, report, and deliver electronic educational technology (e-learning) courses or training program. Unlike other web-based learning management system, Quipper school is ready to use web-based learning that doesn’t need installation on an existing hosting side (or a web server). It makes them more accessible to educators or educational institutions with limited knowledge of information technology.

### **METHODOLOGY OF THE RESEARCH**

This research was kind of classroom action research. The subjects of the research was the tenth grade students at SMA N 1 Cikande. The procedure was used in the research is action research of Kemmis and McTaggart model. There are eight stages of action in the model. Those were the planning, first action, first observation, first reflection, revision against first planning, second action, second observation, and second reflection.

**Figure 1 Action Research Cycle**



From the figure above the researcher used two cycles in this research. This research belongs to classroom action research which has some procedures. Those were planning, action, observation, and reflection.

Data of the research were in the documentation, observation sheet, interview, questionnaire and reading comprehension scores obtained from the pre-test and post-test. It means that the researcher used observation, questionnaire, interview and documentation for the instrument

Information about the teaching learning process before the implementation of the action research was collected by observing the teacher's teaching simulation. The observation to know the situation of the teaching learning process and some problems related to the students' reading comprehension.

In this research the researcher was used quantitative and qualitative data analysis which consisted of three con current flows of activity: data reduction, data display and conclusion drawing/verification a. Data Reduction the researcher collected the data from pre test and post test then classified based on the focus of problems in order to get the main data for next step of data collection. b. Data Display After using data reduction, the researcher would chooses the data that were important like result from pre test and post test in cycle 1 cycle 2 for the research. c. conclusion drawing The last step that used in analyzing data was conclusion. In this step the researcher made the conclusions from the data in order to be understand easily. The conclusion in qualitative analysis data would be a description, casual and interactive relationship, hypothesis and theory.

This researcher used some formula to find out the students' improvement in reading comprehension by using Quipper as a media learner: a. to find out the mean score of pre test and post test, the researcher will calculate the average score by using the formula b. Percentages of students' frequency The researcher calculated the percentages of students' frequency by using formula.

## **FINDINGS OF THE RESEARCH**

The pre-test had been done before implementing the CAR. It was conducted on Sunday, April 16<sup>th</sup> 2018. It started 13:00 pm until 13:30 pm. The pre-test was used to measure the students' reading skill in narrative text. The students were asked to answer the multiple choice questions. After given students pre-test, the researcher got score for the pre cycle. These score would be compared with the post-test 1 and post-test 2 score to know the students improvement in reading comprehension by using Quipper school.

Based on the result of pre-test, the data showed that the mean of pre-test was 60.55. There were only 11 students or 30.55%, who derived the score above the criterion of minimum completeness (KKM). Meanwhile, the 25 others were under from criterion. The lowest achievement gained score was 40.00.

The first meeting in cycle 1 was on Thursday, 23<sup>th</sup> April 2018 at 13:00 PM until 14:15 PM. The researcher began the class after the English teacher let her start teaching. She greeted the students, led a prayer, and led a prayer. The researcher told that from now on and some meetings onwards she would teach the students. Then, she checked the students' attendance and started the lesson.

In this phase, the researcher also observed the teaching learning process through post-test 1. The result of post-test 1 showed that the mean score of the class derived 69.58 in which there were 21 students who passed the Minimum Mastery Criterion (KKM) 70 (Seventy). The following were the detail results of test used in first cycle.

After calculating the pre-test result, the researcher calculated students' first post-test score. To know the result of students' reading, the researcher needs to calculate the mean first. After calculating the post test1 score, it showed that the mean score of post test 1 was 69.58 and gained any improvement 58.33%. To know that improvement to the percentage, the researcher calculated the score.

In this cycle, the students who reached the KKM was improve, in pre-cycle there were only 11 students who can reach KKM, and in this cycle the students improve become 21 students. There were some students which in pre-cycle could not reach the KKM, but after getting treatment they could reach KKM with score more than KKM. But, there were also students who passed KKM in pre-cycle but in first cycle they could not pass KKM.

Reflecting on the discussion between the researcher and the English teacher, it was decided that the implementation of Cycle 2 would focus on solving problems found in the previous cycle. In this cycle, some new activities were provided during the implementation of Quipper School media. This second cycle was held within two meetings on Wednesday, 6 may 2018 and 13 may 2018. It was expected that this implementation could overcome the problems and the teaching learning process would be more fun and interesting for the students. Finally the students' reading comprehension could improve. The researcher and the English teacher planned this action because the result of the students' reading in the first cycle was still low. It could be seen in the result of students' reading only 21 students or 58.33% who passed the KKM from 36 students in the class. The following sections were the steps on Cycle 2.

After calculating the pre-test result, the researcher calculated students' second post-test score. To know the result of students' reading, the researcher needs to calculate the mean first. After calculating the post test1 score, it showed that the mean score of post test 2 was 78.05 and gained any improvement 83.33%%. To know that improvement to the percentage, the researcher calculated the score.

From the data above, it showed that there was students' improvement between pre-test, post-test 1 and post test 2. The students mean score in pre cycle was 60.55, in cycle 1 was 69.58 and in the cycle 2 78.05. There were significant improvements from the mean score which already conduct by the researcher. In this cycle the students which passed the post test were 30 students. The highest score in this cycle was 95 and the lowest score was 60. In this cycle not all of the students could passed the KKM, in this cycle there still 6 students who couldn't reach the KKM.

## **Discussion**

In teaching reading, actually there are many kinds of media that can be used by teacher to comprehend the text; one of them is Quipper school media. Quipper School media is a media based on ICT which can be used by the teachers to give the students task and material. The students can ask to the teacher by using chat that available in Quipper school if they have difficulties in understanding the material. The students can feel free ask to the teachers.

As source of learning, reading can establish learn about the text such as learns about new vocabulary. It can encourage the readers to learn more with their language study. It can be a way to have knowledge. So as the readers that have skill and fluency in reading, their enjoyment can increase. Based on the explanation above, it can be concluded that reading is thinking and understanding comprehend process to attain meaning from the written text. In this part, the researcher would explain the discussion of Cycle I and Cycle 2.

In the first cycle, the researcher conducted this research in two meetings. The first researcher make a plan, there are several planning the first is prepare material of narrative text with two texts, second explaining the Quipper school, then, the teacher made some interesting activities in implementing the Quipper School to achieve learning indicators. After that the researcher act and observe the learning process by using Quipper school. The English teachers help the researcher to make a field note and observe the researchers when teaching learning process. In this stage, the researchers explain the material and connect it to Quipper school.

Then, after act and observe. The researcher making reflection, the researcher and the English teacher discussed the conclusion (reflection) that was taken from cycle 1. The conclusions were, 1). There were some students who had not finished yet their assignment which given by the teachers as their homework. 2). There were some students who still got difficulty in comprehend reading narrative text. 3). There were some students who still confused when using Quipper school, they forgot about their log in account so they should make a new account.

There are four components of reading that are used in this research. There are identify main idea and topic, meaning of word, detailed information and identify references. Then, the improvement of each component would be explained clearly from cycle 1 to cycle 2.

The result of first cycle there are 21 students who can passed the KKM, the mean score in first cycle is 69.58 and gained any improvement 58.33%. In this cycle the result of component of reading based on the test are 1). Main idea (81%), 2) Meaning of word (84%), 3) detailed information (76%) and the last Identify references (71%). There are improvements in this cycle



after student getting treatment, but the researcher not satisfied with the result so the researcher continue to the next cycle.

In second cycle, the researcher revised plan before continue to the second cycle. Next, the researcher act and observe the class. In this cycle the researcher explained more about narrative text and make sure that all of students already understood about this media. The learning process more active than last cycle, the students more confident when the researcher asking the question.

The result of first cycle there are 30 students who can passed the KKM, the mean score in first cycle is 78.05 and gained any improvement 83.33%. In this cycle the result of component of reading based on the test are 1). Main idea (88%), 2) Meaning of word (86%), 3) detailed information (79%) and the last Identify references (88%). There are significant improvements in this cycle than cycle 1 after student getting treatment, so the researcher decided to end the action research.

## **CONCLUSION**

After the implementation of the Quipper school media, there were some improvements in the teaching and learning process of reading as well as the students' reading comprehension. The findings of the research in Cycle 1 and Cycle 2 were presented below. First, the process of teaching learning by using Quipper media improved students' participation, student's interaction and the student's more active in the class. Second, Quipper school media could facilitate students to enrich the material in narrative text and they can comprehend the text by reading the question and improved students' understanding in reading comprehension.

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