PENGGUNAAN APLIKASI READABLE MELALUI DISKUSI KELOMPOK KECIL UNTUK MENINGKATKAN KEMAMPUAN MEMBACA SISWA DI SMPN 4 PAREPARE

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THE USE OF READABLE APPLICATION THROUGH SMALL GROUP DISCUSSION

TO IMPROVE STUDENTS' READING ABILITY AT SMPN 4 PAREPARE

A Thesis

Submitted to Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu

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by

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Diajukan kepada Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Parepare, sebagai salah satu syarat untuk memperoleh gelar Sarjana Pendidikan (S.Pd.)

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ABSTRACT

UCI TRIDANI. 2025. *The use of readable application through small group discussion to improve students' reading ability at smpn 4 pare pare*. Supervised by Nasrullah A. and Badaruddin S.

The purpose of this study was to determine whether the Readable application helps students in improving their reading comprehension skills and how students respond after learning to read using the Readable application combined with small group discussions. It can be seen that students still have problems in improving their reading skills, such as difficulties in understanding text structures, lack of vocabulary knowledge, and challenges in making inferences from the text. Currently, technology has become an active part of the education system. Digital learning tools facilitate the learning process and change students' learning patterns. Therefore, this study applies the Readable application to improve students' reading comprehension skills.

This study uses a descriptive quantitative pre-experimental method where the researcher uses one class as the research sample consisting of 24 students of class VIII at SMPN 4 Pare-Pare. The researcher used a reading test to assess students' reading ability and conducted a statistical analysis to determine the effectiveness of the intervention.

The results of the data analysis showed that students' reading ability increased. This is indicated by the mean value of the pre-test, which was 67.50, and the post-test, which was 80.00. Then, the researcher observed variations in the classification of student achievement levels after learning to read using the Readable application. In the post-test, the percentage of students in the "Very Good" and "Good" categories increased, indicating that students' reading comprehension skills improved after learning with the Readable application. After calculating the t-test, the researcher found that the Null hypothesis (H0) was rejected and the Alternative hypothesis (H1) was accepted. This means that the Readable application, combined with small group discussions, effectively improves students' reading comprehension at SMPN 4 Pare-Pare. Furthermore, students' responses showed that most of them gave a positive reaction after learning to use the Readable application for reading comprehension activities.

Keywords: Readable application, small group discussion, reading comprehension, ICT in education, English language learning