

CHAPTER I

INTRODUCTION

Background

Reading in English is a fundamental skill that plays a crucial role in supporting students' academic success and personal development. The ability to communicate and work effectively in English has become increasingly important for students. In many fields such as education, research, business, and technology, English serves as a global language that enables individuals from diverse backgrounds to connect and collaborate. Recognizing this, the Indonesian government has integrated English language education into the national curriculum to enhance students' proficiency from an early age. However, despite these efforts, many students still struggle with reading English texts.

Based on observations during the School Field Introduction (PLP) program, it was found that most students face difficulties in understanding text structure, lack vocabulary, and have trouble drawing inferences from reading materials. Furthermore, low motivation, limited exposure to English texts, and the use of less interactive teaching methods worsen the situation. Traditional approaches to reading instruction often fail to actively engage students, leading to passive learning and poor comprehension. As a result, it is essential to explore alternative teaching strategies that can improve students' reading abilities and foster a more interactive learning environment.

One effective method is small group discussion, which fosters peer interaction, critical thinking, and collaboration. According to Cao (2019), this method enables students to engage in meaningful conversations, share perspectives, and build a deeper understanding of texts. At the same time, integrating digital tools into reading instruction, such as the Readable application, provides interactive features like vocabulary support,

audio-assisted reading, and tailored reading materials. These innovations help create an engaging learning environment and support personalized learning. Combining small group discussion with the *Readable* application offers a promising solution to improve students' motivation and comprehension.

Although previous studies have shown that small group discussion is effective in improving students' reading comprehension, most of them have applied this method in isolation, without integrating digital technology. Likewise, the use of digital-based applications such as *Readable* has rarely been combined with collaborative approaches like small group discussions, especially in the context of English language learning at the junior high school level in Indonesia.

Therefore, this study aims to fill that gap by integrating the *Readable* application into the small group discussion method, creating a more interactive, collaborative, and technology-based reading experience. The novelty of this research lies in the combination of a digital learning tool and a collaborative learning strategy to improve reading comprehension, a combination that has not been widely explored, particularly through a quantitative pre-experimental approach at the junior high school level. Additionally, the use of *Readable*, which provides adaptive and current content, is expected to contribute to the development of more relevant and engaging reading instruction in the digital age.

Problem Statement

Based on the background of the research above, the researcher took the research topic:

“Does *Readable* application with small discussion method improve students’ reading ability?”

Objective of The Research

The following is the objective of the research:

“To find out whether Readable application with small discussion method improve students’ reading ability.”

Significances of The Research

1. For students, assist students in understanding and improving skills and working together in English through Readable application with small group discussions.
2. For teachers, as a reference for teachers and curriculum developers in determining the appropriate method of learning to read English.
3. For further research, it can be taken into consideration for future researchers in choosing appropriate and effective English reading learning methods for students.

Scope of The Research

1. By discipline: this research covers English as a foreign language, specifically in the use of Readable application with small discussion method.
2. By content: this research covers Readable application, small group discussion method, and reading test.
3. By activities: first, the researcher distributed pre-test in the first meeting, and conducted the treatment for four meetings, and then distributed post-test at the last meeting.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Some Related Research Finding

Study by Anggraeni, I. and Yustina, Y. (2020). “*The implementation of small group discussion in teaching reading to improve students' reading comprehension*”. International Journal of Linguistics, Literature and Culture, 6(1), 21-30. Grade 10 students were divided into two groups, a test group and a control group. Results show that using the small group discussion method improves reading comprehension and gives students the opportunity to discuss and share their understanding with group members. This method was applied to 8th-grade students in an Indonesian junior high school. This study used a qualitative approach with data collection techniques in the form of classroom observations and interviews with English teachers and students. There was a significant increase in students' reading comprehension abilities after the small group discussion method was applied. In addition, students also show more participation in the learning process. This study provides evidence that the small group discussion method can improve students' reading skills and encourage student participation in the learning process. The results showed that the small group discussion method was effective in improving students' reading comprehension, where students could interact and help each other understand the text. Additionally, this method also increased students' motivation and confidence in reading and speaking English. However, the study also found some constraints in implementing this method, such as the lack of time allocated for small group discussions and the lack of teacher skills in facilitating small group discussions.

Ardiyanti, L., & Fitria, L. (2017). “*Small group discussion as an effective strategy to enhance students' reading comprehension*”. Journal of English Language Teaching and

Linguistics, 2(1), 17-28. The research aimed to investigate the effectiveness of small group discussions in enhancing students' reading comprehension. This study was conducted on 40 students of a senior high school in Indonesia, who were divided into two groups: experimental group (taught using small group discussions) and control group (taught using conventional methods). The research used a quasi-experimental design, where a pre-test and post-test were administered to both groups to measure their reading comprehension abilities. The findings of this study showed that small group discussions were an effective strategy to enhance students' reading comprehension. The results of the post-test showed that the experimental group had a significantly higher mean score compared to the control group, indicating that small group discussions had a positive impact on students' reading comprehension abilities. Moreover, the study found that small group discussions encouraged students to be more actively engaged in the learning process, provided them with opportunities to share their thoughts and ideas, and improved their critical thinking skills. Therefore, the researchers suggested that small group discussions can be an effective and engaging teaching strategy to enhance students' reading comprehension.

Yim and Warschauer (2017) "*The Effects of Small Group Discussions on English Language Learners' Critical Thinking Development*" is a research study that investigates the impact of small group discussions on the development of critical thinking skills among English language learners. The study involved 76 Korean ELL students enrolled in a university-level EFL program in the United States. The students were divided into two groups: an experimental group that participated in small group discussions, and a control group that did not participate in small group discussions. The researchers used a pre-test and post-test design to measure the students' critical thinking development before and after the intervention. The results showed that the experimental group exhibited significantly greater improvement in their critical thinking skills compared to the control group.

Specifically, the experimental group showed improvement in their ability to analyze, evaluate, and synthesize information. Overall, the study suggests that small group discussions can be an effective instructional method for promoting critical thinking skills among English language learners.

Widaningsih, I.S., & Kurniawan, R. (2019). “*Improve students' reading comprehension through small group discussion techniques. International Journal of Scientific and Technical Research*”, 8(9), 1063-1068. aimed to investigate the effectiveness of small group discussion in improving students' reading comprehension. The study was conducted in a public junior high school in Bantul, Indonesia, with 35 seventh-grade students. The study used a quasi-experimental design with a pre-test and post-test control group. The experimental group received instruction using small group discussion, while the control group received instruction using a conventional method. The results showed that the post-test scores of the experimental group were significantly higher than the control group, indicating that small group discussion was an effective technique to improve students' reading comprehension. The researchers also found that small group discussion increased students' motivation to read and helped them to actively engage with the text. The study suggests that teachers can use small group discussion as a technique to promote students' reading comprehension. The researchers recommended that future studies should explore the use of small group discussion in other subjects and with different age groups.

Soojin Lee, Jihyun Nam, and Jisook Jung's "*Effects of Audio-Assisted Collaborative Reading Strategies on the Reading Comprehension and Motivation of Korean EFL Learners*", 13(1), 1-18 in 2021. This study aimed to investigate the effects of audio-assisted collaborative reading strategies on the reading comprehension and motivation of Korean EFL learners. The study used a group-randomized experimental design with a pre-test post-

test control group. The study sample consisted of 40 EFL students in Korea. The experimental group received the intervention which was audio-assisted collaborative reading strategy, while the control group received conventional intervention. The results showed that the experimental group showed significant improvement in reading comprehension ability and motivation than the control group. The researchers concluded that the audio-assisted collaborative reading strategy is an effective technique in improving reading comprehension and motivation of EFL students in Korea.

Alqahtani, S. (2019) "*The effect of using multimedia on learning vocabulary among EFL students: A literature review.*"10(3), pages 431-437. This is a literature review that aims to examine the effect of using multimedia on learning vocabulary among EFL students. This study examines a number of scientific journals related to the use of multimedia in EFL students' vocabulary learning. Through the analysis conducted on the reviewed articles, the author found that the use of multimedia has a positive effect on EFL students' vocabulary learning. Multimedia can help improve vocabulary comprehension and help students be more motivated to learn. The author points out that the use of multimedia in EFL students' vocabulary learning can be diverse, including the use of pictures, videos, songs, and interactive games. This study provides evidence that the use of multimedia is an effective technique in EFL students' vocabulary learning. It can provide information for EFL teachers to adopt multimedia in vocabulary learning to be part of their routine teaching as a way to improve EFL students' vocabulary comprehension.

Lee, M. (2019) "*Effects of implementing audio-assisted instruction on improving Korean middle school students' reading fluency and reading comprehension.*" 22(3), pages 308-320. This study aims to examine the effects of using audio-assisted instruction on improving Korean middle school students' reading fluency and reading comprehension.

The study used a group-randomized experimental design with a control group and a pre-post test. The results showed that the experimental group showed significant improvement in reading fluency and comprehension than the control group. The authors concluded that the use of audio assistance is an effective technique in improving the reading ability of junior high school students in Korea.

He, M., & Xu, Y. (2019). "*The effects of audio-visual support on EFL learners' reading comprehension and evaluations.*" *International Journal of Emerging Technologies in Learning*, 14(7), 186-198. A study conducted by He and Xu in 2019 aimed to examine the effects of audiovisual support on the reading comprehension of EFL learners. The purpose of this study is to find out how this support can improve students' reading comprehension and evaluation of the material they read. This study used a quantitative approach with an experimental group and a control group. The experimental group received audiovisual support during reading activities, while the control group did not receive this support. They were tested before and after the study with reading tests and evaluation of the reading material. The results of this study showed that the experimental group who received audiovisual support had higher reading comprehension scores than the control group. In addition, students in the experimental group gave more positive evaluations of their reading materials. This suggests that audiovisual support can provide benefits in improving reading comprehension and increasing students' motivation in reading and learning.

B. Some pertinent ideas

1. The Concept of Reading

a. The Definition of Reading

Reading is a complex cognitive process that involves the decoding of written symbols in order to derive meaning from them. It is a process of constructing meaning from written texts through the interaction between the reader and the text. Reading involves several sub-skills, including phonemic awareness, vocabulary, and comprehension. Effective reading requires the ability to decode words accurately and efficiently, the ability to understand the meaning of words and sentences, the ability to make connections between what is being read and prior knowledge, and the ability to draw inferences and make predictions, Mason, J. M. (2004)

According to Anderson and Pearson (1984), reading is an active process that requires interaction between the reader and the text. In this process, the reader does not only passively read the text, but also performs several cognitive activities such as constructing meaning, interpreting and reconstructing the information conveyed by the text. The reading process also allows readers to develop their knowledge and understanding of the world, improve their communication skills, and enrich their vocabulary.

According to Adhini (2017), reading is a way to make money because students get data from the content and can expand their English by implication. Although reading is one of the approaches to constructing information and repeating language, many students still do not understand content in English. At this stage, the student's interest in understanding the text being read is influenced by the method of teaching reading. Moreover, the main goal of the reader is to understand the content of the reading so the

reader should not only read, but also know the content of the reading contained in the text (Anwar et al., 2020).

According to Nuttal (1996), reading is the process of understanding written language by developing meaning from the sequence of written words. In this process, the reader needs to build a thorough understanding of the text, thus requiring the ability to relate the information provided in the text and understand the relationship between one information and another. That way, the reader can create the complete meaning of the text being read.

Based on some of the definitions above, the researchers stated that reading is an active process that involves interaction between the reader and the text to build understanding and knowledge from the information conveyed by the written text. Reading process involves a series of cognitive activities such as identifying words, understanding sentences, connecting ideas, making inferences, and reflecting on understanding from the text. Reading is also considered as a constructive process that is influenced by factors such as the knowledge and experience of the reader and the purpose of reading. Therefore, learning to read must be well designed so that it can facilitate readers in building deep understanding and having applications in real life.

Reading is one of the important language skills and is often the main focus in learning moreover, reading is one of the most important and complex language skills in learning English Reading is one of the four language skills required for language fluency. In addition to speaking, listening, and writing, reading is a fundamental aspect of language learning. Reading is an activity of obtaining information from reading in the form of books, newspapers and other things in written form. So the reader sees the text and can interpret the meaning of the written symbol, which is the correct reading. In

other words, reading is an activity that not only extracts words from a text but also forces the reader to interpret what is happening in the text. Reading can help learners acquire new vocabulary, understand grammar and sentence structure, and improve reading comprehension skills. In addition, reading can also expose learners to authentic language and cultural knowledge.

Reading plays an important role in our education, work, leisure and social life. Reading is the most important of the four language skills because it can improve overall language skills. Therefore, it is important to develop students' reading readiness. Moreover, the main goal of the reader is to understand the reading content, so the reader should not only read, but also know the reading content contained in the text. In addition, understanding how students read means that they can understand what they are reading, and students often use basic knowledge, vocabulary, and knowledge of grammar, experience with different texts, and more. texts and strategies to help them understand the text. The process of learning to read is a complex process and involves the interaction between internal (such as cognitive, affective and innate) and external (such as learning environment, learning methods and social factors).

Reading ability is the ability to read and understand texts in a particular language. In this case, being able to read in English is one of the most important things a person who wants to learn English must have. In schools, English reading is often part of the English learning program, It is an important part of assessing a student's English proficiency. Therefore, it is important for teachers and educators to provide effective learning activities and materials to improve students' reading comprehension reading ability is the result of the interaction between internal and external factors. (Evelyn S. Field. 2010). Internal factors that affect the process of learning to read include cognitive abilities such as perception, information processing, attention, and memory. Influential

competencies such as motivation and interest also play an important role in learning to read. Innate abilities such as pronunciation and intellectual abilities can also influence the process of learning to read. While external factors affect the process of learning to read including the learning environment, learning methods, and social factors. A supportive and fun learning environment can help in learning to read. Effective learning methods such as problem-based learning, cooperative learning, and project-based learning can help in the process of learning to read. Social factors such as parental and teacher support can also influence the process of learning to read.

b. The function of reading

Reading is an important skill that must be mastered by everyone, especially in the context of learning English. The function of learning to read is very important in the process of teaching and learning.

1) provide an understanding of the reading material.

Baker and Boonkit (2004) and Alderson and Urquhart (1984) explain that through learning to read, students will be able to understand the contents of the reading material provided, including topics, objectives, structures, and ideas conveyed by the author. In learning to read, students are also taught to develop the ability to critically analyze and evaluate texts, so that it can help them to develop a deeper understanding of the topics discussed in the reading material. This function is important because a good understanding of reading material can help students broaden their horizons and knowledge about various topics.

2) Improve critical thinking skills

(Huang, 2013; Koshy, 2012) explain that When students read, they are exposed to different information and ideas, which requires critical thinking to develop a good and precise understanding of the text. By being involved in the reading process, students can practice their ability to question the information provided, evaluate the arguments presented, and make conclusions based on facts. In the long run, these critical thinking skills can help students solve problems, make decisions, and become more independent in their thinking.

3) Understanding and analyzing texts

Reading learning also serves to improve students' English skills. In understanding and analyzing English texts, students need to use language skills such as vocabulary, grammar, and reading skills. In the process of reading, students will be trained in identifying new words and learning how to use them in certain contexts. Thus, learning to read can improve students' English skills as a whole. This is supported by Yusuf and Amin's research (2014) which shows that learning to read can improve students' English skills at the junior high school.

4) improving the ability to communicate effectively in English

learning reading serves to improve the ability to communicate effectively in English. In the process of reading, students not only gain an understanding of the content of the text, but also acquire knowledge of grammar, vocabulary and sentence structure in English. This helps students expand their vocabulary and improve their ability to speak, write, and understand English in general. In addition, by studying different types of texts such as articles, stories, and reports, students will become familiar with

different styles of language and different uses of language, so that they will be better able to communicate effectively in different situations and with different types of audiences. (Grabe, 2009; Richards, 2002).

5) improve problem solving skills

According to Huang (2013), This happens because in the process of reading, the reader is faced with various problems or difficulties that must be overcome to understand the text being read. In an effort to solve these problems, readers need to apply analytical and synthetic skills, compare and evaluate information, and draw conclusions or make predictions based on available information. By continuing to practice these skills, readers will become more skilled at solving problems and able to apply these skills in various aspects of life.

2. The concept of small group discussion

a. Definition of small group discussion

Small group discussion refers to an instructional strategy that involves a small number of students engaging in a conversation or dialogue on a specific topic or issue. The group is typically led by a facilitator, who helps to guide the discussion and keep it focused. The goal of small group discussion is to promote active learning, critical thinking, and collaboration among students, and to provide them with an opportunity to share their ideas, perspectives, and experiences with others in a supportive and respectful environment.

Small group discussion is a teaching method in which a small group of students come together to discuss a particular topic or concept. Typically, a teacher or facilitator

provides a prompt or question related to the material, and students then take turns sharing their thoughts and ideas with the group. This method can be used in a variety of subjects, including language arts, social studies, science, and more. In this section, we will explore the benefits and key features of small group discussions in more detail. The small group discussions allow for increased participation from students. In a traditional classroom setting, some students may feel uncomfortable speaking up or may be drowned out by more vocal students. However, in a small group discussion, all students have the opportunity to contribute and are more likely to be heard. This can lead to more diverse perspectives and ideas being shared and a deeper understanding of the material.

Small group discussions encourage active learning. When students are actively engaged in the learning process, they are more likely to retain information and make connections between different concepts. In small group discussions, students are encouraged to ask questions, share their own ideas, and listen to their peers, which promotes critical thinking and analysis. Small group discussions also help students develop important communication skills. By reading, allow students to interact with the text and with each other, which can help them better understand and comprehend what they are reading. When students are able to discuss the text in a group, they can clarify their own understanding of the material and gain new perspectives on the content.

Small group discussions can help students develop critical thinking skills by encouraging them to analyze and evaluate the text they are reading. By asking and answering questions and engaging in dialogue with their peers, students can deepen their understanding of the material and develop higher-level thinking skill also expose students to new vocabulary words and provide them with an opportunity to use and practice these words in context. When students encounter new words in the text, they can discuss their meanings and explore their usage in the context of the reading

material. Small group discussions provide students with an opportunity to practice their social skills by engaging in dialogue with their peers. By learning to listen actively, express their ideas clearly, and engage in respectful dialogue with others, students can develop important social skills that will serve them well in all areas of life.

Small group discussions have numerous benefits for students, particularly in their reading abilities. One of the significant benefits is that it can boost students' confidence in their own reading abilities by providing them with an opportunity to engage with the text and share their ideas with their peers. When students are given the opportunity to discuss what they have read with others, it helps them to solidify their understanding of the text and develop their own perspectives on the content. Furthermore, small group discussions can help students feel more confident in their own reading and critical thinking skills. In a supportive and non-judgmental environment, students can share their thoughts and ideas, which can encourage them to explore the text more deeply. As they engage with the text, they can practice important reading comprehension skills such as summarizing, analyzing, and interpreting information.

Small group discussions also encourage students to work together to solve problems and achieve common goals. By working collaboratively in a small group, students can develop important teamwork skills, such as communication, cooperation, and problem-solving. These skills are essential in both academic and professional settings and can help students succeed in various areas of their lives. Additionally, small group discussions allow for greater participation and engagement among students. In a traditional classroom setting, some students may be hesitant to share their ideas or ask questions. However, in a small group, students can feel more comfortable expressing their thoughts, ideas, and concerns, and this can lead to a more inclusive and interactive learning environment.

Moreover, small group discussions can be tailored to the needs of individual students. Teachers can create groups based on similar reading levels or learning styles, ensuring that each student is challenged appropriately and can participate fully in the discussion. This personalized approach to learning can help students develop a deeper understanding of the text and improve their reading abilities. In conclusion, small group discussions are a highly effective teaching strategy for enhancing students' reading abilities. Through collaboration, engagement, and personalized learning, small group discussions can help students develop important skills such as critical thinking, communication, and problem-solving, all of which are essential for success in school and beyond.

b. The purpose of small group discussion

In detail there are the purpose of using small group discussion method in learning.

- 1) Small group discussions provide a safe and supportive environment for students to express their ideas and opinions, which can promote a sense of belonging and increase motivation to participate in class.
- 2) By working in small groups, students can receive personalized feedback from their peers and the teacher, which can help them to identify areas of strength and weakness in their understanding of the material.
- 3) The small group discussion method can help students to develop their problem-solving skills by providing opportunities to identify and analyze complex problems, brainstorm solutions, and evaluate the effectiveness of different strategies.

- 4) Through small group discussions, students can learn to appreciate and respect diverse perspectives and cultures, which can enhance their global awareness and intercultural competence.
- 5) The small group discussion method can be adapted to different learning styles and abilities, allowing students to learn at their own pace and participate in a way that is comfortable and effective for them.
- 6) Small group discussions can promote active and engaged learning, as students are encouraged to ask questions, challenge assumptions, and seek out new knowledge and understanding. This can help to foster a lifelong love of learning and a passion for discovery.

3. ICT in Teaching

ICT, or Information and Communication Technology, is a term that refers to the utilization of digital technology to enhance the teaching and learning experience. This includes devices such as computers, software, digital cameras, smartphones, and access to the Internet. The primary goal of incorporating ICT in teaching is to create a more engaging, interactive, and effective learning environment for students. The ICT also can teachers develop interactive teaching strategies, create multimedia presentations, and provide online resources to supplement traditional classroom learning. By using ICT tools, the teacher can also directly communicate in real-time with students remotely, providing feedback and assistance anytime, from any location. As we live in a digital age, it is becoming more essential for students to possess digital skills to succeed in life, making the use of ICT in teaching increasingly important.

One benefit of using ICT in teaching is that it can make learning more interactive and collaborative for students. This means that learners can use ICT tools to access

information from different sources, create engaging presentations, and develop critical thinking skills to solve real-world problems effectively. Moreover, it can cater to a variety of learning styles, allowing each student to maximize their potential. ICT in teaching can also help teachers become more efficient and effective in managing their teaching responsibilities, including preparing lessons, giving tests, and providing student feedback. By providing online learning experiences, teachers can even reach students on a global scale, making quality education accessible to anyone with an Internet connection.

Teaching using information and communication technology or commonly known as ICT has become an integral part of the world of education. Something ICT-based makes it easy for its users to find and get something more innovative and creative. Information and Communication Technology (ICT) is defined by in Oxford dictionary as the study or use of electronic equipment, especially computers to store, analyze and distribute any information, including words, numbers, and images. So, information and communication technology contain a broad understanding of all activities related to the process, management, and transfer of information between one media to another using internet access (Sariakin, 2016).

Now ICT-based writing teaching is more interesting than teaching in the conventional way, this is due to technological advances that cannot be doubted. ICT has its advantages in terms of effectiveness and flexibility. Many exciting and more sophisticated applications in the world of writing teaching are in offer in the world of education.

a. Principles of ICT-Based Learning

ICT-based learning certainly has a general principle or truth that is used as a guideline for thinking and acting. The following principles of ICT-based learning include (Male & Antuke, 2019):

b. Effective and Efficient

ICT-based learning is more time-saving and easy to reach in gaining new knowledge.

c. Optimal

Learning using ICT makes lessons more valuable than without using them.

Valuable in the sense that learning is more current, up-to-date and certainly has a wide scope.

d. Interesting

Interesting in the sense that learning in class was being more interesting and provoke the activeness of students in the learning process.

e. Stimulate the creative power of student thinking

The means that learners was taught harder in making something innovative and creative. So, they get pluses and more science.

4. ICT in Teaching Reading: Readable Application

1) What is Readable application?

Readable is a digital learning application developed by Playlingo Ltd, a UK-based company, aimed at enhancing English reading skills through interactive features. The application provides level-adjusted reading materials (ranging from A1 to B2), integrated dictionaries, and audio support to assist with pronunciation and

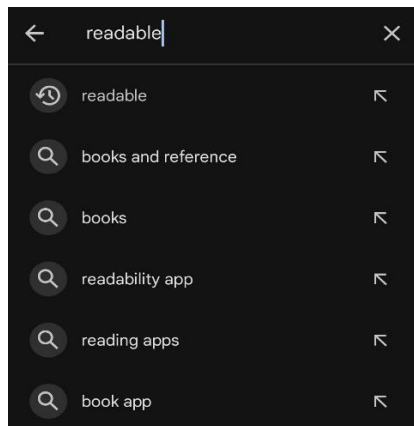
comprehension, which is essential for maintaining engagement and motivation. Moreover, Readable is developed by language experts who have collaborated with reputable institutions such as the BBC, the British Council, and Cambridge University Press, ensuring its educational quality and relevance.

Another significant advantage of Readable is its vocabulary builder feature, which helps students acquire new words effectively without relying on external translation tools like Google Translate. This feature enhances comprehension by allowing learners to engage directly with the text. With its adaptive and personalized approach, Readable promotes independent learning and offers a meaningful and enjoyable reading experience. Related studies show that using materials aligned with students' preferences can significantly improve motivation and reading outcomes. Therefore, Readable serves as an effective tool to support students' reading development and help them achieve academic goals in English language learning.

2) How to install Readable Application

To install and use the Readable application from the Play Store, follow these steps:

1. Open the Google Play Store: Locate the Play Store icon on your Android device and tap it to open the app.
2. Search for Readable:



- Tap the search bar at the top of the screen.

- Type in "Readable" and press the search icon or hit Enter.

3. Select the App:

- Find the Readable app in the search results and tap on it to view its details.

4. Install the App:

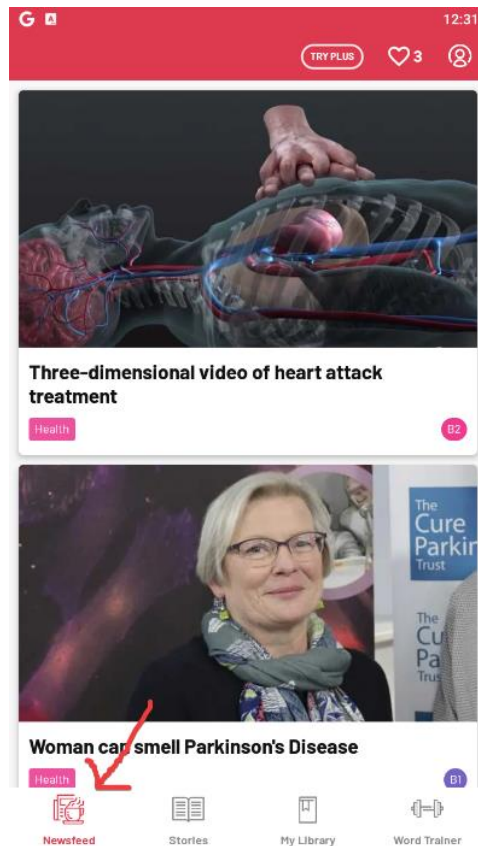
- Tap the "Install" button. The app will begin downloading and installing on your device.

5. Wait for Installation:

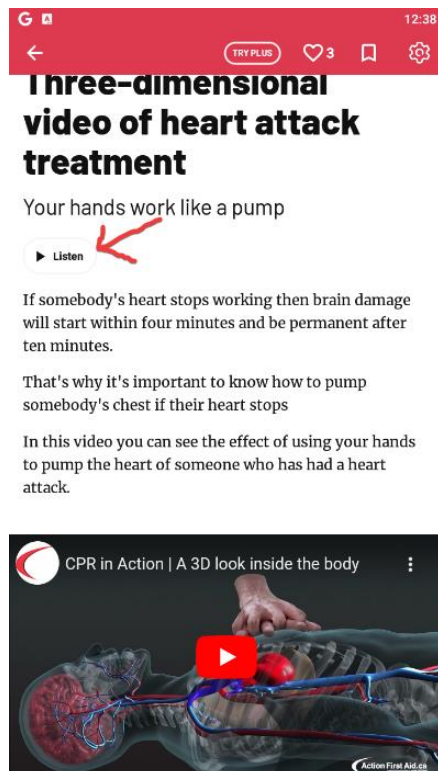
- Wait for the installation process to complete. Once it's done, you'll see an "Open" button.

3) How to use Readable Application

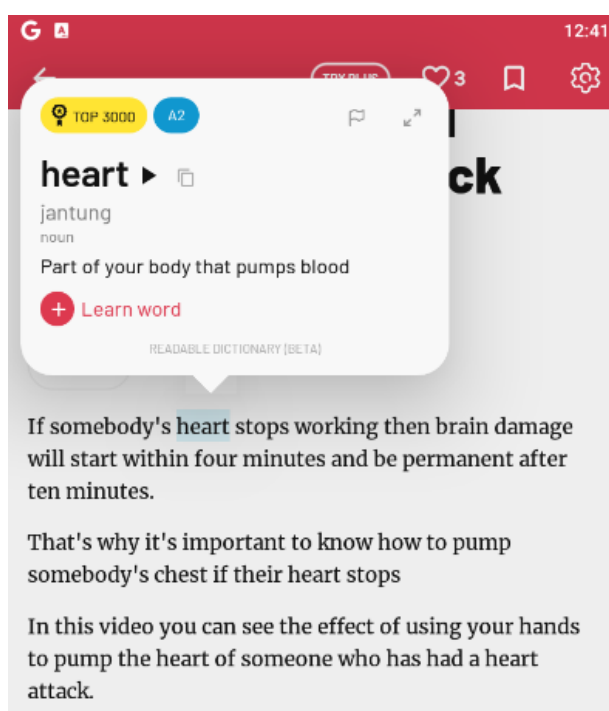
1. Click the Newsfeed tab on the panel below to view available news, or click the Stories tab to view available stories.



2. Click the content (the image or the title) to open the content.
3. Click the **Listen** button to listen to the reading aloud of the text you have opened.



4. Click any word to see its definition.



C. Research Hypothesis

1. Null Hypothesis (H₀): There was no improvement after the implementation of Readable Application with small group discussion method on the students' reading ability. This hypothesis suggests that any observed changes in students' reading comprehension skills before and after the treatment are due to random variation rather than the applied method.
2. Alternative Hypothesis (H_A): There was an improvement after the implementation of Readable Application with small group discussion method on the students' reading ability. This hypothesis suggests that the use of technology-assisted reading (Readable Application) combined with collaborative learning (Small Group Discussion) positively influences students' reading comprehension.

CHAPTER III

RESEARCH METHODOLOGY

A. Research design

In this research, the study employed a quantitative method with a pre-experimental design with pre-test and post-test measurements to evaluate the effectiveness of the Readable application through small group discussions method in improving students' reading skills.

PRE TEST	TREATMENT	POST TEST
Y1	X	Y2

Desain 2 kelompok tunggal dengan pre test treatment dan post test.

Explanation :

Y1 : Pre-Test

Y2 : Post-Test

X : Treatment for the experimental class

The treatment in this study was conducted in four sessions to enhance students' reading comprehension using the Readable Application in Small Group Discussion. Session 1 involved a pre-test and an introduction to digital learning tools. Session 2 focused on independent reading and group discussions using digital features. Session 3 aimed to develop critical thinking, text analysis, and collaboration skills. Finally, Session 4 evaluated the treatment's effectiveness through a post-test, student reflections, and feedback analysis.

B. Research Variable

There are two kinds of variables through this study , which is the independent variable and the dependent variable.

1. Independent Variable (X): The use of Readable application with small group discussion method.
2. Dependent Variable (Y): The students' reading ability

C. Operational definition of variable

1. Readable application through small group discussion

The use of the Readable Application in small group discussions allows students to actively engage with reading texts, share their understanding, and develop critical and analytical thinking skills. This method also increases student participation in the learning process, making them more motivated to comprehend English texts.

2. Reading ability

Students' reading comprehension. Reading is a fundamental skill essential for English learning. Many students struggle with reading comprehension due to a lack of motivation and ineffective teaching methods. Therefore, this study is important in exploring the effectiveness of the Readable Application in improving students' reading comprehension through small group discussions. The findings of this research can provide valuable insights for teachers in developing more interactive and effective teaching methods.

3. Population and sample

This study was conducted in a junior high school located in an urban area. The school has a student population of about 200 and consists of students with different

backgrounds. The population is the second-grade students and the researcher took 1 classes of student's at of 8th grade student's at SMPN 4 Pare Pare .

D. Instrument of the Research

In this study, In this study, the Reading Test was used as the primary instrument, administered before and after the treatment in the experimental group. The pre-test was conducted to assess students' initial reading ability before the implementation of the Readable Application with Small Group Discussion. Afterward, the experimental group received treatment using this method to enhance their reading comprehension. The post-test was then administered to evaluate any improvements in students' reading ability.

The test results were analyzed by trained assessors to determine the effectiveness of the intervention. By comparing pre-test and post-test scores, this study aimed to measure whether the applied method significantly improved students' reading comprehension. The findings provide insights into the impact of technology-enhanced learning and collaborative discussions on reading skills. These results can serve as a reference for future research and teaching strategies.

E. The Procedure of Collecting Data

1) Pre-test

The pre-test aims to find out the prior knowledge of the students before starting the material by reading test. In this section students were asked to read the reading materials that are relevant to the topic to be taught and answer some questions related to the content of the reading material in writing

2) Post-test

The post-test is used to evaluate the effectiveness of the Readable application through small group discussions in improving students' reading skills that have been given

the treatment. The results of this post-test are then compared with the results of the pre-test to find out how much change in students' reading ability after being given treatment with the Readable application through small group discussions.

F. Treatment

- a. the researcher selected and adjusted reading materials from the Readable application according to the students' proficiency levels.
- b. Students were divided into small groups of 3-5 members to facilitate more effective discussions.
- c. The researcher explained the objectives and benefits of using the Readable application and how the small group discussion method would be implemented.
- d. Students selected a text from the Readable application as determined by the researcher.
- e. Each group read the text independently using Readable features such as audio texts, word definitions, and key highlights.
- f. After reading, students discussed the content in their small groups, analyzing the characters, themes, and meaning of the text.
- g. Students were given more complex comprehension questions to analyze the text in greater depth.
- h. Each group summarized their reading and presented the discussion results to the class.
- i. Other groups were given the opportunity to ask questions and provide feedback.
- j. The researcher provided feedback on students' discussion outcomes and comprehension.

G. The technique of data analysis

In data analysis, the researcher used the help of IBM SPSS 25 Version

1. Data Collection

The data was collected using reading test. The reading test was based on the following rubric assessment. The reading test is created based on the following reading rubric (Setiyadi et. al., 2020):

Aspect	Criteria
Identifying the intrinsic element of the story	Students can identify the intrinsic elements of the story completely and precisely.
	Students can only identify two or one intrinsic element of the story correctly.
	Students cannot identify the intrinsic elements of the story correctly.
Analyzing the message of the story	Students can analyze the message based on the contents of the story.

	Students can analyze the message, but not based on the contents of the story.
	Students cannot analyze the message based on the contents of the story.
Responding to the story	Students can respond to the contents of the story logically in accordance with the contents of the story.
	Students can respond to the contents of the story logically, but not in accordance with the contents of the story.
	Students cannot respond to the contents of the story logically in accordance with the contents of the story.

Table. 3.1 Reading Rubric

2. Scoring the students' correct answer pre-test and post-test

$$Score = \frac{\text{students' correct answers}}{\text{maximum score}} \times 100$$

(Depdiknas, 2006)

3. Classifying the score of the students' using the following scale

No.	predicate	score
1.	Very good (A)	86-100
2.	good (B)	71-85
3.	fair (C)	56-70
4.	poor (D)	≤ 55

Table. 3.2 Students Classification Score

4. The mean score of the student's achievement

To get the mean score of the students achievement, the researcher used formula as follows:

$$\bar{X} = \frac{\sum X}{N}$$

Explanation :

$\bar{X}$ = Average score

$\sum X$ = Total line score

N = Number of students (Mills & Gay, 2006)

5. Determining Standard Deviation

To get standar deviation, the researcher used formula as follows:

$$SD = \sqrt{\frac{SS}{N-1}}$$

$$ss = \sum X^2 - \left(\frac{\sum X}{N}\right)^2$$

Explanation:

SD = The standard deviation

ss = Sum of square

$\sum X^2$ = The sum all square

$(\sum X)^2$ = The sum square of the sum of score

N = The number of subject

(Mills and Gay, 2006)

6. Statistical Hypothesis

To test the hypothesis, the researcher chose a one-tail hypothesis with $\alpha = 0.05$ and continued statistical calculations (Angelini, 2018). While the criteria for accepting or rejecting the hypothesis are as follows:

1. H_1 accepted if Sig. $< \alpha = 0.05$ or t-test value $>$ t-table value
2. H_0 accepted if Sig. $> \alpha = 0.05$ or t-test value $<$ t-table value

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher will present the research results obtained from the application of the Readable application through the small group discussion method to improve students' reading skills. The results presented include data analysis taken from the pre-test and post-test conducted before and after treatment. In addition, this chapter will also review the findings relevant to the research objectives as well as the implications of the results obtained. The data analysis process was conducted with the help of IBM SPSS 25 software, which facilitates data processing and interpretation. It is hoped that the results of this study can provide a clear picture of the effectiveness of the method applied in improving students' reading skills.

A. Finding

The result of reading test In class VII student of SMPN 4 Pare-Pare for the 2024/2025 school years, the research were found interesting results. The analytical data obtained from the study showed a significant improvement in students' reading comprehension after using the Readable application. The pre-test conducted before the treatment aims to evaluate students' reading skills before being introduced to the media and the treatment given. While the post-test conducted after treatment provides an overview of changes or improvements in students' reading comprehension.

The results showed that the use of the Readable application made a positive contribution to students' reading comprehension. The improvement can be seen from the comparison of pre-test and post-test results which show significant changes.

Thus, this study provides important insights regarding the effectiveness of using the Readable application in improving students' reading skills.

1. Student's reading ability

a. Student Score Classification Table (Pre-Test)

No	Clasifikasi	Predicate	Score Pre-Test	number of student	Percentage (%)
1	Very Good	A	86-100	8	33
2	Good	B	71-85	8	33
3	Fair	C	56-70	5	21
4	Poor	D	< 55	3	12
	Total			24	100

The table shows the pre-test results of 24 students of class VII SMPN 4 Pare-Pare who have not been introduced to the media and treatment using the Readable application in improving reading skills. From these results, it can be seen that 8 students (33.33%) are classified as very good, and 8 students (33.33%) are classified as good. There were 5 students (20.83%) in the fair classification and 3 students (12.50%) in the poor classification.

Although a significant number of students were classified as very good and good, this result indicates that there are still students who require further enhancement in their reading skills. The average score obtained suggests that while some students demonstrate strong reading abilities, overall improvement is necessary. This highlights the potential for further development through the use of appropriate media and effective treatment in reading instruction. Thus, this study provides a strong basis for applying more interactive and engaging methods to improve students' reading skills.

b. Student Score Classification Table (Post-Test)

No	Clasifikasi	Predicate	Score Post-Test	Number of student	Percentage (%)
1	Very Good	A	86-100	10	41
2	Good	B	71-85	8	33
3	Fair	C	56-70	5	20
4	Poor	D	< 55	1	4
	Total			24	100

The table shows the post-test results of 24 students of class VII SMPN 4 Pare-Pare who were introduced to the media and treatment using the Readable application to improve their reading skills. From these results, it can be seen that 10 students (41.67%) are classified as very good, 8 students (33.33%) are classified as good, 5 students (20.83%) are classified as fair, and only 1 student (4.17%) is in the poor classification.

These results show that the use of Readable application has a positive impact on students' reading skills. The increase in the number of students classified as excellent and good indicates that the method successfully improved students' overall reading comprehension and ability.

2. The mean score and standard deviation of students in pre-test and post-test

rata-rata	Description	pre-test	post- test
	Mean	67.50	80.00

(Mean Score):

deviasi

Description	Pre-test	Post-test
Standart deviation	26.66	18.95

Standar (Standard Deviation):

The average score result for the pre-test is (67.50) and the average post-test score is (80.00). Then, the standard deviation of the pre-test is (26.66) and the standard deviation for the post-test is (18.95). This means that the post-test result is significantly better than the pre-test.

The researcher also observed the classification of student scores. In In the pre-test, 8 students (33%) were successfully classified as “Very Good”, 8 students (33%) as “Good”, 5 students (21%) as “Fair”, and 3 students (12%) as “Deficient”. Based on these data, it can be seen that most students are in the “Very Good” and “Good” categories. In the post-test results, there was a significant increase in student achievement. Out of 24 students, 10 students (41%) are now in the “Very Good” classification, 8 students (33%) as “Good”, 5 students (20%) as “Fair”, and only 1 student (4%) is in the “Poor” classification. This shows that the use of Readable application has a positive impact on students' reading ability.

Based on these results, it can be concluded that students' reading ability improved after using the Readable app, and there were positive variations in achievement among the different classification groups.

3. Hypothesis Testing

Hypothesis testing was conducted to evaluate the effectiveness of the Readable application in improving the reading ability of students in class VII at SMPN 4 Pare-Pare. The primary aim of this study was to determine whether the

implementation of the Readable application, combined with small group discussions, would lead to a significant enhancement in students' reading comprehension skills.

Statistical Analysis: The following table summarizes the results of the statistical analysis of the t-test scores for the pre-test and post-test:

Results of Statistical Analysis of Students' Reading Achievement

Types of Test	Level of Significance	T-test Value	T-table Value
Pre-test and Post-test	0.05	13.58	1.710

The analysis revealed that the t-test value (13.58) was significantly higher than the T-table value (1.710) at the 0.05 level of significance. This outcome indicates that the Null Hypothesis (H₀) can be rejected, while the Alternative Hypothesis (H₁) is accepted. based on the findings, it can be concluded that there was a significant improvement in the reading skills of students after the implementation of the Readable application. The results suggest that the Readable application, when used in conjunction with small group discussions, effectively enhances students' reading comprehension abilities.

The researcher emphasizes that the positive impact observed in the post-test scores demonstrates the potential of the Readable application as a valuable educational tool for improving reading skills among students. This study

provides a strong foundation for further research and the application of interactive and engaging methods in reading instruction.

B. Discussion

In this study, the author applied the Readable application through small group discussions to improve the reading ability of grade VII students at SMPN 4 Pare-Pare. The research aimed to collect data through pre-tests and post-tests, as well as to analyze students' reading comprehension before and after the treatment. The study was conducted over several meetings, including two test sessions (pre-test and post-test) and multiple treatment sessions utilizing the Readable application.

At the beginning of the study, a pre-test was administered to assess students' reading abilities prior to the treatment. This was followed by the implementation of the Readable application in small group discussions, where students engaged with reading materials designed to enhance their comprehension skills. The Readable application serves as an interactive tool that aids students in understanding texts more effectively, making it a valuable resource in the learning process.

During the treatment phase, students participated in several sessions where they used the Readable application to read and discuss various texts in small groups. This collaborative approach not only fostered a deeper understanding of the reading materials but also encouraged students to share their insights and perspectives with their peers. The interactive nature of the application, combined with group discussions, created a dynamic learning environment that motivated students to engage actively in their reading tasks.

After the treatment, a post-test was conducted to evaluate the improvements in students' reading skills. The results indicated a significant enhancement in reading comprehension, as evidenced by the comparison of pre-test and post-test scores. The data analysis revealed that the use of the Readable application positively impacted students' reading abilities, confirming the effectiveness of the method employed in this study.

The findings align with previous research that emphasizes the benefits of using technology in education. For instance, studies have shown that interactive learning tools can lead to increased student engagement and improved academic performance. The positive results from this study suggest that integrating technology, such as the Readable application, into reading instruction can effectively enhance students' comprehension skills.

1. Student's reading ability

Reading is a fundamental skill that enables individuals to comprehend and interpret written texts, serving as a crucial means of communication and knowledge acquisition. It is essential for students to develop strong reading abilities to succeed academically and in everyday life (Smith, 2020). In this study, the focus is on the effectiveness of the Readable application combined with small group discussions in enhancing students' reading comprehension skills.

The research aimed to address two primary questions: first, whether the Readable application could improve students' reading abilities, and second, how the small group discussion method facilitated this improvement. To assess students' reading skills, the researcher conducted pre-tests and post-tests. During the pre-test, students were asked to read a passage and answer

comprehension questions within a set time frame. This initial assessment provided a baseline for evaluating their reading abilities before the intervention.

During the treatment phase, students engaged with the Readable application, which offers interactive reading materials and comprehension exercises. The use of technology in education has been shown to increase student engagement and motivation (Johnson, 2021). The Readable application not only provides access to diverse reading materials but also allows for personalized learning experiences, catering to individual student needs. This aligns with the findings of previous studies, such as those by Rahman (2019), which highlight the positive impact of technology on student learning outcomes.

After the treatment, a post-test was administered to evaluate the changes in students' reading comprehension. The post-test mirrored the pre-test in structure but included different reading passages. The results indicated a significant improvement in students' reading abilities, demonstrating the effectiveness of the Readable application in enhancing comprehension skills. This finding is consistent with research by Anggraeni and Yustina (2020), which reported that small group discussions significantly improved students' reading comprehension by fostering collaborative learning and peer interaction.

Furthermore, the data analysis revealed that students who participated in small group discussions showed higher levels of engagement and participation during the reading activities. This collaborative approach not only facilitated deeper understanding of the texts but also encouraged students to articulate their thoughts and insights, thereby reinforcing their learning. As noted by Prasetyo

(2020), collaborative learning environments can enhance critical thinking and comprehension skills among students.

In conclusion, the findings of this study suggest that the integration of the Readable application with small group discussions effectively improves students' reading abilities. The positive outcomes from the pre-test and post-test assessments underscore the importance of utilizing technology and collaborative learning strategies in the classroom to foster better reading comprehension skills among students.

2. Students' Responses

After the implementation of the Readable application through small group discussions, students demonstrated noticeable improvements in their reading abilities, as evidenced by the results of the pre-test and post-test assessments. The data indicated a significant increase in students' reading comprehension scores, suggesting that the combination of the Readable application and collaborative discussions effectively enhanced their understanding of the material.

Students reported that the Readable application provided them with a variety of engaging reading materials that were tailored to their proficiency levels. They found the interactive features of the application, such as vocabulary support and comprehension checks, to be particularly helpful in facilitating their learning. This aligns with the findings of Anggraeni and Yustina (2020), which highlight the effectiveness of using technology to improve reading comprehension.

Moreover, the small group discussions allowed students to actively engage with the texts and share their insights with peers. Many students expressed that discussing the readings in small groups helped them clarify their thoughts and deepen their understanding of the content. This collaborative approach not only improved their comprehension but also encouraged them to take an active role in their learning process.

Additionally, students noted that the combination of the Readable application and small group discussions made the learning experience more enjoyable and less intimidating. They felt more motivated to participate in reading activities, as the interactive nature of the application and the supportive environment of group discussions fostered a sense of confidence in their reading abilities. This reflects the positive impact of using engaging and interactive methods in the classroom, as supported by previous research.

In conclusion, the implementation of the Readable application through small group discussions significantly contributed to improving students' reading abilities. The positive responses from students indicate that these methods not only enhanced their comprehension skills but also fostered a more engaging and collaborative learning environment.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusions drawn from the research data and offers suggestions for future implementation to enhance further research.

A. Conclusion

After conducting the Pre-Experimental research on the use of the Readable application through small group discussions to improve students' reading ability at SMPN 4 Pare-Pare, the following conclusions can be drawn:

1. Students' Reading Ability

The implementation of the Readable application has shown both advantages and disadvantages. The application facilitates students in enhancing their reading skills by providing interactive content and promoting collaborative learning through discussions. However, some challenges were noted, such as the need for a stable internet connection and potential limitations in the application's features.

The results from the pre-test indicated that students' reading abilities were predominantly classified as poor and fair. Following the treatment, which involved four sessions utilizing the Readable application, the post-test results revealed a significant improvement, with students achieving classifications of good and fair. This improvement is evidenced by the percentage scores from both tests.

Thus, it can be concluded that the Readable application effectively enhances students' reading abilities, as demonstrated by the positive changes in post-test results. The hypothesis testing confirmed that the t-test value exceeded the t-table value, leading to the rejection of the Null hypothesis (H_0) and acceptance of the

Alternative hypothesis (H1). Therefore, it is concluded that the Readable application can significantly improve students' reading skills at SMPN 4 Pare-Pare.

2. Students' Responses

Feedback from students indicated a positive reception towards the use of the Readable application in their reading activities. Many students expressed strong agreement regarding the application's effectiveness in aiding their understanding of reading materials and enhancing their collaborative skills during discussions. This suggests that the Readable application is a valuable tool for improving students' reading abilities.

B. Suggestion

Based on the conclusions drawn, the following suggestions are offered:

1. For English Teachers

Teachers are encouraged to adopt innovative teaching methods by integrating technology and media into their lessons. Utilizing the Readable application can enhance the learning experience and improve students' reading skills through interactive and engaging activities.

2. For Students

Students are advised to actively participate in the learning process to better grasp the material presented. Engaging with applications like Readable can foster a deeper understanding of reading and improve overall literacy skills. It is also recommended that students continue to explore various reading resources to further enhance their skills.

3. For Future Researchers

Future researchers are encouraged to consider using applications that do not require internet access or premium features, ensuring broader accessibility for students. Additionally, exploring different methodologies and tools for reading improvement can provide valuable insights into effective teaching practices.

4. For the school

Schools play a crucial role in enhancing students' reading abilities by integrating technology and collaborative learning strategies. By adopting digital reading applications and interactive learning methods, schools can create a more engaging and effective learning environment. These innovations will not only enhance students' reading abilities but also prepare them with the critical thinking and collaborative skills necessary for future academic success.

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(TERJEMAHAN)

BAB I

PENDAHULUAN

A. Latar Belakang

Membaca dalam bahasa Inggris merupakan keterampilan dasar yang memainkan peran penting dalam mendukung keberhasilan akademik dan pengembangan pribadi siswa. Kemampuan untuk berkomunikasi dan bekerja secara efektif dalam bahasa Inggris semakin menjadi kebutuhan penting bagi para pelajar. Dalam berbagai bidang seperti pendidikan, penelitian, bisnis, dan teknologi, bahasa Inggris berfungsi sebagai bahasa global yang memungkinkan individu dari latar belakang yang beragam untuk terhubung dan berkolaborasi. Menyadari hal ini, pemerintah Indonesia telah mengintegrasikan pendidikan bahasa Inggris ke dalam kurikulum nasional guna meningkatkan kemahiran siswa sejak usia dini. Namun, meskipun upaya tersebut telah dilakukan, banyak siswa yang masih mengalami kesulitan dalam membaca teks berbahasa Inggris.

Berdasarkan observasi selama pelaksanaan program Pengenalan Lapangan Persekolahan (PLP), ditemukan bahwa sebagian besar siswa menghadapi kesulitan dalam memahami struktur teks, memiliki keterbatasan kosakata, dan mengalami kesulitan dalam menarik kesimpulan dari bahan bacaan. Selain itu, motivasi belajar yang rendah, keterpaparan yang terbatas terhadap teks bahasa Inggris, serta penggunaan metode pengajaran yang kurang interaktif memperburuk kondisi tersebut. Pendekatan tradisional dalam pembelajaran membaca sering kali gagal melibatkan siswa secara aktif, yang pada akhirnya menyebabkan pembelajaran menjadi pasif dan pemahaman yang kurang maksimal. Oleh karena itu, penting untuk mengeksplorasi strategi pengajaran alternatif yang dapat meningkatkan kemampuan membaca siswa serta menciptakan lingkungan belajar yang lebih interaktif.

Salah satu metode yang efektif adalah diskusi kelompok kecil, yang mendorong interaksi antar teman sebaya, berpikir kritis, dan kolaborasi. Menurut Cao (2019), metode ini memungkinkan siswa untuk terlibat dalam percakapan yang bermakna, saling bertukar pandangan, dan membangun pemahaman yang lebih dalam terhadap teks bacaan. Di saat yang sama, integrasi alat digital dalam pembelajaran membaca, seperti aplikasi Readable, menyediakan fitur interaktif seperti bantuan kosakata, pembacaan berbantuan audio, dan materi bacaan yang disesuaikan dengan kemampuan siswa. Inovasi-inovasi ini membantu menciptakan lingkungan belajar yang menarik serta mendukung pembelajaran yang dipersonalisasi. Kombinasi antara diskusi kelompok kecil dan penggunaan aplikasi Readable menawarkan solusi yang menjanjikan untuk meningkatkan motivasi dan pemahaman siswa.

Meskipun beberapa penelitian sebelumnya telah menunjukkan bahwa diskusi kelompok kecil efektif dalam meningkatkan pemahaman membaca siswa, sebagian besar penelitian tersebut menerapkan metode ini secara terpisah tanpa mengintegrasikan teknologi digital. Demikian pula, penggunaan aplikasi berbasis digital seperti Readable jarang dikombinasikan dengan pendekatan kolaboratif seperti diskusi kelompok kecil, khususnya dalam konteks pembelajaran bahasa Inggris di tingkat sekolah menengah pertama di Indonesia.

Oleh karena itu, penelitian ini bertujuan untuk mengisi kesenjangan tersebut dengan mengintegrasikan aplikasi Readable ke dalam metode diskusi kelompok kecil, guna menciptakan pengalaman membaca yang lebih interaktif, kolaboratif, dan berbasis teknologi. Kebaruan dari penelitian ini terletak pada kombinasi antara alat pembelajaran digital dan strategi pembelajaran kolaboratif untuk meningkatkan pemahaman membaca—sebuah pendekatan yang belum banyak dijelajahi, khususnya melalui metode kuantitatif pre-eksperimental di tingkat SMP. Selain itu, penggunaan Readable yang menyediakan konten adaptif dan terkini diharapkan dapat berkontribusi dalam pengembangan pembelajaran membaca yang lebih relevan dan menarik di era digital ini.

B. Rumusan Masalah

Berdasarkan latar belakang penelitian di atas, peneliti mengangkat topik penelitian:

"Apakah aplikasi Readable dengan metode diskusi kelompok kecil dapat meningkatkan kemampuan membaca siswa?"

C. Tujuan Penelitian

Tujuan penelitian ini adalah:

"Untuk mengetahui apakah aplikasi Readable dengan metode diskusi kelompok kecil dapat meningkatkan kemampuan membaca siswa."

D. Manfaat Penelitian

1. **Bagi Siswa:** Membantu siswa dalam memahami dan meningkatkan keterampilan membaca serta bekerja sama dalam bahasa Inggris melalui aplikasi Readable dengan metode diskusi kelompok kecil.
2. **Bagi Guru:** Sebagai referensi bagi guru dan pengembang kurikulum dalam menentukan metode pembelajaran membaca bahasa Inggris yang tepat.
3. **Bagi Peneliti Lanjutan:** Dapat menjadi bahan pertimbangan bagi peneliti selanjutnya dalam memilih metode pembelajaran membaca bahasa Inggris yang tepat dan efektif bagi siswa.

E. Ruang Lingkup Penelitian

1. **Berdasarkan Disiplin Ilmu:** Penelitian ini mencakup pembelajaran bahasa Inggris sebagai bahasa asing, khususnya dalam penggunaan aplikasi Readable dengan metode diskusi kelompok kecil.

2. **Berdasarkan Konten:** Penelitian ini mencakup aplikasi Readable, metode diskusi kelompok kecil, dan tes membaca.
3. **Berdasarkan Aktivitas:** Penelitian ini dilakukan dengan tahapan sebagai berikut:
pertama, peneliti membagikan pre-test pada pertemuan pertama, lalu memberikan perlakuan selama empat pertemuan, dan terakhir membagikan post-test pada pertemuan terakhir.

BAB II

PENDAHULUAN

A. Beberapa Temuan Penelitian yang Relevan

Penelitian oleh Anggraeni, I. dan Yustina, Y. (2020) Studi ini meneliti penerapan diskusi kelompok kecil dalam pembelajaran membaca untuk meningkatkan pemahaman membaca siswa. Hasil penelitian menunjukkan bahwa metode ini meningkatkan pemahaman membaca siswa dan memberikan kesempatan bagi mereka untuk berdiskusi serta berbagi pemahaman dengan anggota kelompok.

Penelitian oleh Ardiyanti, L., & Fitria, L. (2017) Penelitian ini bertujuan untuk menginvestigasi efektivitas diskusi kelompok kecil dalam meningkatkan pemahaman membaca siswa. Studi dilakukan pada 40 siswa SMA di Indonesia, yang dibagi menjadi kelompok eksperimen dan kontrol. Hasil penelitian menunjukkan bahwa diskusi kelompok kecil adalah strategi yang efektif dalam meningkatkan pemahaman membaca siswa, meningkatkan keterlibatan aktif mereka dalam proses pembelajaran, serta mendorong mereka untuk berpikir kritis.

Penelitian oleh Yim dan Warschauer (2017) Penelitian ini mengeksplorasi dampak diskusi kelompok kecil terhadap perkembangan keterampilan berpikir kritis siswa EFL (English as a Foreign Language). Studi ini dilakukan pada 76 siswa Korea yang belajar bahasa Inggris di universitas di Amerika Serikat. Hasilnya menunjukkan bahwa kelompok eksperimen yang mengikuti diskusi kelompok kecil mengalami peningkatan yang lebih besar dalam keterampilan berpikir kritis dibandingkan dengan kelompok kontrol.

Penelitian oleh Widaningsih, I.S., & Kurniawan, R. (2019) Penelitian ini meneliti efektivitas diskusi kelompok kecil dalam meningkatkan pemahaman

membaca siswa kelas 7 di SMP Negeri di Bantul, Indonesia. Hasil penelitian menunjukkan bahwa siswa yang belajar dengan metode diskusi kelompok kecil memiliki skor pemahaman membaca yang lebih tinggi dibandingkan kelompok kontrol.

Penelitian oleh Soojin Lee, Jihyun Nam, dan Jisook Jung (2021) Studi ini meneliti pengaruh strategi membaca kolaboratif berbantuan audio terhadap pemahaman membaca dan motivasi siswa EFL di Korea. Hasilnya menunjukkan bahwa kelompok eksperimen yang menggunakan strategi ini menunjukkan peningkatan signifikan dalam pemahaman membaca dibandingkan dengan kelompok kontrol.

Penelitian oleh Alqahtani, S. (2019) Studi ini merupakan tinjauan literatur tentang pengaruh penggunaan multimedia dalam pembelajaran kosakata siswa EFL. Hasilnya menunjukkan bahwa penggunaan multimedia dapat meningkatkan pemahaman kosakata siswa dan meningkatkan motivasi belajar mereka.

B. Beberapa ide yang berkaitan

1. Konsep membaca

a) Definisi Membaca

Membaca adalah proses kognitif kompleks yang melibatkan penguraian simbol-simbol tertulis untuk memperoleh makna dari mereka. Ini adalah proses membangun makna dari teks tertulis melalui interaksi antara pembaca dan teks. Membaca melibatkan beberapa keterampilan sub, termasuk kesadaran fonemik, kosa kata, dan

pemahaman. Membaca yang efektif memerlukan kemampuan untuk menguraikan kata dengan akurat dan efisien, memahami makna kata dan kalimat, membuat koneksi antara apa yang dibaca dengan pengetahuan sebelumnya, serta menarik kesimpulan dan membuat prediksi (Mason, J. M., 2004).

Menurut Anderson dan Pearson (1984), membaca adalah proses aktif yang memerlukan interaksi antara pembaca dan teks. Dalam proses ini, pembaca tidak hanya secara pasif membaca teks, tetapi juga melakukan berbagai aktivitas kognitif seperti membangun makna, menafsirkan, dan merekonstruksi informasi yang disampaikan oleh teks. Proses membaca juga memungkinkan pembaca untuk mengembangkan pengetahuan dan pemahaman tentang dunia, meningkatkan keterampilan komunikasi, serta memperkaya kosa kata mereka.

Menurut Adhini (2017), membaca adalah cara untuk memperoleh informasi karena siswa mendapatkan data dari konten dan dapat memperluas bahasa Inggris mereka secara implisit. Meskipun membaca merupakan salah satu pendekatan untuk membangun informasi dan mengulang bahasa, banyak siswa masih belum memahami konten dalam bahasa Inggris. Pada tahap ini, minat siswa dalam memahami teks yang dibaca dipengaruhi oleh metode pengajaran membaca. Selain itu, tujuan utama dari pembaca adalah memahami isi bacaan sehingga pembaca tidak hanya membaca, tetapi juga mengetahui isi bacaan yang terdapat dalam teks (Anwar et al., 2020).

Menurut Nuttal (1996), membaca adalah proses memahami bahasa tertulis dengan mengembangkan makna dari urutan kata-kata tertulis. Dalam proses ini, pembaca perlu membangun pemahaman menyeluruh tentang teks, sehingga memerlukan kemampuan untuk menghubungkan informasi yang disediakan dalam teks dan memahami hubungan antara satu informasi dengan informasi lainnya. Dengan demikian, pembaca dapat menciptakan makna lengkap dari teks yang sedang dibaca.

Berdasarkan beberapa definisi di atas, para peneliti menyatakan bahwa membaca adalah proses aktif yang melibatkan interaksi antara pembaca dan teks untuk membangun pemahaman dan pengetahuan dari informasi yang disampaikan oleh teks tertulis. Proses membaca melibatkan serangkaian aktivitas kognitif seperti mengidentifikasi kata, memahami kalimat, menghubungkan ide, membuat kesimpulan, dan merefleksikan pemahaman dari teks. Membaca juga dianggap sebagai proses konstruktif yang dipengaruhi oleh faktor-faktor seperti pengetahuan dan pengalaman pembaca serta tujuan membaca. Oleh karena itu, pembelajaran membaca harus dirancang dengan baik agar dapat memfasilitasi pembaca dalam membangun pemahaman yang mendalam dan memiliki aplikasi dalam kehidupan nyata.

b) Fungsi Membaca

Membaca adalah keterampilan penting yang harus dikuasai oleh setiap individu, terutama dalam konteks pembelajaran bahasa Inggris. Fungsi dari pembelajaran membaca sangat penting dalam proses pengajaran dan pembelajaran, antara lain:

1) Memberikan Pemahaman terhadap Materi Bacaan

Baker dan Boonkit (2004) serta Alderson dan Urquhart (1984) menjelaskan bahwa melalui pembelajaran membaca, siswa akan dapat memahami isi materi bacaan yang diberikan, termasuk topik, tujuan, struktur, dan ide-ide yang disampaikan oleh penulis. Dalam pembelajaran membaca, siswa juga diajarkan untuk mengembangkan kemampuan menganalisis dan mengevaluasi teks secara kritis, sehingga dapat membantu mereka untuk memahami lebih dalam topik yang dibahas dalam materi bacaan.

2) Meningkatkan Keterampilan Berpikir Kritis Huang (2013) dan Koshy (2012) menjelaskan bahwa ketika siswa membaca, mereka terpapar dengan berbagai informasi dan ide yang memerlukan pemikiran kritis untuk memahami teks

dengan baik. Dengan terlibat dalam proses membaca, siswa dapat melatih kemampuan mereka dalam mempertanyakan informasi yang diberikan, mengevaluasi argumen yang disajikan, dan menarik kesimpulan berdasarkan fakta.

- 3) **Memahami dan Menganalisis Teks** Pembelajaran membaca juga berfungsi untuk meningkatkan keterampilan bahasa Inggris siswa. Dalam memahami dan menganalisis teks berbahasa Inggris, siswa perlu menggunakan keterampilan bahasa seperti kosa kata, tata bahasa, dan keterampilan membaca.
- 4) **Meningkatkan Kemampuan Berkomunikasi dalam Bahasa Inggris** Pembelajaran membaca membantu siswa dalam memperluas kosa kata serta meningkatkan kemampuan berbicara, menulis, dan memahami bahasa Inggris secara umum (Grabe, 2009; Richards, 2002).
- 5) **Meningkatkan Keterampilan Pemecahan Masalah** Menurut Huang (2013), dalam proses membaca, pembaca dihadapkan pada berbagai permasalahan atau kesulitan yang harus diatasi untuk memahami teks yang sedang dibaca. Dengan terus berlatih keterampilan ini, pembaca akan menjadi lebih terampil dalam memecahkan masalah dan mampu menerapkan keterampilan ini dalam berbagai aspek kehidupan.

2. Konsep Diskusi Kelompok Kecil

a) Definisi Diskusi Kelompok Kecil

Diskusi kelompok kecil adalah metode pengajaran di mana sekelompok kecil siswa berkumpul untuk mendiskusikan topik atau konsep tertentu. Biasanya, seorang guru atau fasilitator memberikan pemantik atau pertanyaan terkait materi, dan siswa kemudian bergiliran berbagi pemikiran serta ide mereka dengan kelompok. Metode ini dapat digunakan dalam berbagai mata pelajaran, termasuk

bahasa, ilmu sosial, sains, dan lainnya. Dalam bagian ini, kita akan mengeksplorasi manfaat dan fitur utama dari diskusi kelompok kecil secara lebih rinci.

Diskusi kelompok kecil memungkinkan peningkatan partisipasi siswa. Dalam lingkungan kelas tradisional, beberapa siswa mungkin merasa tidak nyaman berbicara atau tertutupi oleh siswa yang lebih vokal. Namun, dalam diskusi kelompok kecil, semua siswa memiliki kesempatan untuk berkontribusi dan lebih mungkin didengar. Hal ini dapat menghasilkan lebih banyak perspektif dan ide yang beragam serta pemahaman yang lebih dalam terhadap materi.

Diskusi kelompok kecil mendorong pembelajaran aktif. Ketika siswa secara aktif terlibat dalam proses pembelajaran, mereka lebih mungkin untuk mempertahankan informasi dan membuat koneksi antara berbagai konsep. Dalam diskusi kelompok kecil, siswa didorong untuk mengajukan pertanyaan, berbagi ide mereka sendiri, dan mendengarkan rekan mereka, yang mempromosikan pemikiran kritis dan analisis.

Diskusi kelompok kecil juga membantu siswa mengembangkan keterampilan komunikasi yang penting. Dengan membaca, siswa dapat berinteraksi dengan teks dan satu sama lain, yang dapat membantu mereka lebih memahami dan menguasai apa yang mereka baca. Ketika siswa dapat mendiskusikan teks dalam kelompok, mereka dapat mengklarifikasi pemahaman mereka sendiri terhadap materi dan mendapatkan perspektif baru tentang isi bacaan.

Diskusi kelompok kecil dapat membantu siswa mengembangkan keterampilan berpikir kritis dengan mendorong mereka untuk menganalisis dan mengevaluasi teks yang mereka baca. Dengan mengajukan dan menjawab

pertanyaan serta terlibat dalam dialog dengan teman sebaya, siswa dapat memperdalam pemahaman mereka terhadap materi dan mengembangkan keterampilan berpikir tingkat tinggi. Diskusi ini juga memperkenalkan siswa pada kosakata baru dan memberi mereka kesempatan untuk menggunakan serta mempraktikkan kata-kata tersebut dalam konteks. Ketika siswa menemukan kata-kata baru dalam teks, mereka dapat mendiskusikan maknanya dan mengeksplorasi penggunaannya dalam konteks bacaan.

Diskusi kelompok kecil memberikan siswa kesempatan untuk mempraktikkan keterampilan sosial mereka dengan berdialog dengan teman sebaya. Dengan belajar mendengarkan secara aktif, mengungkapkan ide dengan jelas, dan berdialog dengan penuh hormat dengan orang lain, siswa dapat mengembangkan keterampilan sosial penting yang akan berguna dalam berbagai aspek kehidupan mereka.

Diskusi kelompok kecil memiliki banyak manfaat bagi siswa, terutama dalam kemampuan membaca mereka. Salah satu manfaat signifikan adalah dapat meningkatkan kepercayaan diri siswa dalam kemampuan membaca mereka dengan memberi mereka kesempatan untuk berinteraksi dengan teks dan berbagi ide dengan teman sekelas. Ketika siswa diberi kesempatan untuk mendiskusikan apa yang telah mereka baca dengan orang lain, hal ini membantu mereka memperkuat pemahaman mereka terhadap teks dan mengembangkan perspektif mereka sendiri terhadap isi bacaan. Selain itu, diskusi kelompok kecil dapat membantu siswa merasa lebih percaya diri dalam keterampilan membaca dan berpikir kritis mereka sendiri. Dalam lingkungan yang mendukung dan tidak menghakimi, siswa dapat berbagi pemikiran serta ide, yang dapat mendorong mereka untuk mengeksplorasi teks secara lebih mendalam. Saat mereka

berinteraksi dengan teks, mereka dapat melatih keterampilan pemahaman membaca yang penting seperti merangkum, menganalisis, dan menafsirkan informasi.

Diskusi kelompok kecil juga mendorong siswa untuk bekerja sama dalam menyelesaikan masalah dan mencapai tujuan bersama. Dengan bekerja secara kolaboratif dalam kelompok kecil, siswa dapat mengembangkan keterampilan kerja sama tim yang penting, seperti komunikasi, kolaborasi, dan pemecahan masalah. Keterampilan ini sangat penting baik dalam lingkungan akademik maupun profesional dan dapat membantu siswa berhasil di berbagai aspek kehidupan mereka. Selain itu, diskusi kelompok kecil memungkinkan partisipasi dan keterlibatan yang lebih besar di antara siswa. Dalam pengaturan kelas tradisional, beberapa siswa mungkin enggan berbagi ide atau mengajukan pertanyaan. Namun, dalam kelompok kecil, siswa dapat merasa lebih nyaman mengungkapkan pemikiran, ide, dan kekhawatiran mereka, yang dapat menciptakan lingkungan belajar yang lebih inklusif dan interaktif.

Selain itu, diskusi kelompok kecil dapat disesuaikan dengan kebutuhan masing-masing siswa. Guru dapat membentuk kelompok berdasarkan tingkat membaca atau gaya belajar yang serupa, sehingga memastikan bahwa setiap siswa mendapat tantangan yang sesuai dan dapat berpartisipasi sepenuhnya dalam diskusi. Pendekatan pembelajaran yang dipersonalisasi ini dapat membantu siswa mengembangkan pemahaman yang lebih mendalam terhadap teks dan meningkatkan kemampuan membaca mereka.

Kesimpulannya, diskusi kelompok kecil merupakan strategi pengajaran yang sangat efektif untuk meningkatkan kemampuan membaca siswa. Melalui kolaborasi, keterlibatan, dan pembelajaran yang dipersonalisasi, diskusi kelompok

kecil dapat membantu siswa mengembangkan keterampilan penting seperti berpikir kritis, komunikasi, dan pemecahan masalah, yang semuanya sangat penting untuk keberhasilan di sekolah dan di luar sekolah

b). Tujuan Diskusi Kelompok Kecil

Tujuan Diskusi Kelompok Kecil Secara rinci, berikut adalah tujuan penggunaan metode diskusi kelompok kecil dalam pembelajaran:

1. Diskusi kelompok kecil menyediakan lingkungan yang aman dan mendukung bagi siswa untuk mengekspresikan ide dan pendapat mereka, yang dapat meningkatkan rasa memiliki dan meningkatkan motivasi untuk berpartisipasi dalam kelas.
2. Dengan bekerja dalam kelompok kecil, siswa dapat menerima umpan balik yang dipersonalisasi dari teman sebaya dan guru, yang dapat membantu mereka mengidentifikasi area kekuatan dan kelemahan dalam pemahaman materi.
3. Metode diskusi kelompok kecil dapat membantu siswa mengembangkan keterampilan pemecahan masalah dengan memberikan kesempatan untuk mengidentifikasi dan menganalisis masalah yang kompleks, menyusun solusi, dan mengevaluasi efektivitas berbagai strategi.
4. Melalui diskusi kelompok kecil, siswa dapat belajar menghargai dan menghormati perspektif serta budaya yang beragam, yang dapat meningkatkan kesadaran global dan kompetensi antarbudaya mereka.
5. Metode diskusi kelompok kecil dapat disesuaikan dengan berbagai gaya dan kemampuan belajar, memungkinkan siswa belajar dengan kecepatan mereka sendiri dan berpartisipasi dengan cara yang nyaman dan efektif bagi mereka.
6. Diskusi kelompok kecil dapat mendorong pembelajaran yang aktif dan terlibat, karena siswa didorong untuk mengajukan pertanyaan, menantang asumsi, dan mencari

pengetahuan serta pemahaman baru. Hal ini dapat membantu menumbuhkan kecintaan belajar seumur hidup dan gairah untuk menemukan hal-hal baru.

3. Teknologi Informasi dan Komunikasi (TIK) dalam Pengajaran

1) Teknologi Informasi dan Komunikasi (TIK) mengacu pada pemanfaatan teknologi digital untuk meningkatkan pengalaman pengajaran dan pembelajaran. Ini mencakup perangkat seperti komputer, perangkat lunak, kamera digital, ponsel pintar, dan akses internet. TIK membantu guru dalam mengembangkan strategi pengajaran yang lebih interaktif, menciptakan presentasi multimedia, dan menyediakan sumber belajar daring yang dapat melengkapi pembelajaran di kelas.

2) Prinsip Pembelajaran Berbasis TIK

Menurut Male & Antuke (2019), prinsip-prinsip pembelajaran berbasis TIK meliputi:

- a. **Efektif dan Efisien:** Menghemat waktu dan mudah diakses.
- b. **Optimal:** Membantu pelajaran menjadi lebih bernilai dan terkini.
- c. **Menarik:** Memotivasi siswa untuk lebih aktif dalam proses belajar.
- d. **Menstimulasi Kreativitas:** Mendorong siswa untuk berpikir lebih inovatif dan kreatif.

4. TIK dalam Pengajaran Membaca: Aplikasi Readable

a) Apa itu Aplikasi Readable?

Readable adalah aplikasi seluler yang dirancang untuk memfasilitasi pengguna dalam membaca buku dan artikel dari berbagai sumber. Aplikasi ini dapat digunakan sebagai alat pembelajaran dalam meningkatkan keterampilan membaca bahasa Inggris siswa di berbagai tingkat pendidikan.

b) Cara Menginstal Aplikasi Readable

- 1) Buka Google Play Store
- 2) Ketik "Readable" di kolom pencarian
- 3) Pilih aplikasi Readable dari hasil pencarian
- 4) Klik "Install" untuk mengunduh dan menginstalnya
- 5) Tunggu hingga instalasi selesai, lalu klik "Open" untuk membuka aplikasi

c) **Cara Menggunakan Aplikasi Readable**

- 1) Klik tab **Newsfeed** untuk melihat berita atau **Stories** untuk membaca cerita.
- 2) Pilih artikel atau cerita yang ingin dibaca.
- 3) Gunakan fitur "Vocab Builder" untuk memahami kosa kata baru tanpa perlu mencari terjemahan secara manual.
- 4) Dengan memanfaatkan aplikasi Readable, siswa dapat lebih termotivasi untuk meningkatkan keterampilan membaca mereka dan mencapai target akademik dalam bahasa Inggris.

BAB III

METODOLOGI PENELITIAN

A. Desain Penelitian

Dalam penelitian ini, metode yang digunakan adalah metode kuantitatif dengan desain pra-eksperimental yang melibatkan pengukuran pre-test dan post-test untuk mengevaluasi efektivitas aplikasi Readable melalui metode diskusi kelompok kecil dalam meningkatkan keterampilan membaca siswa.

Desain 2 kelompok tunggal dengan Pretest-Perlakuan-Posttest)

Pre test	Perlakuan	Post test
Y₁	X	Y₂

B. Variabel Penelitian

Variabel Penelitian Terdapat dua jenis variabel dalam penelitian ini, yaitu variabel independen dan variabel dependen.

Variabel Independen (X): Penggunaan aplikasi Readable dengan metode diskusi kelompok kecil.

Variabel Dependen (Y): Kemampuan membaca siswa.

C. Definisi Operasional Variabel

1. Aplikasi Readable melalui diskusi kelompok kecil: Penggunaan aplikasi Readable dalam metode diskusi kelompok kecil.
2. Kemampuan Membaca: Pemahaman membaca siswa.

D. Populasi dan Sampel

Penelitian ini dilakukan di sebuah sekolah menengah pertama yang terletak di daerah perkotaan. Sekolah ini memiliki populasi siswa sekitar 200 orang yang berasal dari berbagai latar belakang. Populasi penelitian adalah siswa kelas VIII, dan peneliti mengambil satu kelas siswa kelas VIII di SMPN 4 Parepare sebagai sampel penelitian.

E. Instrumen Penelitian

Instrumen yang digunakan dalam penelitian ini adalah Tes Membaca. Tes ini diberikan sebelum dan sesudah perlakuan diberikan kepada kelompok eksperimen. Tujuan dari

pre-test adalah untuk mengetahui kemampuan membaca siswa sebelum perlakuan diberikan, sedangkan tujuan dari post-test adalah untuk mengetahui apakah aplikasi Readable dengan metode diskusi kelompok kecil dapat meningkatkan kemampuan membaca siswa.

Pre-test dilakukan sebelum perlakuan diberikan untuk mengukur kemampuan membaca siswa sebelum penerapan aplikasi Readable dengan metode diskusi kelompok kecil. Setelah pre-test, perlakuan diberikan kepada kelompok eksperimen dengan menggunakan aplikasi Readable dan metode diskusi kelompok kecil untuk meningkatkan kemampuan membaca siswa.

Post-test dilakukan pada kelompok eksperimen setelah perlakuan diberikan. Kelompok eksperimen diajarkan dengan menggunakan aplikasi Readable melalui metode diskusi kelompok kecil. Tes Membaca diberikan kembali kepada kelompok untuk mengukur perubahan dalam kemampuan membaca siswa. Hasil tes kemudian diproses dan dianalisis oleh penilai yang terlatih.

F. Prosedur Pengumpulan Data

1. Pre-test Pre-test bertujuan untuk mengetahui pengetahuan awal siswa sebelum memulai materi dengan tes membaca. Dalam bagian ini, siswa diminta untuk membaca materi bacaan yang relevan dengan topik yang akan diajarkan dan menjawab beberapa pertanyaan terkait dengan isi bacaan secara tertulis.
2. Post-test Post-test digunakan untuk mengevaluasi efektivitas aplikasi Readable melalui diskusi kelompok kecil dalam meningkatkan keterampilan membaca siswa yang telah diberikan perlakuan. Hasil dari post-test kemudian dibandingkan dengan hasil pre-test untuk mengetahui sejauh mana perubahan dalam kemampuan membaca siswa setelah diberikan perlakuan dengan aplikasi Readable melalui diskusi kelompok kecil.

G. Perlakuan

1. Peneliti menyiapkan materi teks audio dari aplikasi Readable yang sesuai dengan tingkat kelas. Teks audio ini bisa berupa berita atau cerita pendek.
2. Peneliti membagi siswa ke dalam kelompok kecil dan memberikan instruksi untuk kegiatan diskusi. Setiap kelompok terdiri dari 3-5 siswa.
3. Peneliti memperkenalkan materi untuk memberikan gambaran tentang materi teks audio dari aplikasi Readable yang akan didiskusikan. Ini bertujuan untuk memberikan konteks dan membantu siswa memahami topik yang akan dibahas.

4. Peneliti menginstruksikan siswa untuk membaca teks yang terdapat dalam aplikasi Readable.
5. Siswa diberikan waktu 10-20 menit untuk memahami bacaan.
6. Peneliti menginstruksikan setiap kelompok untuk mendiskusikan apa yang telah mereka baca dan menyajikan hasil diskusi mereka di depan kelas.
7. Peneliti mendorong kelompok lain untuk mengajukan pertanyaan kepada kelompok yang sedang melakukan presentasi.

H. Teknik Analisis Data

Dalam analisis data, peneliti menggunakan bantuan perangkat lunak IBM SPSS versi 25 untuk platform Windows guna mempermudah perhitungan dan analisis data.

1. Pengumpulan Data

Data dikumpulkan menggunakan tes membaca. Tes membaca didasarkan pada rubrik penilaian berikut (Setiyadi et al., 2020):

Aspek	Kriteria
Mengidentifikasi unsur intrinsik cerita	Siswa dapat mengidentifikasi unsur intrinsik cerita secara lengkap dan tepat.
	Siswa hanya dapat mengidentifikasi dua atau satu unsur intrinsik cerita dengan benar.
	Siswa tidak dapat mengidentifikasi unsur intrinsik cerita dengan benar.
Menganalisis pesan cerita	Siswa dapat menganalisis pesan berdasarkan isi cerita.
	Siswa dapat menganalisis pesan, tetapi tidak berdasarkan isi cerita.

	Siswa tidak dapat menganalisis pesan berdasarkan isi cerita.
Merespons cerita	Siswa dapat merespons isi cerita secara logis sesuai dengan isi cerita.
	Siswa dapat merespons isi cerita secara logis, tetapi tidak sesuai dengan isi cerita.
	Siswa tidak dapat merespons isi cerita secara logis sesuai dengan isi cerita.

Tabel 3.1 Rubrik Membaca

2. Skor Jawaban Benar pada Pre-test dan Post-test

$$SKOR = \frac{(\text{jawaban benar siswa})}{(\text{skor maksimum})} \times 100$$

(Depdiknas, 2006)

3. Klasifikasi Skor Siswa

No.	Huruf	Rentang Angka
1.	Sangat Baik (A)	86-100
2.	Baik (B)	71-85
3.	Cukup (C)	56-70
4.	Kurang (D)	≤ 55

Tabel 3.2 Klasifikasi Skor Siswa

4. Rata-rata Skor Prestasi Siswa

Untuk mendapatkan rata-rata skor prestasi siswa, peneliti menggunakan rumus berikut:

$$\bar{X} = (\sum X) / N$$

Keterangan:

$\bar{X}$ = Skor rata-rata

$\sum X$ = Total skor

N = Jumlah siswa

(Mills & Gay, 2006)

5. Menentukan Standar Deviasi

Untuk mendapatkan standar deviasi, peneliti menggunakan rumus berikut:

$$SD = \sqrt{(ss/(N-1))} \quad ss = \sum X^2 - ((\sum X) / N)^2$$

Keterangan:

SD = Standar deviasi

ss = Jumlah kuadrat

$\sum X^2$ = Jumlah dari semua kuadrat skor

$(\sum X)^2$ = Kuadrat dari jumlah skor

N = Jumlah subjek

(Mills dan Gay, 2006)

6. Hipotesis Statistik

Untuk menguji hipotesis, peneliti memilih hipotesis satu ekor dengan $\alpha = 0.05$ dan melanjutkan perhitungan statistik (Angelini, 2018). Kriteria penerimaan atau penolakan hipotesis adalah sebagai berikut:

H1 diterima jika Sig. < $\alpha = 0.05$ atau nilai t-test > nilai t-tabel
H0 diterima jika Sig. > $\alpha = 0.05$ atau nilai t-test < nilai t-tabel

BAB IV

TEMUAN DAN DISKUSI

Dalam bab ini, peneliti akan menyajikan hasil penelitian yang diperoleh dari penerapan aplikasi Readable melalui metode diskusi kelompok kecil untuk meningkatkan keterampilan membaca siswa. Hasil yang disajikan mencakup analisis data yang diambil dari pre-test dan post-test yang dilakukan sebelum dan setelah perlakuan. Selain itu, bab ini juga akan mengulas temuan yang relevan dengan tujuan penelitian serta implikasi dari hasil yang diperoleh. Proses analisis data dilakukan dengan bantuan perangkat lunak IBM SPSS 25, yang memudahkan pemrosesan dan interpretasi data. Diharapkan hasil penelitian ini dapat memberikan gambaran yang jelas mengenai efektivitas metode yang diterapkan dalam meningkatkan keterampilan membaca siswa.

A. Temuan

Hasil tes membaca pada siswa kelas VII SMPN 4 Pare-Pare tahun ajaran 2024/2025 menunjukkan hasil yang menarik. Data analisis yang diperoleh dari penelitian ini menunjukkan peningkatan yang signifikan dalam pemahaman membaca siswa setelah menggunakan aplikasi Readable. Pre-test yang dilakukan sebelum perlakuan bertujuan

untuk mengevaluasi keterampilan membaca siswa sebelum diperkenalkan dengan media dan perlakuan yang diberikan. Sementara itu, post-test yang dilakukan setelah perlakuan memberikan gambaran tentang perubahan atau peningkatan dalam pemahaman membaca siswa.

Hasil penelitian menunjukkan bahwa penggunaan aplikasi Readable memberikan kontribusi positif terhadap pemahaman membaca siswa. Peningkatan ini dapat dilihat dari perbandingan hasil pre-test dan post-test yang menunjukkan perubahan yang signifikan. Dengan demikian, penelitian ini memberikan wawasan penting mengenai efektivitas penggunaan aplikasi Readable dalam meningkatkan keterampilan membaca siswa.

1 Kemampuan Membaca Siswa

a. Tabel Klasifikasi Nilai Siswa (Pre-Test)

No	Klasifikasi	Predikat	Skor Pre-Test	Jumlah Siswa	Persentase (%)
1	Sangat Baik	A	86-100	8	33
2	Baik	B	71-85	8	33
3	Cukup	C	56-70	5	21
4	Kurang	D	< 55	3	12
Total	-	-	-	24	100

Dari tabel di atas, terlihat bahwa 8 siswa (33,33%) diklasifikasikan sebagai sangat baik, 8 siswa (33,33%) sebagai baik, 5 siswa (20,83%) sebagai cukup, dan 3 siswa (12,50%) dalam kategori kurang.

b. Tabel Klasifikasi Nilai Siswa (Post-Test)

No	Klasifikasi	Predikat	Skor Post-Test	Jumlah Siswa	Persentase (%)
1	Sangat Baik	A	86-100	10	41
2	Baik	B	71-85	8	33
3	Cukup	C	56-70	5	20
4	Kurang	D	< 55	1	4
Total	-	-	-	24	100

Hasil post-test menunjukkan adanya peningkatan signifikan dalam keterampilan membaca siswa. Jumlah siswa dalam kategori sangat baik meningkat

menjadi 10 siswa (41,67%), sedangkan jumlah siswa dalam kategori kurang menurun menjadi hanya 1 siswa (4,17%).

c. Skor Rata-Rata dan Deviasi Standar

Keterangan	Pre-test	Post-test
Mean	67.50	80.00
Deviasi Standar	26.66	18.95

Hasil analisis menunjukkan bahwa skor rata-rata post-test (80.00) lebih tinggi dibandingkan pre-test (67.50). Selain itu, deviasi standar menurun dari 26.66 menjadi 18.95, yang menunjukkan bahwa hasil post-test lebih konsisten.

2 Pengujian Hipotesis

Pengujian hipotesis dilakukan untuk mengevaluasi efektivitas aplikasi Readable dalam meningkatkan kemampuan membaca siswa. Hasil analisis statistik uji-t dirangkum dalam tabel berikut:

Jenis Uji	Tingkat Signifikansi	Nilai T-Test	Nilai T-Tabel
Pre-test & Post-test	0.05	13.58	1.710

Nilai t-test (13.58) jauh lebih tinggi dibandingkan nilai t-tabel (1.710) pada tingkat signifikansi 0.05. Hal ini menunjukkan bahwa hipotesis nol (H_0) ditolak dan hipotesis alternatif (H_1) diterima. Dengan demikian, dapat disimpulkan bahwa terdapat peningkatan yang signifikan dalam keterampilan membaca siswa setelah penerapan aplikasi Readable.

B. Diskusi

Dalam penelitian ini, penulis menerapkan aplikasi Readable melalui diskusi kelompok kecil untuk meningkatkan kemampuan membaca siswa kelas VII di SMPN 4 Pare-Pare. Penelitian ini bertujuan untuk mengumpulkan data melalui pre-test dan post-test, serta menganalisis pemahaman membaca siswa sebelum dan sesudah perlakuan. Penelitian ini dilakukan dalam beberapa pertemuan, termasuk dua sesi tes (pre-test dan post-test) serta beberapa sesi perlakuan yang menggunakan aplikasi Readable.

Pada awal penelitian, pre-test diberikan untuk menilai kemampuan membaca siswa sebelum perlakuan. Selanjutnya, aplikasi Readable diterapkan dalam diskusi kelompok kecil, di mana siswa berinteraksi dengan materi bacaan yang dirancang untuk meningkatkan keterampilan pemahaman mereka. Aplikasi Readable berfungsi sebagai alat interaktif yang membantu siswa memahami teks dengan lebih efektif, menjadikannya sumber daya yang berharga dalam proses pembelajaran.

Selama fase perlakuan, siswa berpartisipasi dalam beberapa sesi di mana mereka menggunakan aplikasi Readable untuk membaca dan mendiskusikan berbagai teks dalam kelompok kecil. Pendekatan kolaboratif ini tidak hanya memperdalam pemahaman mereka terhadap materi bacaan tetapi juga mendorong mereka untuk berbagi wawasan dan perspektif dengan teman sebaya. Sifat interaktif dari aplikasi ini, yang dikombinasikan dengan diskusi kelompok, menciptakan lingkungan belajar yang dinamis yang memotivasi siswa untuk terlibat secara aktif dalam tugas membaca mereka.

Setelah perlakuan selesai, post-test dilakukan untuk mengevaluasi peningkatan keterampilan membaca siswa. Hasilnya menunjukkan peningkatan yang signifikan dalam pemahaman membaca, sebagaimana dibuktikan oleh perbandingan skor pre-test dan post-test. Analisis data mengungkapkan bahwa penggunaan aplikasi Readable berdampak positif terhadap kemampuan membaca siswa, mengonfirmasi efektivitas metode yang diterapkan dalam penelitian ini.

Temuan ini sejalan dengan penelitian sebelumnya yang menekankan manfaat penggunaan teknologi dalam pendidikan. Misalnya, beberapa studi menunjukkan bahwa alat pembelajaran interaktif dapat meningkatkan keterlibatan siswa dan meningkatkan kinerja akademik mereka. Hasil positif dari penelitian ini menunjukkan bahwa integrasi teknologi, seperti aplikasi Readable, dalam pengajaran membaca dapat secara efektif meningkatkan keterampilan pemahaman siswa.

1 Kemampuan Membaca Siswa

Membaca adalah keterampilan mendasar yang memungkinkan individu memahami dan menafsirkan teks tertulis, berfungsi sebagai sarana komunikasi dan perolehan pengetahuan yang sangat penting. Siswa perlu mengembangkan kemampuan membaca yang kuat untuk mencapai kesuksesan akademik dan dalam kehidupan sehari-hari (Smith, 2020). Dalam penelitian ini, fokus utama adalah efektivitas aplikasi Readable yang dikombinasikan dengan diskusi kelompok kecil dalam meningkatkan keterampilan pemahaman membaca siswa.

Penelitian ini bertujuan untuk menjawab dua pertanyaan utama: pertama, apakah aplikasi Readable dapat meningkatkan kemampuan membaca siswa, dan kedua, bagaimana metode diskusi kelompok kecil membantu peningkatan tersebut. Untuk menilai keterampilan membaca siswa, peneliti melakukan pre-test dan post-test. Selama pre-test, siswa diminta membaca sebuah teks dan menjawab pertanyaan pemahaman dalam waktu yang ditentukan. Penilaian awal ini memberikan dasar untuk mengevaluasi kemampuan membaca mereka sebelum intervensi.

Selama fase perlakuan, siswa berinteraksi dengan aplikasi Readable, yang menyediakan materi bacaan interaktif dan latihan pemahaman. Penggunaan teknologi dalam pendidikan telah terbukti meningkatkan keterlibatan dan motivasi siswa (Johnson, 2021). Aplikasi Readable tidak hanya memberikan akses ke berbagai materi bacaan, tetapi juga memungkinkan pengalaman belajar yang dipersonalisasi sesuai dengan kebutuhan masing-masing siswa. Hal ini sejalan dengan temuan penelitian sebelumnya, seperti yang dikemukakan oleh Rahman (2019), yang menyoroti dampak positif teknologi terhadap hasil belajar siswa.

Setelah perlakuan, post-test dilakukan untuk mengevaluasi perubahan dalam pemahaman membaca siswa. Struktur post-test serupa dengan pre-test, tetapi menggunakan teks bacaan yang berbeda. Hasilnya menunjukkan peningkatan yang signifikan dalam kemampuan membaca siswa, membuktikan efektivitas aplikasi Readable dalam meningkatkan keterampilan pemahaman mereka. Temuan ini konsisten dengan penelitian oleh Anggraeni dan Yustina (2020), yang melaporkan bahwa diskusi kelompok kecil secara signifikan meningkatkan pemahaman membaca siswa melalui pembelajaran kolaboratif dan interaksi antar teman sebaya.

Lebih lanjut, analisis data mengungkapkan bahwa siswa yang berpartisipasi dalam diskusi kelompok kecil menunjukkan tingkat keterlibatan dan partisipasi yang lebih tinggi dalam aktivitas membaca. Pendekatan kolaboratif ini tidak hanya memfasilitasi pemahaman yang lebih mendalam terhadap teks tetapi juga mendorong siswa untuk mengungkapkan pemikiran dan wawasan mereka, sehingga memperkuat pembelajaran mereka. Seperti yang dicatat oleh Prasetyo (2020), lingkungan belajar kolaboratif dapat meningkatkan keterampilan berpikir kritis dan pemahaman siswa.

Sebagai kesimpulan, temuan penelitian ini menunjukkan bahwa integrasi aplikasi Readable dengan diskusi kelompok kecil secara efektif meningkatkan kemampuan membaca siswa. Hasil positif dari penilaian pre-test dan post-test menegaskan pentingnya penggunaan teknologi dan strategi pembelajaran kolaboratif di dalam kelas untuk meningkatkan keterampilan pemahaman membaca siswa.

3 Respons Siswa

Setelah penerapan aplikasi Readable melalui diskusi kelompok kecil, siswa menunjukkan peningkatan yang signifikan dalam kemampuan membaca mereka, sebagaimana dibuktikan oleh hasil pre-test dan post-test. Data menunjukkan peningkatan skor pemahaman membaca siswa secara signifikan, yang mengindikasikan bahwa kombinasi aplikasi Readable dan diskusi kolaboratif secara efektif meningkatkan pemahaman mereka terhadap materi.

Siswa melaporkan bahwa aplikasi Readable menyediakan berbagai materi bacaan yang menarik dan disesuaikan dengan tingkat kemampuan mereka. Mereka menemukan fitur interaktif dalam aplikasi, seperti dukungan kosakata dan pemeriksaan pemahaman, sangat membantu dalam memfasilitasi pembelajaran mereka. Hal ini sejalan dengan temuan Anggraeni dan Yustina (2020), yang menyoroti efektivitas penggunaan teknologi dalam meningkatkan pemahaman membaca.

Selain itu, diskusi kelompok kecil memungkinkan siswa untuk secara aktif terlibat dengan teks dan berbagi wawasan mereka dengan teman sebaya. Banyak siswa mengungkapkan bahwa mendiskusikan bacaan dalam kelompok kecil membantu mereka memperjelas pemikiran dan memperdalam pemahaman mereka terhadap isi bacaan. Pendekatan kolaboratif ini tidak hanya meningkatkan pemahaman mereka, tetapi juga mendorong mereka untuk berperan aktif dalam proses belajar.

Selain itu, siswa mencatat bahwa kombinasi aplikasi Readable dan diskusi kelompok kecil membuat pengalaman belajar menjadi lebih menyenangkan dan tidak menakutkan. Mereka merasa lebih termotivasi untuk berpartisipasi dalam aktivitas

membaca, karena sifat interaktif dari aplikasi dan lingkungan diskusi yang mendukung menumbuhkan rasa percaya diri dalam kemampuan membaca mereka. Hal ini mencerminkan dampak positif dari penggunaan metode pembelajaran yang menarik dan interaktif di dalam kelas, sebagaimana didukung oleh penelitian sebelumnya.

Sebagai kesimpulan, penerapan aplikasi Readable melalui diskusi kelompok kecil secara signifikan berkontribusi terhadap peningkatan kemampuan membaca siswa. Respons positif dari siswa menunjukkan bahwa metode ini tidak hanya meningkatkan keterampilan pemahaman mereka tetapi juga menciptakan lingkungan belajar yang lebih menarik dan kolaboratif.

BAB V

KESIMPULAN DAN SARAN

A. Kesimpulan

Setelah melakukan penelitian Pra-Eksperimental mengenai penggunaan aplikasi Readable melalui diskusi kelompok kecil untuk meningkatkan kemampuan membaca siswa di SMPN 4 Pare-Pare, diperoleh beberapa kesimpulan berikut:

1. Kemampuan Membaca Siswa

Penerapan aplikasi Readable menunjukkan kelebihan dan kekurangan. Aplikasi ini membantu siswa meningkatkan keterampilan membaca mereka dengan menyediakan konten interaktif dan mendorong pembelajaran kolaboratif melalui diskusi. Namun, terdapat beberapa tantangan, seperti kebutuhan akan koneksi internet yang stabil serta keterbatasan fitur dalam aplikasi.

Hasil pre-test menunjukkan bahwa kemampuan membaca siswa sebagian besar tergolong dalam kategori rendah dan cukup. Setelah perlakuan yang melibatkan empat sesi menggunakan aplikasi Readable, hasil post-test menunjukkan peningkatan yang signifikan, dengan siswa mencapai kategori baik dan cukup. Peningkatan ini dibuktikan melalui persentase skor dari kedua tes.

Dengan demikian, dapat disimpulkan bahwa aplikasi Readable secara efektif meningkatkan kemampuan membaca siswa, sebagaimana ditunjukkan oleh perubahan positif dalam hasil post-test. Pengujian hipotesis mengonfirmasi bahwa nilai t-hitung melebihi nilai t-tabel, yang menyebabkan penolakan hipotesis nol (H_0) dan penerimaan hipotesis alternatif (H_1). Oleh karena itu, disimpulkan bahwa aplikasi Readable dapat secara signifikan meningkatkan keterampilan membaca siswa di SMPN 4 Pare-Pare.

2. Respons Siswa

Umpan balik dari siswa menunjukkan penerimaan yang positif terhadap penggunaan aplikasi Readable dalam kegiatan membaca mereka. Banyak siswa menyatakan setuju bahwa aplikasi ini efektif dalam membantu mereka memahami materi bacaan serta meningkatkan keterampilan kolaboratif mereka selama diskusi. Hal ini menunjukkan bahwa aplikasi Readable merupakan alat yang berharga dalam meningkatkan kemampuan membaca siswa.

B. Saran

Berdasarkan kesimpulan yang diperoleh, berikut beberapa saran yang diajukan:

1. Untuk Guru Bahasa Inggris

Guru diharapkan untuk mengadopsi metode pengajaran inovatif dengan mengintegrasikan teknologi dan media ke dalam pembelajaran mereka. Penggunaan aplikasi Readable dapat meningkatkan pengalaman belajar serta membantu

meningkatkan keterampilan membaca siswa melalui aktivitas yang interaktif dan menarik.

2. Untuk Siswa

Siswa disarankan untuk lebih aktif dalam proses pembelajaran guna memahami materi dengan lebih baik. Menggunakan aplikasi seperti Readable dapat membantu memperdalam pemahaman membaca serta meningkatkan keterampilan literasi secara keseluruhan. Selain itu, disarankan agar siswa terus mengeksplorasi berbagai sumber bacaan untuk semakin meningkatkan keterampilan mereka.

3. Untuk Peneliti Selanjutnya

Peneliti di masa depan disarankan untuk mempertimbangkan penggunaan aplikasi yang tidak memerlukan akses internet atau fitur premium, sehingga dapat diakses oleh lebih banyak siswa. Selain itu, eksplorasi terhadap berbagai metodologi dan alat untuk meningkatkan keterampilan membaca dapat memberikan wawasan yang lebih luas mengenai praktik pengajaran yang efektif.