

LEMBAR PENGESAHAN

PENGESAHAN UJIAN SKRIPSI

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Disahkan Oleh:
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DECLARATION PAGE

DECLARATION

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Title of thesis : The Use of Readable Application through small group
discussion To Improve Students' Reading Ability at SMPN 4 PARE PARE.

Hiseby declare that this thesis purely and entirely written by myself personally. All sources of information, references, or quotations that I have used from the works of others have been clearly acknowledged and properly cited, both within the body of the thesis and in the bibliography section, in accordance with established academic writing standards.

I fully accept and understand that if at any time it is discovered that this thesis contains elements of plagiarism or violates any academic integrity principles, I am prepared to accept any academic sanctions imposed by Muhammadiyah University of Parepare, including the revocation of any academic degree that may have been granted as a result of this work.

Pare pare, April 2025



UCI TRIDANI
218110031

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Pare pare, April 2025

Uci tridani

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ABSTRACT

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

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

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

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

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

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ABSTRAK

UCI TRIDANI.2025. *penggunaan aplikasi readable melalui diskusi kelompok kecil untuk meningkatkan kemampuan membaca siswa di smpn 4 pare-pare*
Supervised by Nasrullah A. and Badaruddin S.

Tujuan dari penelitian ini adalah untuk mengetahui apakah aplikasi Readable membantu siswa dalam meningkatkan kemampuan memahami bacaan mereka serta bagaimana tanggapan siswa setelah belajar membaca menggunakan aplikasi Readable yang dikombinasikan dengan diskusi kelompok kecil. Terlihat bahwa siswa masih mengalami masalah dalam meningkatkan keterampilan membaca, seperti kesulitan dalam memahami struktur teks, kurangnya penguasaan kosakata, dan tantangan dalam membuat inferensi dari teks. Saat ini, teknologi telah menjadi bagian aktif dari sistem pendidikan. Alat pembelajaran digital mempermudah proses belajar dan mengubah pola belajar siswa. Oleh karena itu, penelitian ini menerapkan aplikasi Readable untuk meningkatkan kemampuan pemahaman membaca siswa.

Penelitian ini menggunakan metode kuantitatif deskriptif dengan desain pre-eksperimental, di mana peneliti menggunakan satu kelas sebagai sampel penelitian yang terdiri dari 24 siswa kelas VIII di SMPN 4 Parepare. Peneliti menggunakan tes membaca untuk mengukur kemampuan membaca siswa dan melakukan analisis statistik untuk menentukan efektivitas dari intervensi yang diberikan.

Hasil analisis data menunjukkan bahwa kemampuan membaca siswa mengalami peningkatan. Hal ini ditunjukkan oleh nilai rata-rata pre-test sebesar 67,50 dan nilai rata-rata post-test sebesar 80,00. Selain itu, peneliti juga mengamati variasi dalam klasifikasi tingkat pencapaian siswa setelah pembelajaran membaca menggunakan aplikasi Readable. Pada post-test, persentase siswa yang masuk dalam kategori “Sangat Baik” dan “Baik” meningkat, yang menunjukkan bahwa kemampuan pemahaman membaca siswa meningkat setelah belajar dengan aplikasi Readable. Setelah melakukan perhitungan uji-t, peneliti menemukan bahwa hipotesis nol (H_0) ditolak dan hipotesis alternatif (H_1) diterima. Ini berarti bahwa aplikasi Readable yang dikombinasikan dengan diskusi kelompok kecil efektif dalam meningkatkan pemahaman membaca siswa di SMPN 4 Parepare. Selain itu, tanggapan siswa menunjukkan bahwa sebagian besar dari mereka memberikan reaksi positif setelah belajar menggunakan aplikasi Readable dalam kegiatan memahami bacaan.

Kata Kunci: aplikasi Readable, diskusi kelompok kecil, pemahaman membaca, TIK dalam pendidikan, pembelajaran bahasa Inggris.

