The Use of Plickers to Enhance Students' English Reading Comprehension at SMP Muhammadiyah 6 Makassar

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ABSTRACT

AHMAD ROBETU SASMIKO.2019. The Use of Plickers to Enhance Students' English Reading Comprehension at SMP Muhammadiyah 6 Makassar (Supervised by Prof. Dr. Nurdin Noni, M.Hum and Prof. Dr Kisman Salija, M.Pd).

The objectives of this research were: (1) Whether or not the use of Plickers enhance students' reading comprehension at SMP 6 Muhammadiyah Makassar; and (2) Whether or not the use of Plickers motivated students' at SMP 6 Muhammadiyah Makassar in learning reading comprehension

This research applied quasi experimental design. This study was to verify the previous studies. This research was design into two groups; experimental group and control group. Each group consisted of 25 students that had same levels. the sample was chosen by using clusters random which used lottery technique. The experimental group was taught by using Plickers together strategy, while control group was taught by using traditional method. The data was collected through multiple choice reading test and questionnaire. the multiple choice reading test to measure students achievement in reading test and questionnaire to measure students motivation, the multiple choice reading test both in experimental group and control group, the reading test namely pretest and posttest. The test was distributed twice for both groups before and after treatment. The treatment was conducted for six meetings for the experimental group and control group and the questionnaire given to experimental group after treatment. The data collected through reading test by using statistical formula t-test and using SPSS 16.0 version.

The research finding show that the use of plickers was more effective than traditional method to improve students' reading comprehension and can be improved students' motivation than traditional method to improve reading comprehension and students motivation. It was revealed that the students' improvement of posttest with mean score 84.53 was better than mean score of pretest 55.33 in experimental group the difference of those mean score was

significantly significant. It was based on t-test *value* at degrees of freedom was 4, it was higher than *Sig. level (.454>0.05)*. Beside that the level of comprehension improved. It was proven by comparison means score of pretest and posttest of the experimental and control group. The pretest and posttest mean score at the experimental group was statically sifnificant. The improvement is also in three levels of comprehension, for literal comprehension after comparing the pretest and posttest of the mean score (80.4>53.2) for the interpretative comprehension (80.8>54) and for the critical comprehension (82.8>55.2). and for students motivation (80.4) it showed the students strongly motivation if using Plickers In reading comprehension.   However, the three level comprehensions were improved, all level of comprehension were dominantly improved by using Plickers.

INTRODUCTION

Reading is one of the language skills that play important roles in human life, it uses in many things and ways. Through reading the readers will know about the text, get the main idea of the text or get the point of the reading materials. Westwood (2001) states that "Readers must use information already to filter, interpret, organize, reflect upon and establish relationships with the new incoming information on the page. In understanding the passage, the readers must be able to identify words as fast as possible, know the meaning of almost all of the words and be able to combine units of meaning into a coherent message.

The main purpose of reading is comprehension. Reading comprehension is process that could make the readers understand about the idea of the text or passage. Martin (1991) states that, reading comprehension requires motivation, mental framework for holding ideas, concentration and good study technique. In other words, to success in reading comprehension the readers must be able to motivate themselves to be more concentrate in reading, try to form mental frame work for holding ideas, and the readers must have a good technique in reading.

Based on school curriculum, there were some kinds of text that should acquire by the students. They were descriptive, procedure, recount, narrative and report text At the junior high school level, there were many ways and tools is used to enhance students achievement, one of the way is using ICT to enhance and improve theirs reading skill in learning reading. Marzban (2010) says the advantage of ICT is to enhance the teaching of EFL learners by providing: access

to EFL pedagogy and expertise, access to culturally and linguistically diverse resources, access to innovative tools to integrate language and curriculum learning.

Here the researcher will be conducted the research at SMP Muhammadiyah 6 Makassar as object of the research, which this school is located in Makassar, this junior high school has passed several times their students. in last three years, SMP 6 Muhammadiyah Makassasr has reduced the value of National Exams such as , in academic year 2014/2015 the students get score 70.55, in academic year 2015/2016 the students get score 38.96, and in academic years 2016/2017 the students get score more lower, the score is 36.18.

It means in every years the score of the students in Ujian Nasional does not increase but only reduce years by years. Because of that, the researcher very interest to conduct research in SMP Muhammadiyah 6 Makassar. Based on researcher observation in SMP Muhammadiyah 6 Makassar on September 16 2018, after small research, the researcher finds some problems the student and teacher faced during English Learning were as follows:

First, in Learning process was buried, because the teacher teaches monotonously, the teacher does not use variety techniques or models or strategy, the teacher always uses old or traditional method in their teaching, where the students only wait the teachers' instruction and the teaching processes is teacher center. The students do not be active in the class.

The second, in teaching reading the teacher does not select the interesting materials wisely for the students, the reading text does not interesting for the students, the materials is not suitable for level the students and the last problems that very important too in SMP Muhammadiyah 6 Makassar only little teacher could use the media as the tools and technique in English reading process, it show by the students very interesting when one of the teacher use it during learning English Reading process. When the teacher only uses traditional technique, which is done by the teacher itself and sometimes they read aloud by every student, it is really boring strategy based on the students and they were easy to forget the meaning and they were difficult to find the information from the texts. Further, it

is proved by many of the students always ask the meaning of the words and the sentence to their teacher while the learning and teaching process takes place.

There were many ways that could be used in teaching reading comprehension in the classroom like utilizing Plickers, to make English lesson more interesting and fun. However, in reality there were many teachers' uses monotonous activities in teaching reading. Based on researcher observation in SMP Muhammadiyah 6 Makassar,

As the researcher experiences at school especially in junior high school, doing English exercise not interesting activity, it is a hard activity instead. He always gets unsatisfied score. Now in latest curriculum, each subject has *kriteria kelulusan minimal* (KKM) score. KKM score for English is 70.0. The student must reach the score so they don't need to get remedial or repetition. It is not easy for students actually.

Plickers helped and encourage students reading comprehension and it could help students reach English KKM. Plickers was a new application in the classroom. The activities in this application will challenge students to enhance their reading. Besides that, Plickers program were highly motivating for students to enhance their reading comprehension because it could be downloaded freely so they could recognize also practice to make as much as possible about reading at home, it leads meaningful learning, as well as promote long terms storage of knowledge. *Extension Journal* said that the benefits of using plickers were:

By involving cards printed with codes, Plickers removes the need to supply all participants with technological devices for accessing an evaluation. The use of these codes translates to the need for fewer resources (batteries, Wi-Fi, charging stations, etc.) as compared to requirements for other technological data collection systems (Parmer, Parmer, & Struempler, 2012).

The surveys can be projected to be viewed by participant pools of all sizes, and the technology ensures that participants are sharing their opinions. If responses are required, the user can verify that all participants' responses are collected. This scenario represents an improvement over paper and pencil administrations, where someone may accidently skip a response.

There is no need to create individual accounts for multiple participants. Once a user has created an account, he or she can create multiple classes, or data collection groups, and assign participants to these groups. This functionality allows participants to respond without having to create their own accounts as is the case with some electronic audience response tools.

Based on those ideas on the previous paragraph, it possible to learn Reading English as well as enjoy learning through Plickers. Therefore, the researcher is interested to conduct a research entitle "The Use of Plickers to Enhance Students' English Reading Comprehension in SMP Muhammadiyah 6 Makassar"

Based on the background above, the researcher formulates the following research questions:

1. Does the use of Plickers enhance students' reading comprehension in SMP Muhammadiyah 6 Makassar?
2. Does the use of Plickers motivate students of SMP Muhammadiyah 6 Makassar to learn reading comprehension?

REVIEW OF RELATED LITERATURE

Improving students' reading achievement is always the main goal of education. Many researchers report the alternative teaching materials to make teaching and learning process more fun and varied.

Nadirah (2012), on her research using this technique, wrote in her thesis that by using PQ4R technique, most of the students were highly interested in learning reading comprehension toward PQ4R technique.

Paranduk (2013) on her research by using Hot potatos found that it could significantly developed the students' vocabulary mastery as well the students' interest in learning English through Hot Potatoes. Besides, it could motivate the students to learn.

Nurwanti (2014) On her research by using application cooperative learning in improving students reading comprehension, she says that using application cooperative learning: jigsaw technique gives higher contribution to the students' reading comprehension of expository text.

Halik (2014) conducted an experimental research using CTL in teaching reading to the third years students of Mtsn Baling-Balang Kabupaten Gowa. She describes that the students reading achievement through CTL was very effective to increase the reading achievement it could be shown from the result that the experimental group was higher than control group.

Michael, Ejeng at all (2018) conducted on their research the use of Plickers for language assessment of reading comprehension. Their describe that by using Plickers the assessments process can be easier and effective with the advancement of technology tools. The traditional ways of assessment burdened the implementation of assessing pupils in the classroom. Thus, language assessment can be made in an interactive way through the integration of technology tool and game, after the researcher conduct their research by analyzing analyze the use of Plickers in Language Assessment of reading comprehension among English teachers of year 3 and year 4. This study was conducted with 20 teachers from rural schools in Subis and Mukah which situated in Sarawak, Malaysia.

Base on previous findings above, there were many techniques that had been used by teachers to enhance and to encourage students' motivation toward reading lesson but, no research had been done with the addition of a technology component. The purpose of this study was to evaluate the utility of technology-based response cards in increasing academically engage behavior of students in three high school general education classrooms. It was a hypothesis that the use of Plickers could academically engage behavior class widely and decrease disruptive behavior across students in all there classrooms.

RESEARCH METHODS

This chapter presents research design, population and sample, variable, instrument of the research, procedure of data collection, treatment and the technique of data analyzes.

In this research, the researcher applied quasi-experimental method in the form of nonequivalent control group design because there was possibility for the researcher to randomize the group as the sample of this research. It consisted of

two groups: experimental group and control group. The experimental group received treatment by using Plickers, while the control group learned without Plicker. The control group was needed for comprehension purposes to see whether Plickers was effective or not in enhancing students' reading.

DISCUSSION

In this section the researcher presents the interpretation of the research findings of test result both the pretest and posttest.

1. **Students reading comprehension Achievement**

The description of data collected through test as explained in the previous section shows that students' reading comprehension improve considerably. It was supported by the mean score rate of the students' pretest and posttest of experimental group. The mean score of pretest and posttest of experimental group was 55.33 to 81.33 or from poor category to good category while the mean score of pretest and posttest of control group was 58.13 to 74.0. or from fair to fairly good category The data in the previous section showed that the use of Plickers give better effect in learning reading than conventional way. It also can be seen from the mean score in which the mean score of posttest the experimental and control group is quite different.

Although both used Plickers and conventional way can be used in teaching reading and they can improve the students' achievement, however, the Plickers developing the students reading comprehension more meaningfully than conventional one. Plickers was able to change the students reading comprehension better than before. So it can be inferred statically based on t-test value that Plickers was more effective in developing students' comprehension of literal, inferential and critical reading skill.

Based on result of the students' answers either in control or experimental group before and after treatment, the researcher noticed that students often did not understand the questions of the text. They would copy something from the text, sometimes totally missing the point of the questions. As the researcher assumes that they had an underlying lack of linguistic competence in

English affected their reading. Some of researcher's conclusions were their lack of vocabulary knowledge led to not recognizing the ideas of the reading, even when the question was literal and factual in the test. They also weak in interpreting the text given, and it also makes them difficult to read critically.

It proves that the problem on the background still occurs, however the use of Plickers was successfully maximized the students' reading ccomprehension. The students were encouraged with the use of Plickers in their reading.

In addition, using Plickers to present lesson, the teacher was able to explain the meaning of each story section in a way that was creative and easy for her/his students to conceptualize. Moreover, the students are able to have an interactive role in the lesson by providing story explanation that teacher added to the map. The visuals and colors contained in the map continued to reinforce the story meanings by providing several points of mental association for the students. Thus, the students were able to internalize the meaning of each story section.

The technique made the students be creative and active in doing their activity in reading text. Furthermore, experimental group students gained greater autonomy in the development of their reading than the control group. Yet, during and after treatment period, the experimental group students were more concerned with their own activities. Through systematic practice of Plickers just like a brainstorming that can be helped students understand what they read. Robinson (1966) states searched the text and combine information as they generate question; then they comprehend what they have read. In the fact, the students had progressively acquired the ability to monitor and control their reading comprehension progress.

In applying Plickers the students are able improve level reading of comprehension. Those are literal, Inferential and critical. Richard (1995) stated that different types of reading comprehension are distinguished according to the readers purpose and type of reading that they use. In this case, the students also could improve their understanding of the elements look like, and the moral control value of the text.

Rom the data shows in the pretest and posttest the achievement of their students on their literal level of comprehension is increased where the data of posttest significantly improve from the distribution frequency of the result and the mean score as well as the standard deviation. The mean score of experimental group on literal level was 53.2 in pretest to 80.4 in posttest or the score before treatment in poor category rise up to good category with difference of mean score was 27.2, while the control group on literal level was 58.4 or it was in fair category to 70.4 or fairly good category with the difference of mean score was 12

The results of the students' achievement on the literal level of comprehension above indicate that the students have improvement to recognize the literal statements in the text. The students can explicitly or directly state the information given in the text: for example, main ideas, details, causes and effect and sequences written in the text.

On inferential level, the mean score of the experimental group in posttest is also increased from the pretest compered to control group. The difference of the mean score was 26.4 with 54.4 or in fair category for the pretest to 80.8 or in good category for the posttest. Similar to the control group, it also shows a little improvement with the difference of the mean score were 12.8. Unfortunately, the control group did not show a significant improvement, it can be seen from the mean score of the pretest' result was 61.6 or fair category to 74.4 fairly good category for the posttest. On this inferential level, the students give better respond to the text given by using instruction or guided questions of Plickers. In this case, they are able to know the ideas that are not directly stated in the text. so it will help the students in getting meaning from the text without hardly read the text repeatedly. As Smith (1980) state that in interpretation the readers read between the lines to get inferences, or implied meaning from the text.

On the critical level of comprehension through the application of Plickers, students are guided to read critically, they were guided to compere ideas in the text, think about text's big idea and messages that are implied in written text. By relating those ideas to their own experience in their real life, it will make them to find certain facts so they will be involved in logical thinking and

reasoning as a part of reading critically. It can be seen from improvement of the experimental group on critical level of comprehension where the mean score before the treatment given was 55.2 or fair category to 82.8 or good category after treatment, while the control group was 58.4 to 75.8.

In addition students' reading comprehension can be improved by reading comprehension question. As Day and Park (2005) wrote that using five foams of question can be used to help students become interactive readers. The taxonomies of types of comprehension and the form of questions may also be used as a checklist for language teacher as well as material developers. In this case to develop students, teacher help students by asking comprehension question to understand better what they read. The question guided the students to map the text not only literally, but also inferentially and critically.

Considering the Plickers, the questions that have been given to students were suitable with taxonomy levels. The form of questions in treatment was yes/no question, alternative question, and informative question. Yes/no were simple questions that can be answered with either yes or no. these question can be used with personal response or evaluation, or other forms of question seem to follow readily. For example, *did you like this story? Why?*. Similar to yes/no question, alternative questions were subject to guessing and to explore students' comprehension deeply, the teacher continued to the informative questions. They were beginning with *where, what, when, who why and how.* These kinds of questions have worked best and helped the students to improve their literal, inferential, and critical comprehension.

Based on the research result, the students have already made significance progress in reading after they are given the treatment. Plickers was very useful to lead the students are able to build up their own ideas by using Plickers then conventional way.

2.   The students' motivation in learning reading Comprehension

The questionnaire that was given to the students in experimental group convert several statement about motivation toward learning comprehension by using Plickers. All these statement related to the use of Plickers.

The data of the experimental group score of motivation through questionnaire (table 4.14) indicated that 6 (24%) students was in category very high motivation and there were 19 (76%) students indicated in high motivation. From these findings, it can be inferred that most of the students have positive responses to the use of Plicker as tools in improving students' reading comprehension. In order word, the students' motivated in learning reading comprehension by using Plickers. Furthermore, the mean score of students motivation was 80.84, which mean that using Plicker in teaching reading comprehension have high motivated to the students. Therefore, Plickers is effective in improving the students reading comprehension achievement and students' motivation in learning English.

CONCLUSION AND SUGGESTION

Based on research findings and discussion in the previous chapter, the researcher concludes the result of this research as follows:

1.   The application of plickers improved the students reading comprehension more significantly at the eighth grade of MTs 6 Muhammadiayah Makassar that non-plickers. The mean score of pretest of experimental and control group was significantly different. In addition, the mean score of the posttest in the experimental group was higher than control group. It can be seen from the students' mean score of the posttest was 81.33 for the experimental group, while for the control group the students mean score was 73.99. Beside that the T-test of the students' reading comprehension achievement in experimental and control group in posttest was smaller than α (.0.00<0.05). it indicates that H_1 is accepted and H_0 is rejected. It assumed that there is significance between the students and the experimental and control group after treatment.

2.   The researcher conclude that the students are high motivated in learning reading comprehension by using Plicker based on main score of students' motivation the students got score 80.84. it was indicate that after using Plickers the students' have High Motivation in learning English, especially in Reading comprehension

In relation to the conclusion above, the researcher would like to suggest the

following points:

1.   The English teacher should be creative to manage the materials presentation the classroom for teaching reading comprehension such as using plickers. This is meant to avoid monotones teaching technique.

2.   The teacher or lecturer should give the various technique and application in teaching reading comprehension based on student interest need. To attract students' attention, the teacher more creative in managing the class, so the students are fun and enjoy in learning and teaching process.

3.   Further research needs to be conducted and explore more about effectiveness of Plickers for students.