

INCREASING READING COMPREHENSION THROUGH EDUTAINMENT APPROACH

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Abstract

The objective of this research was to increase the students' reading comprehension through the application of edutainment approach. The population of this research was the second year students of SMA Negeri 1 Sojol, which were divided into four (4) parallel classes. The writer took two classes as the samples by employing random sampling techniques. The classes were XI IPA 1 (Experimental class) and XI IPA 2 (Control class). The pre-test, post-test design was used in the research. After getting the mean score of both experimental and control class in pre-test and post-test, the writer analyzed the data by using the t-test formula in order to test whether or not the mean scores of the students were significantly different as the result of the treatment. The research hypothesis was accepted where the $t_{counted}$ (4.73) is higher than the t_{table} (2.045) with the level of significance of 0.05. The result indicates that there is a significant difference in students' achievement on reading comprehension after being taught through edutainment approach.

Keywords: Reading Comprehension; Edutainment Approach.

INTRODUCTION

Reading comprehension consists of two words "reading" and "comprehension". In other words by reading people will understand. The following are the definitions about reading comprehension according to some experts. Heilman (1981:242) states :

Reading comprehension is the process of making sense of writing ideas through meaningful interpretation and interaction with language. It means that, to comprehend and to understand the text, the students should apply their understanding about the use of vocabulary, sentence structure, the meaning of words, and correlation among the words or sentence in the reading text.

The aspects involve understanding the authors' message by using the readers' knowledge themselves, specially the knowledge of language. However, many factors such as decoding skills, reasons in verbal and nonverbal terms also have contribution as well.

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The writer thinks that the essential point of reading comprehension is a process to enrich knowledge through extracting textual information being read.⁴

Considering that senior high school students are in the age of transition, teaching them seems to be challenging for the teachers in terms of preparing materials. Brown (2001:92) argues “the “terrible teens” are an age of transition, confusion, self consciousness, growing, and changing bodies and mind”.

In comprehension, memory also plays an important role such as what Foss and Hakes (1978:150) point out:

The process of comprehension itself may be affected by the memory structures that are active when the sentence is being process, in other words, not only does comprehension change, but the existing memory representation can also affect the course of comprehension.

Those related factors above demand the teachers to use an interesting approach in teaching English to students. Teaching the students a language means teaching them knowledge as well as skills. That is why teaching reading material is not a matter of teaching students to read and comprehend the material and apply it both in reading and writing skill, but the most important goal is to use it.

The previous research found that teachers in elementary schools treated the students as False Beginners who learn a foreign language. However, the students hope that the teacher could teach them based on their capacity and their needs to learn the language.

Toward the above phenomenon from the previous research of edutainment approach, the writer conducted related research. The previous research was conducted by observing the edutainment approach of teaching English by elementary school teachers. In this research the writer is more interested in conducting her research to senior high school students by considering that the teens also need an interesting approach in learning English.

Edutainment is one of those combo words, like "guesstimate," that combines two regular words into one term that really isn't a word. As you may have guessed, "edutainment" is a blend of education and entertainment. This term is used to describe various forms of entertainment that also educate. One industry that is loaded with edutainment products is kid's software. Most definition of entertainment relating to something that amuses by show or performance, but entertainment is presented at such different way. It is more emphasized on how the teaching learning process is conducted through integrated approach. In other words, entertainment in this concept refers to the

learning teaching atmosphere (Wikipedia, 2013). According to Gros (2003), edutainment is education that has been placed within the framework of entertainment. This software genre is designed and developed to target parents and teachers and is specifically designed to focus on academic subjects while commercial gaming software is developed to target players for purely entertainment purposes.

Edutainment is a hybrid game genre that relies heavily on visuals and narratives or game formats but also incorporates some type of learning objective, Okan (2003). The main purpose of edutainment is to promote student learning through exploration, interactivity, trial and error, and repetition in such a way that students get so lost in the fun, that they do not realize they are learning at the same time.

Referring to the problem explained previously that many Indonesian students still get difficulties in comprehending the text, the writer formulated the research question “Can the application of edutainment approach increase students’ skills in reading comprehension of SMA Negeri 1 Sojol?” It is to find that the application of edutainment approach can increase the students’ skill in reading comprehension of SMA Negeri 1 Sojol.

METHODOLOGY

In conducting this research, the writer applied true-experimental research design to find that the use of edutainment approach is effective to increase the students’ skill in reading comprehension. There are two groups involved in the true experimental research design. They are experimental group and control group. Both groups were given pre-test. After that, eight times treatments were given only to the experimental group; however, the control group also received the teaching by its English teacher. In the end of the treatment, both groups received the post-test. The writer conducted the research based on the research design proposed by Best (1981:70):

	pre-test	treatment		post-test
Experimental Group	R	O1	X	O2
Control Group	R	O3	X	O4

Where:

R : randomize

O1 O3 : pre-test

X : treatment

O2 O4 : post-test

Population is considered as all research objects. Best (1981:8) proposes “population is any group of individuals that have one or more characteristics in common that are of interest to the writer.” Based on the statement, the population was the eleventh grade students of SMA Negeri 1 Sojol consisting of 4 Classes. Each class consists of 30 up to 32 students. The total number of the eleventh grade students of SMA Negeri 1 Sojol was 124 students.

Sample can be defined as a small part of population. Best (1981:8) proposes “A sample is a small proportion of a population selected for observation and analyzes” Based on the research design written previously, There are two classes which was chosen as a sample. In decided the sample of the research, she applied a cluster sampling technique.

Based on the statement above, the writer decided the sample of research. First, the writer rolled two pieces of papers containing names of two classes and then filled the roll papers into a tin. Next, she shook them and dropped out one of them. The first was the experimental group and the second was the control group.

Every research has variable that affects each other as Cresswell (2009:50) defines, “Variable refers to a characteristics or attribute of an individual or an organization that can be measured or observed and that varies among the people or organization being studied.” A particular research has two variables in which one variable affects another one variable, and oppositely.

Based on the title, the writer used two research variables in this research. Those were dependent and independent variable. A dependent variable is a feature that depends on the independent variable, while independent variable is a feature that cause, influence, or affects outcomes (Creswell, 2009:50). Consequently, the dependent variable of this research was Teaching Reading Comprehension of the eleventh grade students of SMA Negeri 1 Sojol, while the independent variable was the use of edutainment approach.

In collecting data of the research, the writer used test. The writer used two kinds of test, namely pre-test and post-test. She gave the pre-test to the students before giving the treatment. It was conducted in order to assess know the students’ prior skill in reading comprehension. The test consisted of two categories, vocabulary test of 5 items and comprehending test, 8 items in comprehending test no 1 and 2 ask about main idea, while no 3-8 ask about looking for detail. Total number is 13. The score distribution is described as follow:

Table 1: Score Distribution

No	Number question	Score distribution
1	1	2
2	2	2
3	3	2
4	4	4
5	5	2
6	6	2
7	7	2
8	8	2
9	9	1
11	10	1
10	11	1
12	12	1
13	13	1
Total score		23

To count the score the writer used this formula:

$$\text{Score} = \frac{\text{obtained score}}{\text{max .score}} \times 100$$

After conducting the pre-test, the writer gave the treatment to the students. The writer taught them in Reading Comprehension through edutainment approach. The writer gave the treatment to the students for eight meetings and each meeting spent about 90 minutes.

After giving the treatment, the writer administered post-test. The purpose of this test is to find out the significant result of the using edutainment approach in increasing the students' reading comprehension.

The writer analyzed the data by using statistical analysis. It was used to analyze the result of mean score of each test of each group. A formula proposed by Ary, Jacobs, and Razavieth (2010:108-109) was applied, the formula is as follow:

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

Where:

\bar{X} = mean

\sum =sum of

X = raw score

N = number of scores

When the value of mean of each group (both pretest and posttest) was obtained, the writer proceeded to compute the value of deviation to get the value of standard error. The formula stated below was quoted from Ary, Jacobs, and Razavieth (2010:115-171).

a. Formula of Deviation

$$x = X - \bar{X}$$

Where:

$$\begin{aligned} x &= \text{deviation score} \\ X &= \text{raw score (student's score)} \\ \bar{X} &= \text{mean} \end{aligned}$$

b. Formula of Standard Error

$$S_{X_1 - X_2} = \sqrt{\frac{\sum x_1^2 + \sum x_2^2}{n_1 + n_2 - 2} + \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}$$

Where:

$$\begin{aligned} S_{X_1 - X_2} &= \text{standard error of the difference between two means} \\ n_1 &= \text{number of cases in group 1} \\ n_2 &= \text{number of cases in group 2} \\ \sum x_1^2 &= \text{sum of the square deviation scores in group 1} \\ \sum x_2^2 &= \text{sum of the squared deviation scores in group 2} \end{aligned}$$

After getting the value of the standard, the writer of this study would easily obtained the *t-counted* in order to analyze and to answer the research hypothesis of this study. In line with the aim, the following formula proposed by Ary, Jacobs, and Razavieth (2010:171) was used:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{S_{X_1 - X_2}}$$

Where :

$$\begin{aligned} \bar{X}_1 &= \text{mean of group 1} \\ \bar{X}_2 &= \text{mean of group 2} \\ S_{X_1 - X_2} &= \text{standard error} \end{aligned}$$

RESULTS

The result of the pre-test of two groups is presented in the table 2:

Table 2 : The Results of the Pretest of Two Groups

No.	Experimental Group		Control Group	
	Initials	X_1	Initials	X_2
1.	Aan	9	Asm	7
2.	Asr	8	Des	6
3.	And	9	Dir	8
4.	Fit	10	Din	7
5.	Has	9	Fer	9
6.	Irs	10	Gus	7
7.	Jus	11	Haf	7
8.	Jum	9	Har	6
9.	Mil	10	Her	7
10.	Luk	8	Irw	8
11.	Moh	9	Wan	7
12.	Mar	8	Ima	8
13.	Mut	10	Kar	8
14.	Har	11	Mas	9
15.	Nid	10	Mey	10
16.	Nur	9	Mif	6
17.	Rah	9	Mil	7
18.	Rus	10	Riz	8
19.	Res	10	Mus	8
20.	Rus	10	Nar	8
21.	Sut	9	Nur	9
22.	Sul	10	Res	9
23.	Hai	9	Rin	8
24.	War	8	Ruk	8
25.	Hai	8	Sya	7
26.	Fat	10	Sul	7
27.	Yan	12	Sry	7
28.	Uma	11	Wah	8
29.	Sat	12	Wiw	9
30.	Jun	10	Lul	10
	Total	276		233

Before giving the treatment, the writer administered the pre-test to measure the prior knowledge of the students. Having obtained the result of pretest, the writer then computed

the mean score of students' initial achievement for both experimental and control group. The mean score was the sum of score of all students divided by number of students. The computation can be seen as follow:

Mean of experimental group

$$\bar{X}_1 = \frac{276}{30}$$

$$= 9.2$$

Mean of Control Group

$$\bar{X}_2 = \frac{233}{30}$$

$$= 7.7$$

The writer discovered that the mean of experimental group before treatment was 9.2 and the mean of control group before treatment was 7.7. These means (before treatment) would be compared after treatment conducted.

By looking at the result above, in experimental group there were only three students got the highest score, 11 points and in control group there were only two students got the highest score, 10 points whereas the maximum score was 23. It is indicated that all of students got score lower than 23. This result proved that the students still got difficulties in comprehending a text.

After giving the treatment, the writer gave post test to the students to find out whether the application of edutainment approach can increase students' reading skill or not.

The writer found that the mean of both groups increased. The mean of experimental group showed 21 which meant the mean increased significantly from the pretest. In other words, the edutainment approach brought significant effect whereas the mean of control group was 9.16. There was an increase showed from the pretest, but control group did not show an increase as significantly as the experimental group did. The computation below showed the mean score of two groups.

Mean of Experimental Group

$$\bar{X}_1 = \frac{630}{30}$$

$$= 21$$

$$\sum x_1^2 = 3228$$

Mean of Control Group

$$\bar{X}_2 = \frac{497}{30}$$

$$= 19.16$$

$$\sum x_2^2 = 2414$$

The result of the post test of two groups is presented in the table 3:

Table 3 : The Results of the Posttest of Two Groups

No.	Experimental Group				Contol Group			
	Initials	X_1	$\frac{X_1}{(X_1 - X_i)}$	X_1^2	Initials	X_2	$\frac{X_2}{(X_2 - X_i)}$	X_2^2
1.	Aan	21	12	144	Asm	19	12	144
2.	Asr	22	14	196	Des	17	11	121
3.	And	21	12	144	Dir	16	8	64
4.	Fit	21	11	121	Din	19	12	144
5.	Has	20	11	121	Fer	19	10	100
6.	Irs	22	12	144	Gus	18	11	121
7.	Jus	21	10	100	Haf	18	11	121
8.	Jum	20	11	121	Har	16	10	100
9.	Mil	21	11	121	Her	16	9	81
10.	Luk	21	13	169	Irw	18	10	100
11.	Moh	22	13	169	Wan	16	9	81
12.	Mar	21	13	169	Ima	18	10	100
13.	Mut	20	10	100	Kar	18	10	100
14.	Har	21	10	100	Mas	17	8	64
15.	Nid	20	10	100	Mey	16	6	36
16.	Nur	21	12	144	Mif	16	10	100
17.	Rah	22	13	169	Mil	17	10	100
18.	Rus	21	11	121	Riz	15	7	49
19.	Res	20	10	100	Mus	15	7	49
20.	Rus	21	11	121	Nar	16	8	64
21.	Sut	21	12	144	Nur	16	7	49
22.	Sul	21	11	121	Res	15	6	36
23.	Hai	20	11	121	Rin	17	9	81
24.	War	21	13	169	Ruk	16	8	64
25.	Hai	22	14	196	Sya	15	8	64
26.	Fat	21	11	121	Sul	15	8	64
27.	Yan	22	10	100	Sry	15	8	64
28.	Uma	20	9	81	Wah	16	8	64
29.	Sat	22	10	100	Wiw	17	8	64
30.	Jun	21	11	121	Lul	15	5	25
Total		630		3228		497		2414

Furthermore, the researcher counted the standard error of the difference between two means of two groups. Counting the value of the standard error aimed at computing the *t-counted* which functions to prove that the variables of this study had relationship and the independent variable had consequence toward the dependent variable.

$$\begin{aligned}
S_{X_1-X_2} &= \sqrt{\frac{\sum x_1^2 + \sum x_2^2}{n_1 + n_2 - 2} + \frac{1}{n_1} + \frac{1}{n_2}} \\
&= \sqrt{\frac{3228 + 2414}{3+30-2} + \left(\frac{1}{30} + \frac{1}{30}\right)} \\
&= \sqrt{\frac{814}{58} + (0.033 + 0.033)} \\
&= \sqrt{(14.03)(0.066)} \\
&= \sqrt{0.92} \\
&= 0.95
\end{aligned}$$

After counting the standard error, the value obtained was 0.95. This value was used to count *t-counted*. The following was the computation of *t-counted*;

$$\begin{aligned}
t &= \frac{X_1 - X_2}{S_{X_1-X_2}} \\
&= \frac{21 - 16.5}{0.95} \\
&= 4.73
\end{aligned}$$

The result of counting *t-counted* value is 4.73. This value has not supported to conclude that the research hypothesis is accepted. Therefore, the *t-counted* value would be compared with the *t-table* value. If the *t-counted* is higher than *t-table*, the research hypothesis is accepted. Otherwise, if the *t-table* is higher than the *t-counted*, the research hypothesis is rejected.

Testing hypothesis aimed at proving that the independent variable has great influence to improve the dependent variable. Research hypothesis of this study stated previously was “Teaching reading comprehension through edutainment approach to the second year students of SMA Negeri 1 Sojol” In this case, the application of edutainment approach is expected to have great effect toward the students’ skill in Reading.

To prove the significant result between the *t-counted* and the *t-table*, the writer applied 0.05 level of significance. The *t-counted* value was obtained, then, the writer needed to determine the *t-table* value. To get the *t-table* value, it needed to determine degree of freedom (*df*). The degree of freedom was $n_1 + n_2 - 2 = 30 + 30 - 2 = 58$. Considering to the table, the *t-table* value showed was 2.045. It meant the *t-counted* value was higher than the *t-table* value. In other words, the research hypothesis was accepted. In short, the application

of edutainment approach used in this study was effective to be applied in learning Reading English.

The result of this research showed that edutainment approach can increase the student ability in reading comprehension. It is shown by the difference in the mean score of both control class and experimental class after teaching the experimental class through edutainment approach. The result of the treatment indicates positive effect by the application of edutainment approach in teaching reading to the second year students of SMA Negeri 1 Sojol. The difference between t-table and the t-counted show that the standard rejection (0.05) prove that the mean score after comparing through t-test formula, the t-counted (4.73) is higher than t-table (2.045) or at the significant level. The result indicates that the students in the experimental class outperformed those who were in the control class.

DISCUSSION

Based on the result of pre-test, in experimental group there were only three students who got the highest score, 11 points and in control group there were only two students who got the highest score, 10 points, whereas the maximum score was 23. It is indicated that all of students got score lower than 23. This result proves that the students still got difficulties in comprehending a text.

When the writer gave the treatment to the students, they were very interested in comprehending a text given. It happens because before they comprehend a text, we can play some games like vocabulary card, word association, read and whisper related to the topics. It is very useful technique because they do not get bored in learning activity.

After giving the treatment to the students in 8 meetings, the writer gave the post-test to the students. By applying edutainment approach in increasing the students' skill in reading, there is a significant progress obtained by the students. In experimental group, there was 10.8% of the students who got the highest score, 22 points, and there was 20.4% of students who got the lowest score, 20 points. By contrast, in control group there was 5.4% of the students who got the highest score, 19 points, and there was 10.8% of the students who got the lowest score, 15 points.

In relation this research, there are some relevant studies conducted by English students. One of them was written by Rismawati (2012) which the title was "Improving the

reading ability of the second year students of SMP Negeri 18 Palu through contextual teaching and learning (CTL)”. It is found that CTL is effective in improving the students’ ability in reading. Similarly, Windiani (2008) found that scanning technique is effective in improving the third grade students of SMP Negeri 1 Torue. By looking at the two researches above, the similarity between their studies with the current research is the research focus. The difference is the techniques used in improving or increasing the students’ skill in reading comprehension. In short, the use of edutainment approach is effective in increasing students’ skill in reading comprehension.

CONCLUSIONS AND SUGGESTION

Based on the result of data analysis which has been counted previously, the writer concluded that the application of edutainment approach can increase the students’ ability in Reading Comprehension. It can be proved by looking at the students’ result of mean score in the pre test and post test. The students’ mean score in experimental group from 9.2 in the pre test improved to 21 in the post test. The students’ mean score in control group from 7.7 in the pre test improved to 19.16 in the post test. Furthermore, the use of edutainment approach in teaching learning activity, especially in teaching Reading Comprehension became welcome break from the routine for students.

Considering the result of the research, the writer would like to offer some ideas for those who are involved in English teaching learning process. First, teaching reading comprehension should be presented as interesting as possible. Edutainment approach could be one option to be applied in teaching reading comprehension. Second, vocabulary teaching should be considered as the important component in language teaching, and should be taught intensively by using interesting techniques. The last, edutainment as an approach could be applied in teaching four language skills, namely reading, listening, speaking, and writing. It depends on teachers’ creativity in extracting and designing the elements which will be used with the material.

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