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THE EFFECTIVENESS OF BOOKTRACK FOR TEACHING READING COMPREHENSION

Sita Oktabriyanti, Rudi Hartono, Galuh K.D.A. 

English Department, Faculty of Languages and Arts, Universitas Negeri Semarang, Indonesia

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**Abstract**

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The aim of this study is to find out the effectiveness of Booktrack in teaching reading comprehension on the tenth grade students of a senior high school in Semarang. In order to achieve the objective of this research, the writer designed a quasi-experimental study. The subject of this study was 64 students of the tenth grade of a senior high school in Semarang; 32 students acted as the experimental group to be taught reading comprehension by using Booktrack App and the other 32 students as the control group to be taught reading comprehension by using regular medium. The results of the study showed that the score of experimental group was higher than control group. Based on the results, it can be concluded that Booktrack App is effective as a medium in teaching reading comprehension.

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|  Correspondent Address: | ISSN 2252-6706 |
| B3 Building FBS Unnes |  |
| Sekaran, Gunungpati, Semarang, 50229 |  |
| E-mail: sita.oktabriyanti@gmail.com |  |

## INTRODUCTION

#### English is one of the subjects taught in schools. It covers four basic language skills consisting of listening, speaking, reading and writing which have to be mastered by students. Reading, as one of the language skills, is important in learning a foreign language. Reading is commonly considered as the easiest skill to master because everyone can read fairly well. However, reading is important to improve language skills in English. Mikulecky and Jeffries (1996) defined the importance of reading as “reading helps you learn to; think in English, enlarge your English vocabulary, improve your writing, a good way to practice your English if you live in a non-English-speaking country, and as a good way to find out about new ideas, facts, and experiences”.

#### As English Teachers, we should always find new methods to improve our students’ skills. In reading, teachers have to find an appropriate method to encourage the student so that their reading comprehension will be improving significantly. Cunningham (as cited in Bridges, 2014) explained that “reading is a very rich, complex and cognitive act that offers an immense opportunity to exercise our intelligence in ways we lose if we don’t read”.

#### Serravallo (as cited in Bridges, 2014) stated that the more children read, the more they build their background knowledge, which in turn strengthens their ability to comprehend. Effective teacher of reading facilitates the expansion of background knowledge by providing frequent and varied opportunities for their students to interact with a variety of commercial books. On the other hand, most students have low interest and motivation in reading. In order to make the students engage to the lesson, a teacher should be able to find an appropriate method and make the lesson interesting. One of the methods is by using media, and in this technology era, online application can be an alternative medium of teaching reading.

#### Some methods and strategies have been applied in teaching reading comprehension. Using online resources as aids in teaching and learning process is interesting topics for many researchers. Therefore, there are many studies that have been done in this area.

#### The first is an experimental study entitled “The Use of Cartoon Short Stories in THE JAKARTA POST to Improve Reading Comprehension Skill”. This study described the effectiveness of Cartoon Short Stories in THE JAKARTA POST to improve reading comprehension skill. The object was Eighth Grade students of MTs N Margoyoso Pati. This study showed that the use of cartoon short stories was beneficial for the students in improving reading comprehension. Based on this finding, it is suggested that cartoon short stories can be used by the teachers to improve students’ ability in reading comprehension (Mukhaiyaroh, 2008). The similarity between this study and the writer’s study is both of them are experimental studies which aim to find out the effectiveness of online resources in teaching reading comprehension.

#### The second is a study entitled “Enhancement of automatization through vocabulary learning using CALL: Can prompt language processing lead to better comprehension in L2 reading?” The study aimed to optimize a multimedia application for vocabulary learning for English as a Foreign Language (EFL). According to the research, multimedia application users not only retained more words and recalled the meanings more quickly but also obtained higher scores on reading comprehension tests that contained the words learned through the application. From this result, it is concluded that multimedia vocabulary learning with a time-control function can automatize word decoding skills and therefore free more working memory, thereby leading to better comprehension of the text (Sato, Matsunuma, and Suzuki 2013). Actually, there is a similarity between this study and the writer’s study. They focus on using multimedia to improve reading comprehension. This study used Booktrack as the medium for teaching reading comprehension.

#### Booktrack is a new way for students to read stories and texts accompanied by a movie-style soundtrack. Students also can create Booktracks, using their own writing or works being studied in school. This Booktrack apps allow users to read the texts on a mobile devices. Booktrack also works on Google Chrome, Firefox and Opera browser.

#### Booktrack can be accessed from smartphone or computer. To access Booktrack from smartphone, readers should download the application from play store and install it. When using computer, readers can go to www.booktrack.com from browser and choose the books they want to read.

#### Based on the previous studies which showed the effectiveness of using media in teaching learning process, the writer is interested to conduct a research using technology as the medium for teaching entitled “The Effectiveness of Booktrack in Teaching Reading Comprehension”. This research will find out the effectiveness of using Booktrack App as the medium in teaching reading comprehension. The writer will try to compare the use of Booktrack and regular medium in teaching reading comprehension to know which medium is more effective.

## METHODOLOGY OF THE RESEARCH

#### The subject of this study was tenth grade students of SMA N 13 Semarang. In this research, the writer chose two classes; one is experimental group, and another is control group. Moreover, the objectives of the study is to find out the effectiveness of Booktrack in teaching reading comprehension on the tenth grade students of a Senior High School in Semarang. In this study, the writer used quantitative method. The quantitative data used the statistical analysis to calculate the numeral data. The writer used quasi-experimental study as one form of quantitative research to investigate the effectiveness of Booktrack App in teaching reading comprehension.

#### In this study, a non-equivalent control group design is used. This design was chosen because the writer did not break the classes up to get the objects of the study. The writer only took two existing classes. This design divided the samples into two groups, a group of participants who receive a treatment as an experimental group and another group of participants as a control group.

#### In conducting this quasi-experimental study, the writer used pretest and posttest as the instruments for collecting the data. There were 4 main activities which were conducted in this study; try-out test, pre-test, treatments and post-test.

#### The try out test was prepared before the instrument was implemented. It was conducted in the same population but not the control and experimental classes. After scoring the result of the try out test, the writer analyzed the data to find out that the instrument is good or not by using the formulas in statistical design.

#### After analyzing the instruments, the students in control and experimental group were given pre-test to find out students’ mastery before the treatment as the beginning data. Then, the experimental group was given experimental treatment by using Booktrack. The two groups were taught the same material, but with different medium. The experimental group was taught by using Booktrack to find out the effectiveness of this medium in teaching reading comprehension. On the other hand, the control group was taught by using regular method. After the treatments, both of groups do the post-test. Then, the results of them are computed statistically.

#### **RESULT AND DISCUSSION**

#### The research was conducted on April 6th, 2016 – April 21st, 2016. The first activity was conducted on Wednesday, 6th April, 2016. Try-out test was given to students outside the control and experimental classes which consisted of 32 respondents. The writer gave 20 multiple-choice items and the students were asked to do the test by their own. The writer provided 60 minutes for the students to do the try-out test. Then, the writer made an analysis to find the validity, reliability, and difficulty level on the test based on the scores. The result of the valid item is showed in the table below.

#### Table 3.1.

#### Item Validity Result

|  |  |  |
| --- | --- | --- |
| Category | Item Number | Total |
| Valid | 1, 2, 3, 4, 6, 7, 8, 10, 11, 12, 14, 15, 16, 17, 18, 19, 20 | 17 |
| Invalid | 5, 9, 13 | 3 |

#### In order to measure the reliability of the test, the writer used Kuder Richardson 20 formula. The computation of reliability obtained 0.739, for α=5% with N=32, the rtable = 0.349. Since r11 was higher than rtable (0.739 > 0.349), it was concluded that the research instrument was reliable.

#### Furthermore, to find out the differences between groups of samples, the writer used t-test. The writer used independent sample t-test to know the initial score between the experimental and the control groups in the pre-test. Before t-test was done to know the significant difference between the control and the experimental groups, the writer calculated normality and homogeneity.

#### Homogeneity tests were calculated in order to decide whether a test was homogeneous or not. The writer used SPSS program to find out the homogeneity of the tests. It was important because the similarity of both groups would influence the result of test. Moreover, homogeneity of a test was used as a requirement to calculate t-test. The following was the computation of homogeneity of the pre-test.

#### Table 3.2.

#### Homogeneity Analysis in Control Group

|  |
| --- |
| Test of Homogeneity of Variances |
| Control group |
| Levene Statistic | df1 | df2 | Sig. |
| ,548 | 1 | 62 | ,462 |

#### Table 3.3.

#### Homogeneity Analysis in Experiment Group

|  |
| --- |
| Test of Homogeneity of Variances |
| Experiment group |
| Levene Statistic | df1 | df2 | Sig. |
| 3,812 | 1 | 62 | ,055 |

#### Based on the homogeneity test of pre-test data in control group by using Levene Statistic, it showed that F value was 0.548 and sig value was 0.462. Because 0.462 > 5%, it indicated that the data were homogeneous. Moreover, based on the homogeneity test of pre-test data in experiment group by using Levene Statistic, it showed that F value was 3.812 and sig value was 0.055. Because 0.055 > 5%, it indicated that the data were homogeneous.

#### Normality analysis were used to determine whether or not the subjects have normal distribution. The writer used SPSS program to find out the normality of the tests. Normality of a test was used as a requirement to calculate t-test. If the test was distributed normally, t-test could be applied to find out the significant differences between post-test control and experimental group. If Sig value was higher than 0.05, it could be concluded that the tests were normally distributed. The following was normality analysis of the tests.

##### Table 3.4.

##### Normality Analysis

|  |
| --- |
| One-Sample Kolmogorov-Smirnov Test |
|  | postest\_control | postest\_exp |
| N | 32 | 32 |
| Normal Parametersa,b | Mean | 70,7813 | 87,1875 |
| Std. Deviation | 9,34201 | 9,24030 |
| Most Extreme Differences | Absolute | ,190 | ,213 |
| Positive | ,190 | ,188 |
| Negative | -,182 | -,213 |
| Kolmogorov-Smirnov Z | 1,072 | 1,207 |
| Asymp. Sig. (2-tailed) | ,200 | ,109 |
| a. Test distribution is Normal. |
| b. Calculated from data. |

#### Based on normality test by using Kolmogorov test for post-test in the control group, Z value was 1.072 and sig value was 0.200. Because sig 0.200 > 5%, it can be concluded that the post test data in the control group were distributed normally. Moreover, in the experimental group, it showed that Z value was 1.207 and sig value was 0.109. The post-test data in the experimental group were also distributed normally, for it showed that 0.109 > 5%.

#### The writer calculated t-test by using SPSS program to find out if there was a significant difference or not. Post-test of control group and experimental group were normally distributed and homogeneous. The writer conducted t-test calculation by using SPSS program. The result of t-test calculation was as follows.

#### Image 3.1.

#### Process of T-test in Control Group

####

#### Based on t-test result in pre-test and post-test of the control group, t value was 4.308 and sig value was 0.000. Because sig value 0.000 < 5%, the pre-test and post-test data in control group showed different results.

#### Image 3.2.

#### Process of T-test in Experiment Group

####

#### Based on t-test result in the pre-test and post-test of experimental group, t value was 9.119 and sig value was 0.000. Because sig value 0.000 < 5%, the pre-test and post-test data in the experimental group showed significant difference.

#### According to the table, the result of t-test was higher than t-table and Sig. (2-tailed) value 0.000 was lower than 5%. It indicated that there were significant differences between control and experimental group in achieving the result of post-test. Null hypothesis (Ho) was rejected and alternative hypothesis (H1) was accepted because t-value was higher than t-table (t value > t table). In conclusion, there was a significant difference in the students’ reading after being taught using *Booktrack App*.

#### This section would discuss the research findings which include the meaning of the test result and the effect of treatment. The writer conducted the study by using quasi experimental research design. The aim of this study is to find out whether or not the use of Booktrack App is effective to increase students’ reading comprehension at the tenth grade students in a senior high school in Semarang.

#### The control group was taught by using regular medium which was printed text. Meanwhile, the experimental group was given different treatment by using Booktrack App. The treatment was conducted before the post-test was administered. The material for both groups was similar but it just differed on the teaching and medium of learning.

#### The writer conducted treatment of experimental group by using Booktrack App. After having explanation about recount text, students got treatment using Booktrack App. First of all, students were directed to go to the writer’s blog to explain the steps to use Booktrack App. Then they were asked to read two passages in www.booktrack.com by clicking the link attached in the blog. Finally, the students had to answer the question in the form of multiple choice in a form of electronic test which made by using Wondershare Quiz Creator. The results of the students would automatically send into the writer’s email through this quiz creator.

#### In the learning process, it could be seen that in the experimental group the students enjoyed the class more than those in the control group. It means that the use of Booktrack was helpful in attracting students’ interest. After the treatment, the improvement of students’ comprehension in the experimental group was higher than the improvement of the control group. The improvement can be seen when the writer gave the questions after treatment, they answered correctly. It showed that the use of Booktrack made reading interesting.

#### The treatment was going well enough. However, the writer still found some obstacle while conducted the research which were time management and poor internet connection. Most of the students had to be explained slowly about the steps to open Booktrack App because this medium might not be familiar for them. The writer should make sure every student understood in every step before going to the next activity. It was wasting time. Moreover, low internet connection in the classroom made students take more time to open the application. It will be necessary for teachers to make a good time management and make sure to have a good internet connection to use this medium.

#### After conducting treatment, the writer calculated the result of the tests by using SPSS program. After the students received the treatment, the mean scores of both groups were increased. Meanwhile, the post-test mean of experimental group was higher than the post-test mean of control group. Based on the score, it indicated that after getting treatment, the experimental group got a better result than the control group. There was a significant difference in the students’ achievement between the experimental and the control groups. In addition, the writer also assumed that Booktrack App was effective to teach reading comprehension. The results also proved that the pretest was normally distributed and homogeneous.

#### Moreover, the writer’s assumptions could be proved by the result of t-test calculated by SPSS program. Before applied the t-test statistical analysis, an analysis to find out the normality and the homogeneity of the two samples were performed. Therefore, the writer calculated the normality and the homogeneity of both groups’ post-test. The post-test result of both group were normally distributed. The Sig value on control group’s post-test was 0.200 while the Sig value on experimental group’s post-test was 0.109. It meant that the test of both groups were normally distributed because both sig value was higher than 0.05.

#### The writer also checked the homogeneity of post-test data by using tests of homogeneity of variances by measured the significant coefficient in Levene’s statistics. The significant coefficient was found to be significant. Sig value was 0.462 which was higher than the level of significant (0.05). It could be concluded that the population between experimental and control group were homogenous. By knowing the result of posttest homogeneity, the writer concluded that the population of the two groups was homogenous so the t-test could be counted.

#### After found that the post-test scores between the experimental and the control group was normally distributed and homogeneus, the writer continued the statistical analysis by using t-test. The t-test was applied to find out whether or not there was any significant difference in the students’ achievement between the experimental and the control groups.

#### Furthermore, it could be seen from the t-test measurement which obtained sig value 0.000 in both experimental and the control groups, with α=5%=0.05. Because 0.000 was higher than 5%, the pre-test and post-test data in the experimental and control groups showed different result. So, it indicated that there were significant differences between control and experimental group in achieving the result of post-test. From the results, it was concluded that after treatments given, the experimental group achieved a better result. Null hypothesis (Ho) was rejected and alternative hypothesis (H1) was accepted because tvalue was higher than ttable (t value > t table ). In conclusion, there was a significant difference in the students’ reading comprehension after being taught using Booktrack App. Thus, the use of Booktrack App in teaching reading comprehension could be one of the media in improving students’ understanding in their learning process. It could be stated statistically that Booktrack App is effective to be applied in teaching students’ reading comprehension.

## CONCLUSIONS

#### Due to the result and discussion in the previous chapter, the writer makes some conclusions as follows. The first conclusion is the significance of the test. Based on the computation in the previous chapter, the pre-test and post-test data in the experimental and control groups showed different result. It showed that the experimental group achieved a better result after treatments given. It means that there is a significant difference of the reading comprehension between the students who were being taught with Booktrack App and those who were being taught by using regular medium. In other words, the research findings show that the result of the treatment is in line with the hypothesis which stated that “There is significant difference of students’ reading comprehension between those who are being taught with Booktrack App and those who are taught by using regular medium”. Therefore, the null hypothesis which stated that “There is no significant difference of students’ reading comprehension between those who are being taught with Booktrack App and those who are taught by using regular medium” is rejected.

#### Second, it is more effective using Booktrack as a medium in teaching reading comprehension. It could be seen by comparing the average scores of the experimental and control groups in the pre-test and post-test. The average score of the pre-test for the experimental group is 70.94, while the average score of the control group is 63.75. From the calculation, the difference of average score on the experimental group is higher than the control group. So, it can be concluded that there is good improvement of the experimental group after they received treatments by using Booktrack.

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