

THE IMPACT OF USING GADGET IN INCREASING STUDENTS' READING COMPREHENSION IN ELEVENTH GRADE AT SMA NEGERI 4 MAKASSAR

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ABSTRACT

Nowadays, there are many schools, especially high schools, which allow their students bring gadget to school. Therefore, it is crucial for students to know how to use gadget as possible as they can as a helping tool especially to increase their academic skills including their reading comprehension in English lesson. The purpose of this study was to find out the use of gadget in increasing students' reading comprehension in eleventh grade at SMA Negeri 4 Makassar in academic year 2023/2024. The sample of this study were 20 students from class XI-8. The method that was used in this study was a quantitative method with a pre-experimental design that use three steps, namely pre-test, treatment, and post-test. The findings revealed that there is an increase of students' score in pre-test to post-test. The mean of students' score in pre-test was 41,960 and post-test was 68,295. The t-test was used SPSS 18 and the result is 0,000 ($<0,50$) which means that there is a significant difference between students' score in pre-test to post-test. Therefore, it can be concluded that the use of gadget can increase students' reading comprehension in eleventh grade at SMA Negeri 4 Makassar.

Keywords: Gadget, Reading Comprehension, Narrative Text

INTRODUCTION

The increasing of human needs such as clothing, food and shelter continue to soar, just like the soaring advances in technology and information. Nowadays where the connection and interaction of humans with technology has been like a basic need and a necessity any time. One of the impacts of today's technological advances is the existence of gadget.

Gadget is an electronic tool that is use as an information media, learning media, also entertainment. Another benefit of the gadget is it able to connect to the internet (Rozalia, 2017: 724). Simply put, gadgets are electronic devices or devices that are relatively small in size that have certain functions in their use. This device is portable because it can be use without being plugged into an electrical outlet.

Some examples of gadgets include smartphones such as Android and iPhone, computer/laptop, digital camera, tablet, headphone. Among these types of gadgets, the most widely use is smartphone.

The development of gadget technology is currently very extraordinary. The reach of its users has even reached remote villages. This of course makes it easier for users to get access of information about what is happening in the outside world. However, to realize this they still need an adequate internet

connection. With gadgets and an internet connection, mothers can access a collection of recipes online, farmers can find out about the latest developments in food technology, teachers and students can interact and carry out the teaching and learning process without meet face to face, and much more. However, behind all the conveniences provided, there are also various negative impacts that can arise from using gadgets such as health, social, financial, and academic problems. It depends on how wise the user is in utilizing the existing features and application in their gadgets.

Tambunan and Batubara (2020: 543) in their journals say that Gadgets with various applications can present a variety of social media, so they can be used by students as a learning resource. Not only academic-based applications, but applications in general can also be uses as learning media indirectly if the user knows how to use the application.

In a study that was conducted by Sultan (2018: 36) about The Implementation of Gadget Application in Learning English Vocabulary, he found that almost all of the respondents holding their gadgets when being interviewed. And one respondet even said that his life was inseparable from gadget. He always holds gadget everyehere and feels something is missing when he is not holding his gadget.

Applications and features contained in gadgets are generally designed using English as the first language. If it continues to be used, it can affect the development of students' English skills, especially their reading skill since there are many content using text in it. In a journal by Monalisa (2021 : 31) it says that the highest frequency of respondents spending time reading was around one hour a day. The period of time to have the habit of reading is since elementary school. While the type of text that is mostly consumed is fiction. The findings regarding the most common purpose of reading is to improve language skills, followed by reading for pleasure/enjoyment.

Reading is the most necessary way to expand knowledge. In learning other language, reading skill is also verry necessary. We leaarn language by undersatanding what other people say or when we understand what we read, Therefore, if we want to know more words and vocabulary in English, we need to read more texts in English.

Nowadays, there are many schools, especially high schools, which allow their students to bring gadgets to school. Therefore, it is crucial for students to know how to use gadget s possible as they can as a helping tool especially to increase their academic skills including their reading comprehension in Englis lesson.

Based on the description of the background, the writer feels the need to carry out an action in the form of research on the impact of using gadget in increasing students' reading comprehension in eleventh grade at SMA Negeri 4 Makassar.

METHOD OF THE RESEARCH

The method was used in this study is a quantitative method with a pre-experimental design that examines how the use of gadgets can affect students' reading comprehension in eleventh grade at SMA Negeri 4 Makassar.

The research began with a pre-test in the form of multiple-choice questions with narrative text material which given to 20 students in class XI-8 at SMA Negeri 4 Makassar to see their prior ability before being given treatment of using gadget. At this stage students were not allowed to use gadget before working on the test given.

Furthermore, when the treatment was carried out, the students were allowed to use gadget to read any narrative text from application and website namely YouTube application and English Academy by Ruangguru. After the treatment, the writer was purposed an analyze by comparing the results of the pre-test and post-test. it find out how the use of gadgets in increasing students' comprehension in eleventh grade at SMA Negeri 4 Makassar.

FINDINGS AND DISCUSSION

Findings

The research begun with a pre-test in the form of multiple-choice questions with narrative text material which was given to 20 students in class XI-8 at SMA Negeri 4 Makassar. The aim of pre-test was to see students' prior reading comprehension ability. In the pre-test, students are not allowed to use gadget.

After giving the treatment, the post-test was given to see whether the use of gadget can increase students' reading comprehension in eleventh grade at SMA Negeri 4 Makassar.

1. Students' Score in Pre-Test

Students' score in pre-test can be seen in the table below:

Table 1. Students' score in pre-test

NO.	Srudents' Initial	Pre-Test Score	Classification
1.	ACNS	46,6	Very Poor
2.	AK	53,3	Poor
3.	AMB	46,6	Very Poor
4.	ANS	46,6	Very Poor
5.	ARM	53,3	Poor
6.	ASC	0	Very Poor
7.	ATAH	26,6	Very Poor
8.	FAM	40	Very Poor
9.	GPJ	60	Poor
10.	IZA	53,3	Poor

11.	MFSI	46,6	Very Poor
12.	MRM	33,3	Very Poor
13.	MRRS	53,3	Poor
14.	MSPM	33,3	Very Poor
15.	NH	40	Very Poor
16.	NT	20	Very Poor
17.	ROP	66,6	Average
18.	RPS	26,6	Very Poor
19.	S	26,6	Very Poor
20	YS	66,6	Average
TOTAL :		839,2	

Table 1 shows that the lowest score in pre-test is 0 which is categorized as very poor classification and the highest score is 66,6 which is categorized as average classification. It also showed that there are no students got excellent and good score classification,. Meanwhile, the total of students score is 839,2. Furthermore, the percentage of students' score classification in pre-test can be seen in the following table :

Table 2. The Classification and Percentage of Students' Score in Pre-Test

Classification	Score	Frequency	Percentage
Excellent	91-100	0	0%
Good	76-90	0	0%
Average	61-75	2	10%
Poor	51-60	5	25%
Very Poor	<50	13	65%

Table 2 shows that out of total 20 students from calss XI-8, none of the students get excellent and good score classification in the pre-test. The percentage of students who get average score is 10%, the poor score is 25%, and the very poor classification is 65%.

2. Students' Score in Post-Test

The students' score in post-test and post-test can be seen in the table 3 as follows:

Table 3. Students' Score in Post-Test

NO.	Srudents' Initial	Post-Test Score	Classification
1.	ACNS	60	Poor
2.	AK	66,6	Average
3.	AMB	80	Good
4.	ANS	73,3	Average
5.	ARM	6u6,6	Average

6.	ASC	20	Very Poor
7.	ATAH	73,3	Average
8.	FAM	66,6	Average
9.	GPJ	66,6	Average
10.	IZA	100	Excellent
11.	MFSI	66,6	Average
12.	MRM	66,6	Average
13.	MRRS	73,3	Average
14.	MSPM	60	Poor
15.	NH	86,6	Good
16.	NT	53,3	Poor
17.	ROP	93,3	Excellent
18.	RPS	33.3	Very Poor
19.	S	73,3	Average
20	YS	86,6	Good
TOTAL :		1365,9	

Table 3 revealed that in the post-test, the lowest score is 20 which is categorized as very poor classification and the highest score is 100 which is categorized as an excellent classification. There are 2 students with excellent score classification which is in the range of number 91-100 and there are 2 students with very poor score classification which is in the range of number <50. Meanwhile, the total of students score is 1365,9.

Based on the explanation above, the percentage of students' score classification in post-test can be seen in the following table :

Table 4. The Classification and Percentage of Students' Score in Post-Test

Classification	Score	Frequency	Percentage
Excellent	91-100	2	10%
Good	76-90	3	15%
Average	61-75	10	50%
Poor	51-60	3	15%
Very Poor	<50	2	10%

Table 4 showed that in the post test, the percentage of students score in post-test with excellent classification was 10%, the percentage of students who get good score classification was 15%, the percentage of students who get average score classification was 50%.

3. The Mean and Standart Deviation of Students' Score

The result of mean and standart deviation that students get in the pre-test and post-test can be presented in the table below :

Table 5. The Mean and Standart Deviation of Students' Score

	Mean	Standart Deviation
Pre-Test	41,960	16,6205
Post-Test	68,295	18,4599

Table 5 shows that the mean of students score in pre-test is classified as very poor classification with the value 41,960 and the standart deviation 16.6205. Meanwhile, in the post-test, table 4.5 shows that there was an increase of students' mean score after the treatment from very poor to average classification and the value of mean score in post-test is 68,295 and the standart deviation is 18,4599.

4. Test of Significance (T-Test)

To know whether or there was a significance enchancement of students' reading comprehension skill after the treatment, the writer using T-Test for hypothesis test to measure the difference between students' score in pre-test and post-test. To make the process of calculating data easier to do, the writer used SPSS 18 to analyse the data.

Lolang (2014 : 686) in his journal stated that Null Hypothesis (Ho) is the hypothesis that will be tested. Usually, this hypothesis is a statement that shows that a population parameter has a certain value. The null hypothesis is usually stated with the words "no difference." Meanwhile, the Alternative Hypothesis (H1) is the same statement with the same population parameters as those used in the null hypothesis. Usually this hypothesis is a statement that states that the population parameter has a different value from the statement stated in the null hypothesis.

The Null Hypothesis (H0) of this study was that the use of gadget does not increase students' reading comprehensionn in eleventh grade at SMA Negeri 4 Makassar academic year 2023/2024. While the Alternative Hypothesis (H1) was that the use of gadget can increase students' reading comprehensionn in eleventh grade at SMA Negeri 4 Makassar academic year 2023/2024.

When the Sig. (2-tailed) <0,50, it shows that there was a significant difference between prior test (pre-test) and the final test (post-test). It means that there was a significant impact that given to each variable. So, if the Sig. (2-tailed) less than 0,05 ($p < 5$), the null hypothesis is rejected and the alternative hypothesis accepted.

Table 6. Paired Samples T-Test

Paired Differences				t	df	Sig. (2-tailed)
Mean	Std. Deviat ion	Std. Error Mean	95% Confidence Interval of the Difference			

					Lower	Upper			
Pair 1	PreTest – PostTest	-26,33	13,06	2,9222	-32,45	-20,21	-9,012	19	,000

Table 6 showed the result of the t-test. From there, it can be concluded that the result of Sig. 2 or sig. (2-tailed) was 0,000 (<0,5). It means that the Sig. (2-tailed) table was lower than the level of significance. Therefore, alternative hypothesis (H1) is accepted and the null hypothesis (H0) was rejected and the conclusion is the use of gadget can increase students' reading comprehension in Eleventh grade at SMA Negeri 4 Makassar academic year 2023/2024.

Discussion

The findings show that the use of gadget can increase students' reading comprehension in eleventh grade at SMA Negeri 4 Makassar academic year 2023/2024. The sample was 20 students of class XI-8. This research was conducted in three session. These session are pre-test, treatment, and post-test.

The pre-test was given to 20 students in class XI-8 in the very first meeting to know students initial ability before being given the treatment. Students given 50 minutes to complete the test but the test ended in just 30 minutes since students finish the test earlier.

The data showed that there were 13 students got score <50 which means more than half students got very poor score classification in pre test. Meanwhile the rest get poor and average score classification. Unfortunately, there were none of them got excellent and good score classification. The maximum score that they got in pre test was just 66,6 which is classified as good score and the minimum score was 0 which is classified as very poor score.

After analyzed the data, it showed that the mean score that students got in pre-test was 41,960 which means that students score in pre-test categorized as very poor. Thus, the researcher can conclude that students' reading comprehension skill in class XI-8 at SMA Negeri 4 Makassar before the treatment was still categorized as very poor.

Since there was still a lot of time left in the first meeting, the treatment conducted on the same day as the pre-test. The treatment was done by letting students used gadget to access any applications or websites that contain narrative text. In this case, the writer gave 2 application/website as the media to access the narrative texts namely YouTube Application and English Academy by RuangGuru. Beside that, students allowed to use any other applications to learn and read narrative text. In the end of class, the students divided into 4 groups and the writer gave them a homework to read more narrative text from gadget. Each group choose one text and present

what they got from the text in the 2nd meeting.

To measure the increase after the treatment, the post-test was conducted. The material in the post-test was in the same form as the pre-test. The Post-test was given in the 3rd meeting to 20 students in class XI-8 that had completed the pre-test and treatment. In this session, students have 50 minutes to complete the test.

From the data, it can be seen that the maximum score of students' post-test was 100 which categorized as excellent classification that the students did not get in the pre-test. The data also showed that the minimum score was 20. Although the score is categorized as a very poor classification, it still has an improvement than the lowest score in the pre-test. Meanwhile, the mean of the score has increased to 68,295 which categorized as an average classification.

The result of t-test that has analysed using SPSS 18 showed that the Sig. (2-tailed) was 0,000 which is lower than the significance level (0,50). It means that there is a significant difference in between students' score in pre-test and post-test. In other words, the treatment by using gadget to increase students' reading comprehension succeeded.

Thus, it can be concluded that the use of gadget can increase students' reading comprehension in eleventh grade at SMA Negeri 4 Makassar. The result of research proved that the X variable (gadget) has any contribution to the Y variable (Students' reading comprehension).

Relating to the process of collecting data, the writer faced several obstacles such as limited research time, few students did not have internet connections, and there are some students misuse their gadgets for the other use during the process of research. For the rest, the writer is so grateful that the students of XI-8 were very nice and respectful during the research.

CONCLUSION

The findings and discussion revealed that that students' score in pre-test was classified as very poor in reading comprehension. Students' highest score in pre test was 66,6 which means the highest score was just in average classification. After being given the treatment of using gadget, students' score increased to average score in pre test. And the good thing is that students highest score in post-test was also increased to 100 which classified as excellent score. The data showed that each student has an improvement from pre-test to post-test. Therefore, it can be concluded that the use of gadget can increase students' reading comprehension in eleventh grade at SMA Negeri 4 Makassar in academic year 2023/2024.

The writer can finally draw the conclusion that the success of learning depends on how both students and teacher make the good atmosphere in learning process and how they use the media around them as much as possible. Sometimes, we already have the tool around us, but we do not know

how to use it and even we have already knew but we just refuse.

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