SURAT KETERANGAN

Nomor: / **75** /PCx/VI/2020

Yang bertandatangan di bawah ini

Nama   : Arfiyan Ridwan, M.Pd

NIDN   : 0723078802

Jabatan : Kepala Pusat Bahasa

Menerangkan bahwa artikel di bawah ini:

Nama penulis   : Lis Septia Ningsih, Hendra Sudarso

Judul artikel   : The Effect of Booktrack on Students Reading Comprehension Ability

Nama Jurnal   : Scope of English Language Teaching, Linguistics, and Literature (SELL) Journal

Volume/ Nomor   : 5/1

Tingkat Plagiasi   : 11%

Telah diperiksa tingkat plagiasinya dengan menggunakan program *plagiarism Checker X pro* dengan hasil yang dilampirkan bersama surat ini.

Demikian surat keterangan ini dibuat dan digunakan sebagaimana mestinya.

Bangkalan, 18 Juni 2020
Kepala Pusat Bahasa

Arfiyan Ridwan, M.Pd
NIDN. 0723078802

Plagiarism Checker X Originality Report

Similarity Found: 11%

67 The effect of booktrack on students reading comprehension ability Lis Septia Ningsih lisseptia96@gmail.com STKIP PGRI Bangkalan Hendra Sudarso hendrasudarso@stkippgri-bkl.ac.id STKIP PGRI Bangkalan Abstract: The purpose of this study was to determine the effect of Booktrack on listening to students in reading comprehension skills. Booktrack is a free web application that synchronizes digital books with audio, producing a deep reading experience.

The sample of this study was class VII of Junior high school AL KAHFI SEPULU as an experimental class and as a control class that consists of 20 students. The method in this study is a quantitative method. In addition, the design used was pre-experimental research, and the instrument was tests. This research was taken using non-random sampling. In addition, this research was carried out through the following procedures: giving pre-test, applying treatment and giving post-test. Data were analyzed and processed using ANCOVA statistical data calculations by the SPSS 23 program.

Significant shown by the average post-test of students in the experimental class was 50.00 and the post-test average in the control class was 48.00. The results of the statistical hypothesis test was 0.021 from the p-value. This was lower than the significant level of 0.05. If the p-value <of the significant level is 0.05. This means H1 is accepted and H0 is rejected. In conclusion, this Booktrack media is effective as a teaching medium to improve reading comprehension in grade VII students at Junior high school al Kahfi Sepulu.

Keywords: Booktrack, technology, reading comprehension The students who are taught English in Indonesia are expected to be able to use English for communication in their daily life. the students should master four language skills, namely : listening, speaking,

reading and writing. Therefore, as a foreign language, English must be learned by the students since Elementary school. Reading is really important for the students. Reading is recognition of words, from the simple recognition of the individual letters and how the letters form a particular word to what each word means not just on individual level, but as part of a text Tennant (2013).

English as a foreign language in Indonesia created some problems in teaching listening. One of the problems found is the method used by the teachers. Another problem is lack of the studenpciatinithclrooFexlwh e er miates e vity 68 in the classroom, the students may feel like they do not have enough chance to participate actively. The lack of participation may effect in lack of motivation. And lack of motivation may curricula, it is a highly difficult process for teachers (Dawes, 2008, p. 90) s variables need to be taken into account while trying to improve this skill.

Success in listening depends on numerous external factors such as the quality of messages received, visual behaviours of the message source and the way the communication instrument (voice) used and students do not always face well-constructed talks in their daily lives. For students, reading activities are also an obstacle. They are lazy to read the subject matter in their books. Especially in English lessons as their foreign language. Azizifar, Babaeia, & Jamalinesa (2015) argue that languages are very broad and diverse so we can not provide learners to learn about the language as a whole.

Because of limited reading books or English language articles provided by schools, the teacher gives each student a download of one application that discusses making good on knowledge. With a combination of Booktrack aplication students can read well and fun. In recent years using Book track is a new way for students to read stories and texts accompanied by a movie-style soundtrack. Students also create Booktracks, using their own writing or works being studied in school. This short video provides a great overview of Booktrack Classroom and how it can produce immediate results with your students. (Ferlazzo, 2015, p.

67) States that research on the challenges presented when a person listens to music or otherwise multitasks (Zaas, Rogers, & Cowan, 2015) Cite in (Ferlazzo, 2015) "AoBoktrack s nldig b noocoanthsynroiz movie-style soundtracks and ambient sounds to eBooks. Music, ambient audio, and sound effects are automatically paced to an individual's reading speed and synchronized to complement anhce thry". Booktrack is the creator of the e-reader technology that incorporates multimedia such as musisod anambensod. r ounlar th ktrack, t's nway for students to read stories andtexts while accompanied by a movie style soundtrack Students also create Booktracks, using their own writing or

works being studied in school.

Based on the background of the study, the author formed the research question: is there a significant reading comprehension before and after the students have been taught using booktrack? REVIEW OF RELATED LITERATURE Farzaneh (2016) states that reading comprehension is way to resulted the meaning from the texts. It means that when students read the texts they did not only look at the text and read fast without knowing the information lies on the texts. Reading comprehension in process of how 69 the readers make relationship between their thought and understand each parts of reading using ther background of educational knowledge.

Therefore, reading comprehension is process result a meaning of the text which is being understood by the readers. In one side, Ebrahim (2012) understanding the text to find certain information that the readers intend. In order to gain which is explicit or implicit on reading text. According to Levy-Vered & Alhija (2018), there are a variety of factors that can influence assessment and educators also believe that assessment is important. Klingner (2015) said that assessment can used for stude impact the reading compehension. According to Paul Cameron (2014) as CEO, CO-Founder, and Director, Booktrack is changing how to read the sound of mute films changed.

Booktrack offers a new content creation and distribution platform that turns reading into experiences like immersive movies. Booktrack patented technology allows anyone to add sync movie-style soundtracks to e-books or other digital text content, with audio adjusted for individual reding speeds. Funded by investors including Peter Thiel (co-founder and former PayPal CEO), Booktrack will change the way people read, write, and publish their stories.

Booktrack Cameron (2014) said it is important for text books to keep reading for the next digital learners learning. Booktrack is an application of new for issued with movie soundtracks. Students can also create Booktrack, using their own writing or work that is being learned in school. Booktrack is the creator of e-reader technology that violates multimedia such as music, sound effects, and ambient sound. For those unfamiliar with (The story is headed by Dave Hithersay, head of Biology at Roskill Grammar School of Auckland).

This paper it is important of Booktrack to keep reading fun for the next generation of digital to the student: With the increasing number of distractions available to kids across video games, television, and apps, teachers and parents often struggle to get students excited about reading and writing. RESEARCH METHOD The researcher will use exprimental research to conduct this study. There are three kinds of experimental

method, they are pre-experimental, quas-experimental, true experimental, and factorial design (Latief M. , 2015). Pre-experimental will be used in this research.

In this design, the researcher will choose one class of total classes as pre-experimental class. Because in SMP AL KAHFI there is only one class. According to Banerjee & Chaudhury (2010), population is the group about which some information must be ascertained. The population can be living things, inanimate objects and also data sources. Population in this research are VII Grade students of SMP AL KAHFI 70 SEPULU. The sample of this research are students VII Grade students in SMP AL KAHFI SEPULU, the researcher choose VII, that consists of 20 students.

According to Kazerooni (2001), sample is to explain the characteristics of the population in the method research so that can draw conclusions section, apply the results, and compare one investigation with another. Sampling is a technique of collecting sample. Etikan & Bala (2017) said that there are two kinds of sampling, probability sampling and non-probability sampling. Researcher use non-probability sampling. Non-probability sampling is techniques for taking samples depend on what researcher want.

The variable of this research, the researcher using two variable: independent variable Independent variable is variable that affect other variables and can not be affected (Latief M. , 2015). Independent variable in this research is Booktrack. Dependent variable is variable that be affected bnent varild depent varil thearchs sts' readig comprehension reflected on their score. The instrument test are validity the researcher use content validity to find out the instruments that used to represent students' abilities in reading .

According to Taherdoost (2016), content validity requires researchers to be present with experts to facilitate validation. Reliability is measured by the coefficient between the two sets of scores that have been used by the Croanbach's Alpha formula which helped by the Statistical Package for the Social Science (SPSS) IBM version 23 version to know test is reliable or not. The data collection was taken from the pre-test and post-test experimental group. The results of the Pre-test will be compared with the results of the post-test to compare the reading comprehension abilities of students before and after treatment.

Pre-tests are given before treatment. Students are given 2 sheets of paper. One paper contains narrative text and another paper containing 10 questions related to narrative texts that students complete within 20 minutes. And after the student gave pretest, the researcher gave treatment during twice to students. After giving treatment, students are given a post-test. This post-test aims to determine the difference in significance before and after using the Booktrack Application from reading comprehension.

In pre-experimental research comparing the result of data from pre-test scores and post-test scores of the same group after treatment, t-test for correlated samples in applied to compare the pre-test scores and post-test scores. In this study, the researcher analyzed the data using statistical calculation of paired sample t-test which helped by SPSS (Statistical package for the Social Science) IBM version 23 to find out whether the differences score. Result. 71 In this study, researchers used a pre-experimental research on BOOKTRACK APP: the ability of EFL learner reading (an experimental study in Class VII SMP AL KAHFI SEPULU (2018/2019).

The purpose of this study was to determine the effect of Booktrack Application on Class VII SMP AL KAHFI SEPULU. In the previous chapter, it was explained that the researcher used one group pretest and posttest with a quantitative design, meaning that the researcher took one class to be observed. In SMP AL KAHFI SEPULU had one class, the researcher took class VII with 20 students as samples.The data were collected from reading tests (pretest and posttest) Researcher gave tests on pre-test and posttest about narrative texts at the first and last meeting. Researchers use the Booktrack Application as a medium.

Researcher conducted this study on July 1st, 2nd in Class VII SMP AL KAHFI SEPULU. Will explain the results of the data, namely: Table 1. Reliability Statistics Cronbach's Alpha Alpha Based on Standardized Items N of Items .878 .880 2 Based on the table above, it could be known that the result of the calculation of Cronbach's Alpha is 0.878, while the total of N item are 2. When the result of calculation of Crob's lpa coared thCrob's la lthresulcan be concluded that the test was categorized in Good level. However, it can be concluded that the test is reliable Table 4.1

The Result of Pre-test Paired Samples Statistics Based o tabe 4.1 abve. Rer gots' meanre pf 20 studenas 48.00. Mean while the standard deviation of pre-test was 10.563 and standard error mean of pre-test was 2.362. The result of the calculations of the post-test could be seen in the following table. Mean N Std. Deviation Std. Error Mean Pretest 48.00 20 10.563 2.362 Posttest 50.50 20 10.870 2.431 72 Table 4.2 The Result of Post-test Paired sample Statistic was 50.50. Mean while the standard deviation of posttest was 10.870 and standard error mean of posttest was 2.431. In this research, the researcher calculated the paired t-test score from pre-test and post- test score.

The researcher used paired t-test to analyze t-test score research. The result of t- test was presented in the showing table below: Table 4.3 Paired Samples Test Paired Differences t D f Sig. (2- tailed) Mean Std. Deviatio n Std. Error Mean 95% Confidence Interval of the Difference Lower Up per Pa ir 1 pretest posttest -2.500 4.443 .993 -4.579 -

.421 - 2.517 1 9 .02 1 Based on Table 4.1, it showed that the mean is 2.500, the standard deviation is 4.443, and the standard error Mean is 0.993. In this research, the researcher took 95% of confidence level. It means that the researcher applied 5% of the standard error of this research (0.05) which 5% is standard numeral of error for the statistic of education.

In this case, the score of lower stage is -4.579 while the score of upper stage is -.421. The score of t-value is 2.517 and the degree of freedom is 19. The P-value was 0.021 < a was Mean N Std. Deviation Std. Error Mean Pretest 48.00 20 10.563 2.362 Posttest 50.50 20 10.870 2.431 73 accepted and H0 was rejected. Based on the digit significant, in this case decision taken from determinate: a. If probability >/= 0.05 then hypothesis null is accepted b. If probability < 0.05 Then hypothesis null is rejected It means that teaching reading using Booktrack tosts' adig mpennat VII SMP AL KAHFI SEPULU is accepted.

Based on the results of the data shown above that students taught using Booktrack have higher grades in reading narrative texts in SMP AL KAHFI SEPULU. Therefore, Booktrack has a significant score on writing skills in class VII SMP AL KAHFI SEPULU. The results of the research that have been analyzed produce pretest values reaching an average of 48.00 and the average for posttests reaching an average of 50.50. From this result, there was an increase in tests from before and after using Booktrack media. This means Booktrack has an effect on students' reading comprehension. In this research succeeded in making students easy to understand narration.

Media Booktrack has a good influence on students' reading ability in student narratives. This can be seen from the pre-test that has been done. When the pre-test is done, students look very bored reading narrative texts. Many students complain that they are bored and tired when working on pre-test questions and this makes students less interested in this activity. Azizifar, Babaeia, & Jamalinesa (2015) argue that languages are very broad and diverse so we can not provide learners to learn about the language as a whole. When the treatment is done, there are many positive responses from students.

When it starts, they are curious about what activities will be carried out. Treatment begins by discussing the problems they face in the pre-test. When this student segment shows no interest When this student segment shows no interest. Next explained about Booktrack. Students are interested and curious. Until the end of the treatment, they were very interested. In the post-test, students look enthusiastic. This can be seen from the preparation of those who have installed Booktrack. When the post-test begins, there are obstacles to the internet connection for some students, but that can be overcome by providing an internet connection by the researcher. There are also some students who cannot find the title Little Men Booktrack.

The researchers also helped them slowly and clearly. The use of Booktrack to read students is also one of the uses of technological developments that can help teachers teach English. This is in line with the theory stated by Raulan & Fatimah (2018) says that Booktrack as a medium can help teachers to incorporate the Internet, Communication and Technology in teaching and learning. It helps students to understand 74 stories and ideas. However, Booktrack can be used by teachers to get students interested and learning excited. The results showed that this research was successful. This can be seen from the total score and the average pretest as the initial score in reading ability.

The total pretest score was 48.00 with std. deviation (10.563). Posttest results, the total posttest score is 50.00 with std. deviation (10.870). Booktrack is used to stimulate students well. It can be seen from the results of the posttest given after treatment. Students get better scores after treatment is given. Their scores increase in all questions. They can understand the background knowledge of the story easily, so they understand the topic they are reading. From the calculation of the t-value (-2.517) and the level of freedom is 19. The P-value is .021.

It affects that students who are taught to read using Booktrack have better scores than before. CONCLUSION Based on the result of data analysis, the researcher summarizes In teaching reading, the English teacher for Junior High School level should be able to help the students to learn intensive attention. Teaching reading using Booktrack as a media makes students feel enjoy and more enthusiasm when they are studying English. After all of the data were analyzed by Booktrack App: Based on the analysis, it showed that the P-value was 0.021.

It meant that the alternative hypothesis (Ha) that states there is significant difference of students by using booktrack was accepted, while the null hypothesis (Ho) that states there is no So, there was any significant difference between stud before gave treatment was 48.00 and after gave treatment was 50.50 taught by using and vocabulary. From the result above implied that Booktrack was effective technique used in teaching reading the VII SMP AL KAHFI SEPULU 2018/2019. Booktrack is a media to help students to comprehend a text. Booktrack easy to apply, interesting, and make students enjoy. Suggestion.

For the students, the students should be active in learning English by doing some exercises both school and at home, participants in learning English by asking some questions 75 and should have a specific reading time each day to practice their ability in English reading comprehension. For the teacher, the teacher should give some more attention to the practice English and more creative to apply something that students

need, and motivate like ice breaking or game to make lesson more interesting. For Further Researcher, Particularly those who have the same problem and interested in conducting research, it is suggested that this research can be reference. Hopefully, there will be any further research of how to complete this technique. References.

Azizifar, A., Babaeia, M., & Jamalinesa, A. (2015). The Effect of Grammatical Consciousness Procedia - Social and Behavioral Sciences, 252 259. Banerjee, A., & Chaudhury, S. (2010). Statistics without tears: Populations and samples. Industrial psychiatry journal. Cameron, P. (2014). Booktrack information. All rights reserved info.booktrack.com/paul-cameron. Dawes. (2008). The Essential Speaking and Listening: Talk for Learning at Key Stage 2. 90. Ebrahim. (2012). The Effect of Cooperative Learning Strategies on Elementary Students' Science. . International Journal of Science and Mathematics Education, 10 (2), 293-314. Etikan, I., & Bala, K. (2017). Sampling and Sampling Methods.

Biometrics & Biostatistics International Journal. Farzaneh, N. (2014). Students' Attitude towards Using Cooperative Learning for Teaching Reading Comprehension. 4 (2), 287-292. Ferlazzo, L. (2015, May). App,Apps Everywhere Are Any Good,You Think? Educational Leadership is the property of Association for Supervision & Curriculum Development, 67-69. Kazerooni, E. A. (2001). Population and Sample . Fundamentals of Clinical Research for Radiologists, 994-1000. Klingner, J. K. (2015). Assessing Reading Comprehension. Assessment for Effective Intervention, 59-70. 76 Latief, M. (2015). Research Methods on Language Learning. Malang: Universitas Negeri Malang. Levy-Vered, A., & Alhija, F. N.-A. (2018).

The power of a basic assessment course in Studies in Educational Evaluation, 84 93. Paul Cameron. (2014). Booktrack Information,. Diambil kembali dari info.booktrack.com/paul-cameron Taherdoost, H. (2016). Validity and Reliability of the Research Instrument; How to Test the Validation of a Questionnaire/Survey in a Research. International Journal of Academic Research in Management, 28-36. Tennant. (2013). Reading matters: What is reading? Diambil kembali dari http:www.onetopenglish.com/skills/reading/reading_matters/reading_matters_what_is_reading/154842. Zaas, W., Rogers, A. P., & Cowan. (2015, December 3). Booktrack Announce Deal With Digital.

Canada NewsWire, 1-3.

<1% - https://nepis.epa.gov/Exe/ZyPURL.cgi?Dockey=2000EVVN.TXT
<1% - https://sentence.yourdictionary.com/complain
<1% - https://issuu.com/benefitz/docs/cmag116035_issue_mar_web_ella
<1% - http://ejournal.uin-suka.ac.id/dakwah/JMD/article/view/1718
<1% -
http://docshare.tips/stats-workbook-for-college-students_58dad1a9ee3435013f991246.
html
<1% -
https://www.researchgate.net/publication/329877422_TEACHING_READING_COMPREHE
NSION_BY_USING_3H_HERE_HIDDEN_IN_THE_HEAD_STRATEGY_TO_THE_EIGHTH_GRAD
E_STUDENTS_OF_SMP_NEGERI_O_MANGUNHARJO
1% - http://repository.unimus.ac.id/364/5/6.%20CHAPTER%20V.pdf
<1% - https://www.sciencedirect.com/science/article/pii/S1877042815035077
1% - https://mscsprague.weebly.com/references.html
1% - https://ejournal.aibpm.org/index.php/JICP/article/view/645