

TEACHING READING NARRATIVE TEXT BY USING BOOKTRACK APPLICATION TO THE TENTH GRADE STUDENTS

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Abstract

This study aims to describe the implementation of teaching reading narrative text by using booktrack application to the tenth grade students of SMA MUHAMMADIYAH 3 TULANGAN, and the students behaviour and cognitive score after using Booktrack Application media in reading narrative text. Booktrack is smart technology built in that matches an individual's reading speed on e-reader device or computer (Buffington, 2014). This study used descriptive qualitative research. The subject was X MIPA 4 students at SMA MUHAMMADIYAH 3 TULANGAN consisted 35 students. The researcher was as the observer and conducted observation in two meetings. The data collected by the researcher by observation fieldnote, draft of interview, students worksheet and behaviour scale. The observer observed all the activities in lesson plan to be implemented in the classroom by using observation fieldnote. From the students assignment, it is found that 40% students can do the students assignment well. From the students behaviour scale, it is found that 94% students use their smartphone for study and 77% the students have a good responsibility during the lesson. The result of interview showed that teaching using Booktrack application is easy and there is no trouble. Therefore, it can be concluded that the booktrack application is a good media in teaching reading narrative text.

Keywords: Narrative text, Booktrack Application

Abstrak

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Penelitian ini bertujuan untuk mendeskripsikan pengajaran membaca teks narasi dengan menggunakan aplikasi booktrack untuk siswa kelas sepuluh di SMA MUHAMMADIYAH 3 TULANGAN, dan nilai pengetahuan dan sikap siswa setelah menggunakan media aplikasi booktrack. Booktrack adalah teknologi canggih yang dibuat dengan menyesuaikan kecepatan membaca setiap individu pada media elektronik atau komputer (Buffington, 2014). Penelitian ini menggunakan deskripsi kualitatif. Subyeknya adalah siswa kelas X MIPA 4 di SMA

MUHAMMADIYAH 3 TULANGAN yang terdiri dari 35 siswa. Peneliti sebagai pengamat dan pengamatan diselenggarakan selama dua pertemuan. Data dikumpulkan oleh peneliti dengan menggunakan catatan lapangan, interview, lembar kerja siswa dan rubrik penilaian sikap. Pengamat mengamati seluruh kegiatan pembelajaran di dalam kelas sesuai Rencana Pelaksanaan Pembelajaran dengan menggunakan catatan lapangan. Dari hasil kerja siswa, ditemukan bahwa sebanyak 40% siswa dapat mengerjakan soal dalam lembar kerja siswa dengan baik. Dari hasil rubrik penilaian sikap, hasilnya menunjukkan bahwa 94% siswa menggunakan smartphone mereka untuk belajar dan 77% siswa memiliki tanggungjawab selama kegiatan pembelajaran. Hasil dari interview menunjukkan bahwa mengajar dengan menggunakan aplikasi booktrack itu mudah dan tidak ada masalah. Oleh sebab itu, dapat disimpulkan bahwa aplikasi booktrack adalah sebuah media yang bagus dalam pembelajaran membaca teks narasi.

INTRODUCTION

Technology is everything in education. Students can do their homework using Gadget. They can browse all the material in the internet. Most of students have a smartphone. They can bring it everytime so, they can study and do their homework anytime and everywhere.

“Smartphones and other mobile devices can be used for positive purposes in the classroom. For example, instructors might choose to employ a variety of applications, including which can be accessed by mobile devices. These applications encourage class participation and provide instructors with instantaneous feedback about student learning.” (Brenner, 2015:1). It means the technology especially smartphone is important in education because it can help the students to get the information or material that they do not get from the book.

“Students use smartphones and tablet computers to support learning revealed that these technologies enabled students to learn outside of the traditional study locations. Students were able to leverage these technologies to learn in a truly mobile manner and used these technologies to take advantage of spare moments within their daily routines. Students used these devices for a range of activities that we classify as, information recording, information searching, and information consumption (reading, watching and listening).” (Helen Farley, Angela Murphy, Chris Johnson, Brad Carter, Michael Lane, Warren Midgley, Abdul Hafeez-Baig, Stijn Dekeyser, Andy Koronios, 2015:4).

According to the experts above, it means the technology especially smartphone is important in education because it can help the student to get the information or material that they do not get from the book.

Bennett (2013:1) said that “Teachers sense when students are bored in the classroom. Although it’s clear that boredom can be a serious problem, the scientific study of boredom remains an obscure field, and boredom itself is still poor understood. Specifically, students become bored when they: have difficulty paying attention to the internal information (e.g., thoughts or feelings) or external information (e.g., environmental stimuli) required for participating in satisfying activity, become aware of the fact that they’re having difficulty paying attention, believe that the environment is responsible for their aversive state (e.g., “this task is boring,” “there is nothing to do”).” It means that the teachers should be creative and innovative when they were teaching English Language. In general, many teachers still thought by using traditional method and media. The students need an interesting media that made them feel enjoy and easy to get the point of the subject that will be taught. One of media that can be used in teaching listening is the popular application in android cell phone. It is Booktrack Application. This application provides teachers with excellent resources for improving language skills, such as listening.

The students’ difficulties in reading were caused by some factors that might come from the students and the teacher. Most of the students admitted that they often felt bored when they had to read a text, especially a long and uninteresting topic text. In the class, some students sometimes seemed bored to learn over their head on the table and talk each other. For this problem the researcher observe the use of Booktrack Application in reading narrative text, the researcher hopes that the students can get good score and good behaviour.

METHOD

This research is descriptive qualitative research. It was conducted in SMA MUHAMMADIYAH 3 TULANGAN from February, 15th 2018 and February, 20nd 2018. The subject of this research are tenth grade student and the English teacher of SMA MUHAMMADIYAH 3 TULANGAN. There are 35 students. The researcher got the data during the teaching learning process from observation and interview. To get the data the researcher use fieldnote, draft of interview, smarthone camera, attitude scale and students worksheet. The researcher collecting the data through the observation and interview. After

get all the data then the researcher analyze using three technique such as reduction of data, data display, amd conclusion drawing or verification.

FINDING

The findings in this research were found through the observation. The observation was done by the researcher for two meetings. The researcher observed the teaching reading narrative text by using Booktrack Application to the tenth grade students in SMA Muhammadiyah 3 Tulangan Sidoarjo. Besides, the researcher also observed about how were the students' behavior and cognitive score in teaching Reading narrative text by using Booktrack application tenth grade students in SMA Muhammadiyah 3 Tulangan Sidoarjo.

Cognitive score in the first and second meeting

In this part to know the students' cognitive score in reading narrative text by using Booktrack Application in SMA Muhammadiyah 3 Tulangan, the researcher used students worksheet. The Students worksheet was given at the end of each meeting. In the the first meeting the teacher gave an worksheet to know the students' understanding about generic structure of narrative text

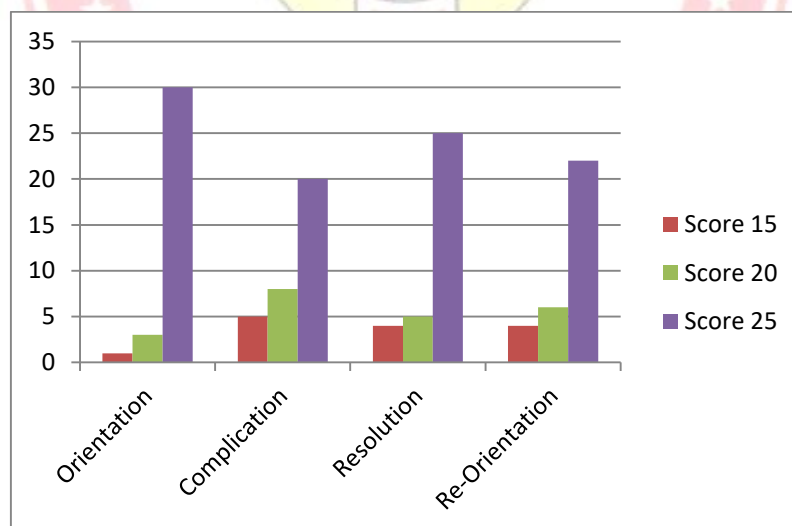


Diagram 1 Students' cognitive score in the first meeting

The first question in the students worksheet was about orientation. The students found the orientation part like who, where, and when based on the story in the Booktrack Application.

There were 30 students who got 25 score, And 3 students got 20 score, 1 student got 15 score and only 1 student who got 10 score.

The second question talked about the problem or complication in the story. Again 20 students' got 25 score, 8 students got 20 score, and 5 students' got 15 score , only 2 students got 10 score.

The third question was about the resolution of the story. Most of 25 students got 25 score, 5 students got 20 score, 4 students got 15 score and only 1 student who got 10 score.

The last question talked about the re-orientation of the story. There are 22 students got 25 score, 6 students got 20 score, and 4 students got 15 score and only 3 students who got 10 score.

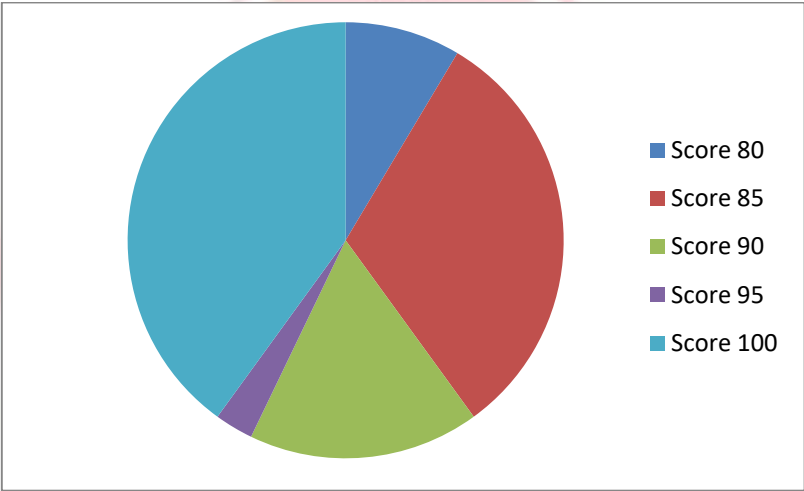


Diagram 2 Students' cognitive score in the second meeting

From the students' worksheet in the second meeting that consists of 10 questions showed that the students got 5 types of score like 80, 85, 90, 95, and 100. There were 14 students got 100 score, only 1 student got 95 score, and 6 students get 90 score, also 11 students got 85 score, and only 3 students who got 80 score.

Behaviour score in the first and second meeting

In order to support the data, the researcher collected the data through the students attitude scale. During the teaching and learning process the researcher observed the students activity.

Table 1 Students behavior score in the 1st meeting

Criteria	Number of Students	Percentage
Dicipline	30	85%
Responsibility	27	77%

From the result of the first Observation about the students behavior during teaching learning process. It explained : the first criteria was dicipline, there were 30 (85%) students, the second criteria was students responsibility, there were 27 (77%) students.

Table2 Students' behavior score in the 2nd meeting

Criteria	Number of Students	Percentage
Dicipline	32	91%
Responsibility	29	82%

From the analysis, it described that, most of students were interested in reading narrative text by using Booktrack Application. It can be seen from the table 4 there are 32(91%) students who dicipline in the class, and also 29(82%) students who have a good responsibility

DISCUSSION

In line with the statement of University C.M (2015:3) stated that “the following small but powerful set of principles can make teaching both more effective and more efficient, by helping to create the conditions that support students learning and minimize the need for revising materials, content, and policies. While implementing these principles requires a commitment in time and effort, it often saves time and energy later on”. Based on the result of the obsevation, it could be said that the teacher had implemented the efficient teaching. He had know how to make the students interest and curious in reading. The researcher observe from beginning until the end of the lesson. Before delivering the material by Booktrack application to the students The teacher gave brain storming.

From the result of interview with the English Teacher, he has used the Aplication to teach English before. When the researcher did the observation the teacher used the Booktrack

application. This application is easy to use and make the students easily to get the point. In line with statement of (Iben Have and Birgitte Stougaard Pedersen, 2016:78) “Booktrack is one of the kind of audio visual reading that changes reading in kind of the same way that examples of the possibilities of sound design. It would be a new kind of reading experience, which for many users would probably need some kind of acclimatization.”

From the result more than 20 students could classify the generic structure. And less than 10 students cannot classify the generic structure. In the second meeting the teacher give the students worksheet and reading performance. It consists of ten questions about the narrative story in the Booktrack Application and the implementation of Booktrack Application in Reading. There were 3 students who read in front of the class. From the result the students are more enjoyable and it is understandable when read the story using Booktrack Application. It can be seen in the result on table 2. There were 3 students got 80, 11 students get 85, and 6 students get 90, only 1 students who get 95 and 14 students get 100. It mean all of the students in X MIPA 4 pass the Standard Score (KKM). From the result of the first observation about the students behavior during teaching learning process. It explained : the first criteria was discipline, there were 30 (85%) students, the second criteria was students responsibility, there were 27 (77%) students and the result of second observation about students behaviour it described that, most of students were interested in reading narrative text by using Booktrack Application. It can be seen from the table 4 there are 32(91%) students who discipline in the class, and also 29(82%) students who have a good responsibility.

CONCLUSION

The implementation of teaching reading narrative text by using Booktrack Application could be running well and the result of the study showed that the students were interactive the class. It could be concluded that the students' who are taught by Booktrack Application have better reading skill in narrative text.

The students' cognitive and behaviour score toward the used of Booktrack Application in teaching reading narrative text were good. The result of the data showed that the students' task on worksheet is 8% students got 80 score, 31% students got 85 score, 17% students got 90 score, 3% students got 95 score, and 40% students got 100 score. It means the students got score more than the KKM (*Kriteria Ketuntasan Minimal*) and the students' behaviour score was good because 91% students were discipline, 82% students responsibility during the teaching learning process. That is why, Booktrack application can help the students comprehend the text easily and could get the goal of the material easily.

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