


INCREASING THE STUDENTS READING COMPREHENSION OF REPORT TEXT WITH SOCRATIVE APPLICATION

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ARTICLE INFO	ABSTRACT
<p>Article history: Received: April 12, 2022 Revised: July 2, 2022 Accepted: April 13, 2023 Published: December 30, 2023</p> <p>Keywords: Socrative Application, Reading Comprehension, Report Text</p>	<p>This research aims to find out the increasing of students reading comprehension of report text by using Socrative Application, especially on literal comprehension and interpretive comprehension in 10th grade students of SMA Negeri 14 Makassar. The research applied Pre-Experimental Method using one group pre-test and post-test research and collect data through pre-test and post-test instruments. The sample in this study was X MIPA 4 SMA Negeri 14 Makassar which amounted to 36 students. Samples was taken by using the Purposive Sampling Technique. The data obtained was also analyzed using SPSS Application version 25. Based on the research findings, before utilizing the advantages of the Socrative Application, namely ease of use, educational benefits or instant feedback, and quiz format and assessment of student mean score on literal comprehension is 49.4 and interpretive comprehension is 41.6. After utilizing the advantages of the Socrative Application the average student on literal comprehension becomes 70, while for interpretive comprehension is 51.2. The occurrence of this significant increase in literal comprehension is due to the advantages of the Socrative Application which can increase students' literal comprehension while the absence of significant increase in students' interpretive comprehension occurs due to the difficulty of students inking conclusions on the Socrative Application. Therefore, based on these results, it is recommended to use Socrative Application at reading comprehension, especially in literal comprehension.</p> <p><i>This is an open access article under the CC BY-SA license.</i></p> 
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INTRODUCTION)

English is an international language that is mandatory for students to learn. Based on Government Regulation Number 19 of 2005 concerning National Education Standards, it is written that English is included in the range of subjects that are tested nationally starting from

Junior High School to Senior High School. The position of English in the curriculum is already equal to that of PKN and Religion, because the Indonesian government prepares students to have good language skills. There are six reasons why English is very important to learn not only for educational purposes, but in the era of globalization 4.0 which requires English language skills (Rintaningrum, 2018).

In reading activities, students not only directly read without understanding the reading they read, but students are required to understand the reading which is referred to as reading comprehension. Snow (2002) states understanding in reading comprehension is the process of giving rise and making meaning through an interaction with written language. According to Dijk & Kitsch (1983) understanding can also be interpreted as a process to create meaning from a text that has been read with the aim of obtaining meaning from the whole text rather than getting meaning from individual words or sentences. In the current era of globalization, the position of books has been replaced by electronic devices such as cell phones and computers.

Also, today's students, who are very less motivated to read. Currently students' reading interest has decreased and they prefer to read directly at the end of the reading without going through the reading process from the beginning, middle, and end of the reading (Fatmaway & Sholihah, 2020). Reading activities are also often replaced by activities such as playing games on mobile phones that make them motivated and no longer interested in reading books. The loss of interest and laziness of students in reading books, makes it difficult for teachers to conduct assessments to measure the extent to which students' ability to understand the reading text.

Socrative is a Students Response System that allows teachers to easily create and run online quizzes (Wahyuni et al., 2019). This app is easily accessible by teachers by visiting www.socrative.com. Socrative allows teachers to design learning activities as well as control online quizzes. Using Socrative can make it easier for teachers to check student responses where the teacher would get the results through email or as a file in the form of Excel (Awedh et al., 2014).

RESEARCH METHOD

In this research, the researcher used Quantitative Research Approach. Each variable in the study, it was be measured on the instrument, so that the data can be analyzed using statistical procedures. For the research method, the researcher use pre-experimental design so there is only one class that used as a place to research, no comparison class or control class. Treatment was done after the pre-test. After that, the researcher provide treatment by applying the Socratic Application, and in the end was done with post-test which be assessed the reading comprehension of students. The location of this research had been done at SMA Negeri 14 Makassar. The subject of the research was X MIPA 4 students of SMA Negeri 14 Makassar.

RESULT AND DISCUSSION

The results of the data that have been obtained show that there is an increase in reading comprehension in students' post-test scores, therefore the use of Socratic Application can improve students' reading comprehension abilities. Further explanations of the data can be seen below:

1. The Increase in Students' Literal Comprehension Using Socratic Application

Table 3. The Increase in Students' Literal Comprehension

Pre-Test	Post-Test	Improvement (%)
		Pre Test - Post Test
49.4	70	29%

As seen on the table, at the pre-test of students' literal comprehension ability with an average of 49.4 (Very Poor) after treatment using the Socratic Application, the average student at the time of post-test is 70 (Fairly) thus, the improvement between pre-test and post-test students is 29%.

2. The Increase in Students' Interpretive Comprehension Using Socratic Application

Table 4. The Increase in Students' Interpretive Comprehension

Pre-Test	Post-Test	Improvement (%)
		Pre Test - Post Test
41.6	51.2	18.75%

As seen on the table, before using Socratic Application the level of interpretive comprehension students were at an average of 41.6 (Very Poor), after being given treatments using Socratic Application the average students' ability at interpretive comprehension was at an average of 51.2 (Poor), with an improvement percentage is 18.75%. The researcher concluded that there was an increase in students' interpretive comprehension abilities after using the Socratic Application.

3. The Increase in Students' Reading Comprehension

Table 5. The Increase in Students' Reading Comprehension

Pre-Test	Post-Test	Improvement (%)
		Pre Test – Post Test
46.67	61.39	23.97%

Based on the table above, the average student in general at the time of pre-test is 46.67 (Very Poor) while after being given treatment the average student increases to 61.39 (Fairly) with an improvement percentage is 23.97%.

4. T-Test Literal Comprehension

Table 6. T-Test of Students' Literal Comprehension

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRE_TEST_LC - POST_TEST_LC	-20.556	31.527	5.255	-31.223	-9.888	-3.912	35	0.000

In the table above it is clearly seen that Sig. (2-tailed) is at a value of 0.000. Therefore, the conclusion of the t-test on literal comprehension is $0,000 < 0.05$ where H_0 is rejected and H_1 is accepted. So, there is a significant increase on literal comprehension using Socratic Application. By utilizing the advantages of Socratic Application, which according to Decker (2013) Socratic Application has the advantage of easy to use so that students become enthusiastic and easy to use Socratic Application media. Then, during treatment, they can see the progress of their learning outcomes and can also increase participation in the learning process. By using Socratic Application media, students become more active in trying to answer questions from researcher through Socratic Application according to McLaughlin & Yan (2017) stated that Socratic Application has many interesting features and students also get results from the questions they answer instantly. Researcher and students also had a joint discussion on the material taught.

5. T-Test Interpretive Comprehension

Table 7. T-Test of Students' Intepretive Comprehension

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRE_TEST_IC - POST_TEST_IC	-9.611	38.793	6.465	-22.737	3.514	-1.487	35	0.146

In the table above it is clearly seen that Sig. (2-tailed) is at a value of 0.146. Therefore, the conclusion of the t-test on literal comprehension is $0,146 > 0.05$ where H_0 is accepted and H_1 is rejected. So, there is no significant increase in students interpretive comprehension. According to Burns et al. (1984) said that interpretive comprehension is the ability to draw conclusions from the content of the reading. Therefore, during the treatment, students use the Socratic Application to draw conclusions from the report text presented on the application. The absence of significant increase in interpretive comprehension results indicates that students are difficult and not suitable to draw conclusions in the contents of the report text through the Socratic Application.

Table 8. T-Test of Students' Reading Comprehension

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRE_TEST_RC - POST_TEST_RC	-14.722	28.333	4.722	-24.309	-5.136	-3.118	35	0.004

6. T-Test of Students' Reading Comprehension

In the table above it is clearly seen that Sig. (2-tailed) is at a value of 0.004. Therefore, the conclusion of the t-test on reading comprehension is $0,004 < 0.05$ where H_1 is accepted and H_0 is rejected. So, there is a significant increase in students reading comprehension using Socratic Application. In the use of Socratic Application in the reading comprehension learning process as stated by Kaya & Balta (2016) the use of Socratic Application can increase

student engagement in the reading comprehension learning process, this is evidenced by the enthusiasm of students during learning.

CONCLUSION

There was a significant increase in literal comprehension which can be seen from the student's mean score from 49.4 to 70 with an improvement percentage of 29%. Meanwhile, the absence of significant increase in interpretive comprehension is indicated by the mean score of students which was initially 41.6 to 51.2 with an improvement percentage of 18.75%. For the reading comprehension itself, students showed a significant increase in the student's mean score from 46.67 to 61.39.

This significant increase in literal comprehension occurs because researcher utilized the advantages of the Socratic Application itself, namely ease of use, educational benefits or instant feedback, and quiz format and grading. In another hand, the absence of significant increase in interpretive comprehension is due to the difficulty of students drawing conclusions through the Socratic Application. Therefore, the use of Socratic Application can be used in the reading comprehension learning process, especially in literal comprehension.

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