IMPROVING STUDENTS' READING COMPREHENSION BY USING MOBILE LEARNING MODEL AT UPT SPF SMP NEGERI 4 MAKASSAR

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Article Info	Abstract
	The aims of this research was to find out the improvement of the student about reading comprehension after using Google Classroom media. This research conducted by used Quantitative method with CAR (Class Action Research). This research population consisted of eighth grade students at UPT SPF SMP Negeri 4 Makassar, with the research sample being Class VIII.8, which consisted of 30 Students, selected by purposive sampling technique. The data from this research gathered through the supply of diagnostic test, test 1 & test 2 to find out an improvement of students' reading comprehension after using Google Classroom as teaching/learning media. The result of this study was significant improvement in reading comprehension of students. This can be shown in the average value of the students of the D-test in the first cycle and the test in the second cycle. The average value of the first cycle test on the aspect of the main idea (94.33) was higher than the D-test (4.17). Then in the aspect of supporting ideas, the mean test cycle I (90.63) was higher than the D-test (26.13). The average test cycle II on aspects of the main idea (98.83) was higher than the first cycle (94.33). While the mean test cycle II in supporting aspects of the idea (93.37) was higher than the first cycle (90.63). The results showed that there was a significant increase in students' reading comprehension skills after using Google Classroom as an English learning media.

INTRODUCTION

Technology is currently growing very quickly. Reading is one of many daily activities that has been digitalized. Initially, we frequently read news in the newspaper, but now days, we read internet media more frequently. Even young readers who once read books on paper are now reading digital books more frequently. Reading on a digital device is more useful than reading on paper. Specifically for today's young people who have grown up around technology from a young age. Mobile learning can be used as a way to learn various English skills.

According to (Solichin & Wicaksono, 2013), mobile learning is a learning model that uses information and communication technologies. In this learning concept, mobile learning offers the advantages of the availability of teaching materials that can be accessed at any time and the visualization of fun materials.

Mobile learning currently has become a popular learning media throughout the country, for the reason of its effectiveness and multi-functional. Teachers in this digital era must be able to take advantage of the invention of this advanced technology to develop their teaching methods. Some forms of its main use as a means of communication in mobile learning can also provide convenience in accessing information, especially learning materials. Teacher can take advantage of this gadget to explore a wide variety of teaching materials. At the same time, teachers can directly distribute the materials to their students to study or assign assignments. Then, in a very short time and in a more convenient way they can hand over assignments to the teacher to by using a mobile learning.

Through these interviews, the researcher found that the problems that occur in students of UPT SPF SMPN 4 Makassar is the problem of reading comprehension is lacking in students, especially reading comprehension in aspects of the main ideas and supporting ideas. Through interviews with previous teachers, researchers found that grade VIII.8 students were found to have difficulty in reading comprehension. That students get bored more easily reading on books than reading through mobile learning. In 2021/2022, the average grade of semester II students in reading skills is below 60%. As a result, students in the classroom become less enthusiastic and feel bored in learning English.

Based on the above explanation, the researcher is very interested to know how the improvement of students' reading comprehension using mobile learning model in English learning can improve students' reading comprehension skills in learning English which is still a foreign language in our country. So, researchers conducted research with the title "*Improving Students' Reading Comprehension by Using Mobile Learning Model*".

LITERATURE REVIEW

1. Concept of Reading Comprehension

a. Definition of Reading

According to Tang et al., (2019), reading is a procedure used to clarify a book's meaning by conveying the outcomes of a fruitful negotiation between the text and the reader. Then, we may point out that reading is knowledge and that the reader's expectations and methods for comprehending the text all have a significant impact on how the reader the text's meaning with the reader.

b. Definition of Comprehension

According to McNamara & Magliano (2009), Basically, processing all the information we come across requires an understanding. Various forms of media, including dialogues, photos, videos, and, of course, text, are used to convey data. Although we comprehend through a variety of media, the comprehension model concentrates on the procedures involved in comprehending written texts.

c. Definition of Reading Comprehension

According to Bell (2001), finding stated or unstated ideas in a text is one way to define reading comprehension. Understanding everything the author says is essential to reading comprehension. It also refers to the capacity for understanding the interconnections between the concepts expressed in the text, as well as the connections between the text's words and ideas. Reading can also be defined as the process of developing meaning from comprehended words, sentences, and connecting texts in addition to learning written symbols that correlate to one's spoken language.

d. Level of Reading Comprehension

According to Heilman in Sari (2016), there are three main levels of comprehension as follows:

a) Literal level: The easiest level is this one. In other words, the reader must reenact the author's experiences. The inquiries are specific and factual at this level. Factual data, sequence, chronology, and enumeration are not skills needed at this level.

b) Interpretive level: At this level, the reader must delve deeper than the author has intended. The reader will undoubtedly recognize the significance of the information

by comparing, identifying various links, including those involving causation and population, and making inferences and generalizations.

c) Critical level: Students at this level learn to evaluate and assess the author's information and use language to test the reader's interpretation. They also learn to look for indications of the author's bias, expertise, viewpoints, goals, and correctness.

2. Concept of Mobile Learning Model

a. Definition of Mobile Learning Model

According to Bauer et al., (2020), mobile learning includes any type of learning that takes place when a student is not at a predetermined fixed location or when they utilize the learning opportunities provided by mobile technology.

b. M-Learning in Teaching Reading Comprehension

Meanwhile according to Narulita Mahendra (2020), therefore, as a top educational institution, the education system needs to be changed to allow mobile access. In the current era of Industry 4.0, the majority of students read, submit homework, conduct information searches, and engage in various online discussions through the internet and their mobile applications. *Google Classroom*

a). Definition Google Classroom

According to (Iskandar, 2020), Google Classroom is a learning home devoted to the scope of education that is intended to help find a way out of the difficulties experienced in making assigments without the use of paper (paperless).

METHODS

This research used CAR (Classroom Action Research) to identify Google Classroom that aims to improve students' reading comprehension after using the media. Classroom Action Research is action research conducted by teachers in the classroom. This research used Class Action Research Design by Kemmis and McTaggart (1988) model consisting of four steps, namely: planning, action, observation, and reflection.The instrument used in this research was a reading test, which was used as a CAR (Classroom Action Research). In this research, consist of 10 questions. For the reading test on the main idea aspect there are 4 questions while for supporting ideas there are 6 questions. In action research class consists of 3 tests namely, Diagnostic Test, Test 1 and Test 2.

RESULT AND DISCUSSION

The researcher invited VIII.8 grade students at UPT SPF SMPN 4 Makassar as a participant. Data from the reading comprehension test was used to determine whether the use of Google Classroom Media can improve students' reading comprehension after using the application.

Furthermore, the students were conducted in two cycles. Each cycle consists of four steps of action research, namely, planning, action, observation and reflection. Cycle I and II were held in four meetings. Cycle I included a reading comprehension test at the end of the Cycle I. The second cycle was also conducted in three meetings, at the end of the Cycle II students were taken tests to measure students' reading comprehension and compare it with students' learning outcomes in Cycle I to find out whether there is an improvement or not after using Google Classroom Media. The following is a description of the data found during the implementation of the reading comprehension learning and the results of the final test of cycle I and the final test of cycle II, the average value and the results of data analysis.

a. The Students' Improvement Reading Comprehension by Using Google Classroom Media

During the action, the researcher evaluated students' reading comprehension achievement using a list of reading comprehension scores in aspects of reading, namely main idea and supporting idea in literal reading comprehension. The results of student observations in the teaching and learning process about the use of Google Classroom media on reading comprehension, to improve broad reading comprehension in the aspects of main ideas and supporting ideas in the eighth grade UPT SPF SMPN 4 Makassar included in two cycles for 8 meetings taken by observers through reading performance. Here we can see clearly through the table:

Table 1 Student's Mean Score in Cycle I

Indicators	D-Test	Classification	Mean Score in Cycle I	Classification

Reading for Main Idea	4,17	Very Poor	94,33	Excellent
Reading for Supporting Idea	26,13	Very Poor	90,63	Excellent

The table shows that there was a significant improvement in reading comprehension of students who focused on reading the main idea and supporting ideas from diagnostics tests to cycle I. In the diagnostic test, the average score of students in reading comprehension of main ideas 4,17 and supporting ideas was 26,13. After using Google Classroom Media in the first cycle, students' reading comprehension scores on the main idea and supporting idea were higher than diagnostic test, which was 94,33. This shows that there was a significant improvement in reading comprehension skills of main ideas and supporting ideas during the research in cycle I. However, there are no students who are below the school KKM standards. But, from 30 students, there are 4 students got good classification. And the researcher, continued in cycle II.

Table 2 D-Test in Cycle 1 for Main Ideas

D-TEST

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	26	86.7	86.7	86.7
	25.00	3	10.0	10.0	96.7
	50.00	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

There are three types of students scores reading comprehension for main ideas, namely, 00, 25, 50. Where there are 26 students got 00, 3 students got 25, 1 students got 50.

Table 3 Cycle I to Cycle II for Main Ideas

TEST I

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	75.00	4	13.3	13.3	13.3

		Frequency	Percent	Valid Percent	Cumulative Percent
	90.00	4	13.3	13.3	26.7
	95.00	6	20.0	20.0	46.7
	100.00	16	53.3	53.3	100.0
	Total	30	100.0	100.0	

TEST 2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	95.00	7	23.3	23.3	23.3
	100.00	23	76.7	76.7	100.0
	Total	30	100.0	100.0	

There are four types of students reading comprehension for main ideas in cycle I, namely, 75, 90, 95, 100. Where there are 4 students got 75, 4 students got 90, 6 students got 95, and 16 students got 100. There are two types of students reading comprehension for main ideas in cycle II, namely, 95 and 100. Where there are 7 students got 95 and 23 students got 100.

Table 4 D-Test in Cycle I for Supporting Ideas

DTEST_1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	15	50.0	50.0	50.0
	10.00	2	6.7	6.7	56.7
	16.00	1	3.3	3.3	60.0
	20.00	1	3.3	3.3	63.3
	23.00	1	3.3	3.3	66.7
	33.00	2	6.7	6.7	73.3
	36.00	1	3.3	3.3	76.7
	73.00	1	3.3	3.3	80.0
	83.00	2	6.7	6.7	86.7
	86.00	2	6.7	6.7	93.3

	Frequency	Percent	Valid Percent	Cumulative Percent
96.00	2	6.7	6.7	100.0
Total	30	100.0	100.0	

There are eleven types of students reading comprehension for supporting ideas ideas, namely, 00, 10, 16, 20, 23, 33, 36, 73, 83, 86, 96. Where there are 15 students got 00, 2 students got 10, 1 students got 16, 1 students got 20, 1 students got 23, 2 students got 33, 1 students got 36, 1 students got 73, 2 students got 83, 2 students got 86 and 2 students got 96.

Table 5 Cycle I to Cycle II for Supporting Ideas

TEST_1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	73.00	1	3.3	3.3	3.3
	80.00	1	3.3	3.3	6.7
	83.00	6	20.0	20.0	26.7
	86.00	1	3.3	3.3	30.0
	90.00	4	13.3	13.3	43.3
	93.00	6	20.0	20.0	63.3
	96.00	9	30.0	30.0	93.3
	100.00	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

There are eight types of students reading comprehension for supporting ideas ideas, namely, 73, 80, 83, 86, 90, 93, 96, 100. Where there are 1 students got 73, 1 students got 80, 6 students got 83, 1 students got 86, 4 students got 90, 6 students got 93, 9 students got 96, 2students got 100.

TEST_2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	73.00	1	3.3	3.3	3.3
	86.00	2	6.7	6.7	10.0
	90.00	7	23.3	23.3	33.3

93.00	6	20.0	20.0	53.3
96.00	8	26.7	26.7	80.0
100.00	6	20.0	20.0	100.0
Total	30	100.0	100.0	

There are six types of students reading comprehension for supporting ideas ideas, namely, 73, 86, 90, 93, 96, 100. Where there are 1 student got 73, 2 students got 86, 7 students got 90, 6 students got 93, 8 students got 96, and 6 students got 100.

The improvement of students' reading comprehension ability main ideas and supporting ideas in eight grade students UPT SPF SMPN 4 Makassar can be seen clearly in the following table:

Table 6. Students' Improvement Score in Cycle I

Indicators	Students Improvement Score
	Cycle I
Reading Comprehension for Main idea	90,2
Reading Comprehension for Supporting Idea	64,5

From the table above, it can be seen that there is an improvement in the reading comprehension skills of students who focus on reading the main ideas and supporting ideas from the diagnostic test to the first cycle I. The improvement from the diagnostic test to the first cycle in reading comprehension for main ideas was 90,2. Meanwhile, in reading comprehension for supporting ideas was 64,5.

Table 7 Students' Mean Score in Cycle II

Indicators	Test of Improvement in Cycle II	Classification

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Reading Comprehension for Main Ideas	98,83	Excellent
Reading Comprehension for Supporting Ideas	93,37	Excellent

The table shows that after using the Google Classroom in the second cycle, the student's reading main idea and supporting idea score was higher than cycle I, which was in main ideas got 98,83. And, in the supporting ideas got 93,37. It means that there was a significant improvement in reading comprehension of the main idea and supporting idea during the research in the second cycle.

The improvement of students' reading comprehension for main idea and supporting idea at the eighth-grade students at UPT SPF SMPN 4 Makassar can be seen clearly in the following table:

Table 8 Students' Improvement Score in Cycle I to Cycle II

Indicators	Students' improvement score
	Cycle I to Cycle II
Reading Comprehension for Main idea	4,5
Reading Comprehension for Supporting Idea	2,7

From the table above, it can be seen that there was improvement in students' reading comprehension which focused on reading main idea and supporting idea from the cycle I test to the cycle II. The improvement from the cycle I test to the cycle II in reading comprehension for main ideas was 4,5. And for the supporting ideas was 2,7.

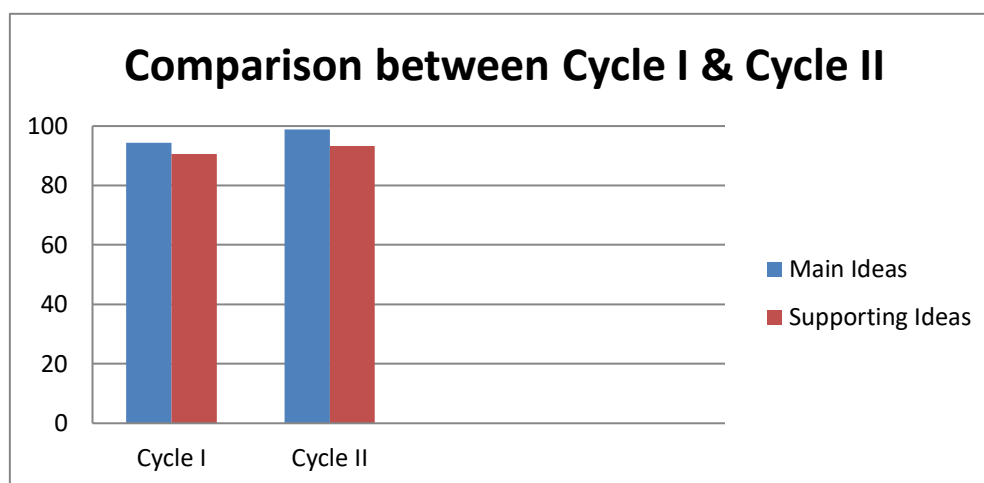The data result of compare between cycle I and cycle II in diagram.

Figure 4.1 Comparison of Result between Cycle I & Cycle II

The blue bar color above shows that average value of cycle I test reading comprehension in main ideas was 94,33. The red bar color shows the average value for the reading comprehension test in supporting ideas in the cycle II test was 90,63. In the cycle II, the blue bar color above shows that the average value of cycle II test reading comprehension for main ideas was 98,83. And, the red bar color shows that the average value for reading for supporting ideas was 93.37. This shows that the application of Google Classroom is significant in improving reading comprehension in the aspect of reading main ideas and supporting ideas for eighth grade students UPT SPF SMPN 4 Makassar.

It has been mentioned in previous chapter after tabulating and analyzing the students' scores into percentages, they are classified into four levels based on the Scoring Guide of Reading Assignment classification namely: Excellent, Good, Poor, and Very Poor as can be seen in the tables:

Table 9 Students' Classification and Frequency in Reading Comprehension for Main Ideas

No	Classification	D-Test		Cycle I		Cycle II	
		Freq	%	Freq	%	Freq	%
1.	Excellent	0	0%	26	86,7%	30	100%
2.	Good	0	0%	4	10%	0	0%
3.	Poor	3	10%	0	0%	0	0%
4.	Very Poor	27	90%	0	0%	0	0%

	Total	30	100%	30	100%	30	100%

The table above showed the classification of the students' improvement score reading comprehension skills in terms of reading for the main ideas by using Google Classroom application in cycle I D-test, the students which categorized excellent with a percentage of 0 (0%), While 0 (0%) students got good category, 3 (10%) students got poor categorized, and 27 (90%) students got very poor. In cycle I showed the improvement scores on the students reading comprehension for main ideas by using Google Classroom media, there are 26 (86,7%) students got excellent categorized, the students got which good categorized with a percentage of 4 (10%), 0 (0%) students got poor category, and there is no students got very poor categorized. In the cycle II, showed the improvement scores on the students reading comprehension for main ideas by using Google Classroom media, there are 30 (100%) students got excellent categorized, the students got which good categorized with a percentage 0 (0%), 0 (0%) students got poor categorized, and there are no students got very poor category.

Table 10 Students' Classification and Frequency in Reading Comprehension for Supporting Ideas

No	Classification	D-Test		Cycle I		Cycle II	
		Freq	%	Freq	%	Freq	%
1.	Excellent	6	20%	29	96,6%	29	96,6%
2.	Good	1	33%	1	33,3%	1	33,3%
3.	Poor	3	10%	0	0%	0	0%
4.	Very Poor	20	60%	0	0%	0	0%
	Total	30	100%	30	100%	30	100%

The table above showed the classification of the students' improvement score reading comprehension skills in terms of reading for the supporting ideas by using Google Classroom application in cycle I D-test, the students which categorized excellent with a percentage of 6 (20%), While 1 (33%) student got good category, 3 (10%) students got poor categorized, and 20 (60%) students got very poor categorized. In cycle I showed the improvement scores on the students reading comprehension for supporting ideas by using Google Classroom media, there are 29 (96,6%) students got excellent categorized, the students got which good categorized with a percentage of 1 (33,3%), 0 (0%) students got poor category, and there were no students

got very poor categorized. In the cycle II, showed the improvement scores on the students reading comprehension for supporting ideas by using Google Classroom media, there are 29 (96,6%) students got excellent categorized, the students got which good categorized with a percentage 1 (33,3%), 0 (0%) students got poor categorized, and there are no students got very poor category.
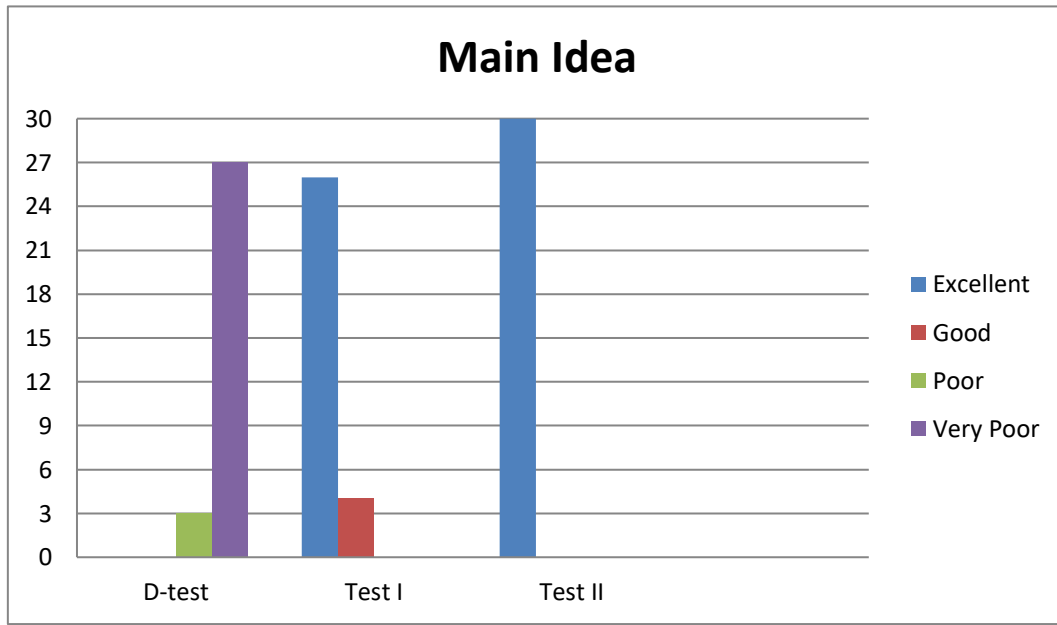

Figure 2 Students Classification for Reading Main Ideas from D-test to Cycle II

The bar charts above showed that the bar charts for the blue bar above shows that the students got the excellent category improvement namely from the D-test there 0 students, then cycle I there are 26 students got category excellent, and cycle II 30 students. For the red bar above, it shows that the good category improvement in students from D-test 0 students, cycle I 4 students, and cycle II 0 students. The green bar indicates the poor category, there are 3 students in the poor category on the D-test, cycle I 0 students, and there are no students in the poor category on the second cycle. The purple bar indicates the very poor category, the number of students in very poor category on the D-test are 27 students, then in the first cycle there are no students in very poor category, and no students in the very poor category on the second cycle.
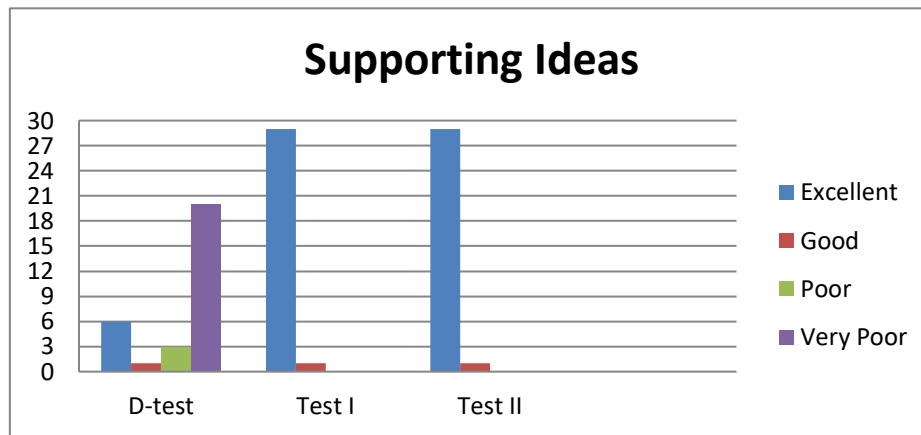
Figure 3 Students Classification for Reading Supporting Ideas from D-test to Cycle II

The bar charts above showed that the bar charts for the blue bar above shows that the students got the excellent category improvement namely from the D-test there 6 students, then cycle I there are 29 students got category excellent, and cycle II 29 students. For the red bar above, it shows that the good category improvement in students from D-test 1 students, cycle I 1 student, and cycle II 1 students. The green bar indicates the poor category, there are 3 students in the poor category on the D-test, cycle I 0 students, and there are no students in the poor category on the second cycle. The purple bar indicates the very poor category, the number of students in very poor category on the D-test are 20 students, then in the first cycle there are no students in very poor category, and no students in the very poor category on the second cycle.

DISCUSSION

The researcher conducted this research at UPT SPF SMP Negeri 4 Makassar. It takes two cycles in class action research. Every cycle, there are diagnostic test to diagnosed prior students knowledge and test after gave treatment. After getting the data, its concluded using the formula above. Based on the data analysis, it can be concluded that there is improvement students' reading comprehension using google classroom as a mobile learning in UPT SPF SMP Neger 4 Makassar. The treatment was carried out by in the class, where every cycle the researcher have done 4 meetings.

In cycle I, the researcher gave diagnostic tests to diagnosed prior students' knowledge. After gave the test, the researcher gave treatment with google classroom as learning media. The researcher gave an explanation of google classroom and how it is used. At the third meeting,

the researcher gave students narrative texts in google classroom that focused on the main ideas and supporting ideas. Then, the researcher told the students one by one to read the text in front of the class. At the fourth meeting, after treatment of students, the researcher found that of the thirty students, there are still some of students who has not achieved the value of KKM for aspects main idea and supporting idea in the narrative text. Many students has difficulty used google classroom, especially in learning reading comprehension. So, the researcher proceeded to cycle II.

In cycle II, the researcher explained again about google classroom with LCD. At the second and third meetings, the researcher gave readings and narrative tasks of texts that differed from the readings of the first cycle. Then, the researcher gaves students the opportunity to read the results of the task. At the fourth meetings, the researcher gave test to the students. From the results of the tests conducted in the second cycle, the improvement of the ability to used mobile learning, especially in google classroom in the studentsreading comprehension. Where from 30 students, in the aspect of the main idea and supporting idea, the average value was almost all above the value of KKM.

The researcher conducted a research process in the class of eighth grade students at UPT SPF SMPN 4 Makassar. In terms of learning reading comprehension, especially in the aspect of reading main ideas and supporting ideas. Students using media to support their English learning process.

In line with the concept (McNamara & Magliano, 2009), Basically, processing all the information we come across requires an understanding. Various forms of media, including dialogues, photos, videos, and, of course, text, are used to convey data. Although we comprehend through a variety of media, the comprehension model concentrates on the procedures involved in comprehending written texts.

In reading comprehension learning, researchers used narrative text types with elements of the main idea and supporting ideas as part of improving students ' reading comprehension in the classroom. In the reading comprehension of eighth grade students, the narrative text given is different, with a total of four main idea questions and six supporting idea questions, so that researchers can see an improvement in student reading comprehension.

In line with the concept (Nurainun, 2017), reading comprehension is a complex skill that requires active interaction between the elements of the text and the reader. The reader is

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an active participant in the text and how the reader understands text-based ideas related to each other through the interpretive interaction between what the reader obtains from the text and what the reader already knows. From this statement, we clearly understand that reading comprehension is the most important thing. Because understanding the text is the ultimate goal of reading. Understanding the process of reading comprehension is very important for learning to read.

The researcher used Google Classroom in class action research for 8 meetings. Where, at each meeting the researcher given assignments through Google Classroom. Instead of using paper as a tool. In the used of Google Classroom, the researcher used 2 way in the learning process, namely virtually using Google Classroom and directly in the explanation of the material.

In line with the concept (Iskandar, 2020) Google Classroom is a learning home devoted to the scope of education that is intended to help find a way out of the difficulties experienced in making assigments without the use of paper (paperless). According to (Deden Sutrisna, 2018), this application greatly facilitates the learning process by lecturers and students in implement the learning process. Google Classroom can also be used as a medium for students to get used to literacy. Meanwhile, according to (Ngabidin et al. 2021), Google Classroom are very easy creation of virtual classes by inviting using class code or email, Flexible use, the learning process allows teachers to provide tasks and materials more structured with made topic, and improve communication between teachers and students.

The researcher found the diagnostic reading test results to test 1 after using Google Classroom there is an improvement. Then, in reading test Cycle 1 to cycle 2 after using Google Classroom there was a significant comparison between the average value of the students.

In line with the concept (Eading et al., 2021), using Google classroom could improve students' scores on reading comprehension; this was indicated by comparing pre-test and post-test. Regarding students' perceptions of using Google Classroom, it revealed that some students still preferred to study in the classroom since they could interact directly and easily with the teacher.

CONCLUSION

Based on the research findings and discussions in the previous chapter the following conclusions are presented:

The used of Google Classroom can improve the literal reading comprehension in eighth grade students UPT SPF SMPN 4 Makassar. This is evidenced by the achievement of students in the cycle II was higher than cycle I and diagnostic tests. The mean score of cycle I in the main idea aspect was ninety-four point thirty-three than higher the diagnostic test was four point seventeen. While, the mean score of cycle I in the supporting idea aspect was ninety point sixty-three than higher the diagnostic test was twenty-six point thirteen.

The mean score of cycle II in the main idea aspect was ninety-eight point eighty-three than higher cycle I was ninety-four point thirty-three. While the mean score of cycle II in the supporting idea aspect was ninety-three point thirty-seven than higher cycle I was ninety point sixty-three. Thus, the results of the two cycles reached the KKM (Minimum Completeness Criteria) target value applied at UPT SPF SMPN 04 Makassar, which was seventy-three.

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