**STRENGTHENING THE STUDENTS’ READING COMPREHENSION IN NARRATIVE TEXT WITH AUDIO-BASED ASYNCHRNOUS APPROACH AS REMOTE LEARNING**

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| Article Info | Abstract |
| Received: May 20 2019  Revised: May 20 2019  Accepted: June 12 2019  Published: December 25 2019  Keywords: Reading Comprehension, Narrative Text, Asynchronous Approach, Remote Learning and Pre-Experimental | The objectives of this research were to find out the students’ reading comprehension in narrative text with audio based asynchronous approach as remote learning at second-grade students of SMP Negeri 21 Makassar. The researcher used quantitative research. The sample of this research was second grade students of SMP Negeri 21 Makassar, which consisted of 25 students. The sample was taken by using pre-test and post-test questions. Based on the findings, it was found that the students improved in teaching reading comprehension in narrative text with an audio-based asynchronous approach as a form of remote learning. The results of research findings, the pre-test score was 52.6 and the post-test score was 78. Additionally, this research showed that the t-test had a higher value than the t-table (T-test > T-table). T-test had a value of 7.56, while t-table had a value of 2.063. It means the null hypothesis (H0) was rejected and the alternative hypothesis (H1) was accepted. Based on the findings of the study, the researcher concluded that the audio-based asynchronous approach as remote learning was an excellent method for enhancing students reading comprehension.  This is an open access article under the CC BY-SA license. |
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**INTRODUCTION**

Improving reading comprehension is crucial to achieving the Junior High School English reading proficiency target. The eighth graders learn how to respond to the meaning of a narrative text based on the text type or genre in the standard competency.

During teaching and learning with eight-grade students at SMP Negeri 21 Makassar, the researcher discovered that many students had difficulty comprehending the narrative material or the story. In accordance with narrative text patterns (direction, complication, and resolution), students struggled to understand the meaning of foreign words and to identify specific tale pieces as details, such as characters, problems, solutions, and the moral of the story. As remote learning, the researcher offered a narrative text with an audio-based asynchronous approach.

Beside that Pourhosein Gilakjani and Sabouri (2016) also says, that reading comprehension is a process strategy that allows readers to construct or determine the direction of reading using cues in the text and their own knowledge. Between reader’s experience, interpretation skills, thinking skills, and word recognition strategies and reading goals, there are various comprehension strategies that will help students understand reading. Teaching reading comprehension involves multiple steps: selecting literature, explaining strategy, modeling method, providing guided support, practicing, gaining independence, and reflecting. Therefore, one could argue that reading comprehension is a lengthy process.

This research is focused on improving students reading comprehension, especially about narrative text to determine to extent to which students reading comprehension can improve. According to Nurainun (2017) narrative text is a type that story events that occur imaginately (delusional), and systematically and serve to entertain the reader. Narrative text is a story, both fictional and nonfictional, that consists of a sequence of events and context presentation as a component of story building. The order in which narrative text's distinctive characteristics appear is what grabs the reader's attention and builds suspense throughout the story.

The use of technology in education in the twenty-first century impacts students' perspectives and learning processes and alters how they learn. Particularly since the COVID-19 outbreak, no school can conduct normal teaching and learning activities. The majority of schools have used online or remote instruction in order to maintain and improve teaching and learning activities between teachers and students. As a result, students are given access to helpful remote education during the COVID-19 program. The public can easily access asynchronous audio communication through social media sites like Facebook, iMessage, and WhatsApp.

Hew and Cheung (2013) stated that that audio-based asynchronous discussions can allow students to talk extra coherently and understandably, assisted through the usage of inflections and expressions which might be lacking in text-based discussions. Asynchronous online discussion environment brings people to the flexibility and comfort of speaking with each one of a kind without the constraints of numerous times and locations. So that individuals have time to reflect and suppose to prepare responses to questions or problems raised throughout asynchronous online discussions as opposed to face-to-face discussions.

Digital learning media is digital era this is used to perform getting to know and facilitate the achievement of student mastering goals. So, students can use their cell phones usefully for the gaining knowledge of and teaching process. One application that can be applied is the WhatsApp application. Abraham and Fanny (2019) stated that WhatsApp is an application for instant messaging, and allows us to exchange images, videos, photos, voice messages, and can be used to share information, materials, and discussions. So that WhatsApp can be used to discuss online material for teachers and students, as well as a means of communicating student outcomes with teachers. According to research on WhatsApp, the program can be a helpful learning tool anytime, anywhere. Based on the researcher's experience teaching narrative text reading comprehension at SMP Negeri 21 Makassar. The researcher is interested in investigating the enhancement of students' reading comprehension in narrative texts using an audio-based asynchronous approach as a remote learning method.

**LITERATURE REVIEW**

Sasmiadi et al., (2019) stated that of the use of WhatsApp in language learning, especially in the context of reading comprehension. Although there are limitations in its use, WhatsApp is proven to be able to support students' reading comprehension skills for the better. However, teachers must be very careful and provide strict supervision of each student's learning activities so that learning objectives can be achieved properly. Applications can create learning conditions that are indirectly experienced by students, so that information and knowledge can be received better and more clearly

Plana et al., (2013) stated that in this study, the research focuses on the application of this method of strengthening reading comprehension. Regarding the use of WhatsApp, which might have encouraged the students to concentrate on the method and engage with one another regardless of the experiment. To conclude, despite the various difficulties, the majority of the students felt comfort and acknowledged that their desire to read in English had increased and that the experience had a positive impact on their reading habits as well as given them greater self-confidence.

Shabri et al., (2020) stated that the researchers concluded that online reading texts help students in improving their reading comprehension significantly. Their improved results on the preliminary test, cycle I, and cycle II tests provide evidence of this improvement. The observation sheets and field notes from the collaborators also demonstrate this. The researcher considers that online reading texts can be a solution to the problem of lack of reading text sources and limited meeting frequency in teaching reading comprehension.

Abraham & Fanny (2019) stated that the findings and the experience that the researcher had while using WhatsApp, the researcher can say that it is clearly the development of student performance, even though the researcher had to post a lot of student material to the group outside the time agreed upon when the group was first created, but the students have shown excellent communication skills. Well, when they help each other every time the researcher goes out of internet access, not only that but they also create a lot of useful discussions which impressed me as an instructor.

**METHODS**

This research used a Pre-Experimental Research with one group pretest-posttest design. When obtaining research findings, both qualitative and quantitative data frequently use statistical methods (Hatch and Farhady, 1982: 22). The goal of this study was to determine whether or whether treatment increased students' reading comprehension using an audio-based asynchronous technique for remote learning.

There are ten classes in grade 2 at SMP Negeri 21 Makassar, and each class has between 25 and 30 students. These students made up the population for the research. The sample was chosen by the researcher using a technique called purposive sampling. The sample consisted of 25 students from the VIII class of SMP Negeri 21 Makassar.

**Instrument**

In this study, the researcher administered a narrative reading comprehension exam. The device was designed to determine the students' grades. The test consisted of twenty multiple-choice questions. Students were given the examinations twice, as a pre-test and a post-test. The pre-test was used to determine students' reading comprehension ability prior to treatment, and the post-test was used to determine students' reading comprehension ability after treatment.

**Data Analysis**

1. The researcher uses the procedure shown below to determine the mean score.:

Where:

= Mean Score

= The sum of all scores

= The total number of sample (Gay, 2012)

So, the mean score would be:

1. Pre-test 2. Post-Test

= =

= =

= 52.6 = 78

**RESULT AND DISCUSSION**

**Result**

In this section, the results of the data analysis indicate that teaching reading comprehension in narrative texts improved the literal understanding of second-grade students at SMP Negeri 21 Makassar. The results were summarized as follows:

1. **The Classification of Students’ Pre-test and Post-test Scores**

This section discussed the students' reading results in terms of literal comprehension. The following criteria and percentages were used to classify the students' pre- and post-test scores:

1. Pre-Test Score

Table 1. The students’ frequency of pre-test

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| No | Score | Classification | Frequency | Percentage |
| 1 | 96-100 | Excellent | 0 | 0% |
| 2 | 86-95 | Very Good | 0 | 0% |
| 3 | 76-85 | Good | 0 | 0% |
| 4 | 66-75 | Fairly Good | 0 | 0% |
| 5 | 56-65 | Fair | 14 | 56% |
| 6 | 36-55 | Poor | 7 | 28% |
| 7 | 0-35 | Very Poor | 4 | 16% |
| Total | | | **25** | **100%** |

The table 1 displays the pre-test scores of the students. There were 14 (56%) students who received a fair grade, 7 (28%) students who received a poor grade, and 4 (16%) students who received a very poor grade. From the table above, it can be deduced that the reading ability of the students was lower.

1. Post-Test Scores

Table 2. The students’ frequency of post-test

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| No | Score | Classification | Frequency | Percentage |
| 1 | 96-100 | Excellent | 0 | 0% |
| 2 | 86-95 | Very Good | 3 | 12% |
| 3 | 76-85 | Good | 20 | 80% |
| 4 | 66-75 | Fairly Good | 0 | 0% |
| 5 | 56-65 | Fair | 2 | 8% |
| 6 | 36-55 | Poor | 0 | 0% |
| 7 | 0-35 | Very Poor | 0 | 0% |
| Total | | | **25** | **100%** |

Based on the 4.2, displays the stuents’ post-test results. There were 3 (12%) the students’ who received very good grade, 20 (80%) the students who received good grade, and 2 (8%) the student who received fair grade. From the table above, it can be deduced that the students’ post-test scores were higher than the students’ pre-test scores.

1. **The Improvement of Students Reading Comprehension**

Table 3. The Improvement Students Reading Comprehension in Pre-test and Post-test

|  |  |  |  |
| --- | --- | --- | --- |
| Students Reading Comprehension | Pre-test | Post-test | Improvement % |
| 52.6 | 78 | 25.4 |

Based on table 4.3. It indicates that while the students' reading comprehension was rated as poor on the pre-test (52.6), it was rated as good on the post-test (78). This indicates that students performed much better on the post-test than they did on the pre-test.

3. **The Mean Score and Standard Deviation Students’ Reading Comprehension**

**Table 4. Mean Score and Standard Deviation**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Students Reading Comprehension | Pre-test | | Post-test | |
| Mean Score | Standard Deviation | Mean Score | Standard Deviation |
| 52.6 | 11 | 78 | 8.77 |

Based on table 4. it shows that the mean score in pre-test was (52.6) and standard deviation was (11), and the mean score in post-test was (78) and the standard deviation was (8.77). It can be concluded that the post-test score was higher than the pre-test score.

**4. The Significance of the Students’ Reading Comprehension**

To determine the level of significance between two variables, the researcher used t-test analysis on the level of significance (p) = 0,05 with degree of freedom (df) = N-1, where N = number of students (25 students) and the value of t-table is 2.063.

The results of T-test for students’ reading ability focus on literal comprehension as follows.

Table. 5. The T-test value of students’ literal comprehension

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Variable | T-test | T-Table | Comprehension | Classification |
| Literal Comprehension | 7.56 | 2.063 | T-test > T-table | Significantly different |

Table 3 indicates that the t-test value for students' reading comprehension, which was centered on literal comprehension, was 7.56>2.063. It stated that all variables and indicators had t-test values that were higher than t-table. It indicates that there was a considerable difference in literal comprehension between the pre-test scores. As a result, the null hypothesis (H0) was rejected and the alternative hypothesis (H1) was accepted.

Based on the results, it can be concluded that students reading comprehension in Narrative text with audio-based asynchronous was effective to improve students’ reading ability in terms of literal comprehension.

**CONCLUSION**

After conducting the Experimental Research about Improving Students' Reading Comprehension in Narrative Text with Audio-Based Asynchronous Approach as Remote Learning based on the research findings in the previous chapter, the researcher concluded that teaching material about Narrative text increased students' achievement from 52.6 to 78 on average. Before and after the introduction of teaching reading comprehension for Narrative texts, there were substantial differences in the reading comprehension of students. It may be demonstrated that the t-test value (7.56) was greater than the t-table value (2.063).

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