


USING EXTENDING CONCEPT THROUGH LEARNING ACTIVITY TO IMPROVE STUDENTS READING COMPREHENSION IN TERMS OF LITERAL COMPREHENSION

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ARTICLE INFO	ABSTRACT
<p>Article history: Received: January 19, 2024 Revised: February 24, 2022 Accepted: May 21, 2022 Published: June 25, 2024</p> <p>Keywords: ECOLA Technique Reading Comprehension Literal Comprehension</p>	<p>The purpose of this study was to determine whether the use of ECOLA technique can improve students' reading comprehension in terms of literal comprehension at MA Al-Hidayah Lemoa. This research applied Pre-Experimental design by using Quantitative approach. The population of this study were MA Al-Hidayah Lemoa students consisting of 17 students. Then, the sample of this study is class X taken using total sampling technique consisting of 17 students. The data collection process with pre-test and post-test using multiple choice by analyzing the data using SPSS. The results of the study found that the use of the ECOLA technique in the learning process to improve students' reading comprehension in terms of literal comprehension was considered effective based on the data obtained where the average value of the pre-test was 48.82 and the post-test was 85.88. It can be seen that the average value of the post-test is higher than the average value of the pre-test. And proven again from the results of the "paired sample test" analysis using SPSS with a significance value of 0.000 < 0.05. Based on the decision making, if the significance value is smaller than 0.05, H₀ is rejected and H₁ is accepted. Based on these results, it can be concluded that the ECOLA technique can improve students' reading comprehension in terms of literal comprehension.</p> <p style="text-align: right;"><i>This is an open access article under the CC BY-SA license.</i></p> <div style="text-align: right;">  </div>
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INTRODUCTION

In our daily life, we use language as a tool in communication. By applying language, individuals can convey the idea, feeling, and information to someone else. There are many languages used to communicate with each other in the world, including English which is used as an international language. According to Van Thao et al. (2020) one of the first languages taught formally to students from elementary school to college is English, because although English is a foreign language, many things must be understood in English such as books,

journals and other information and English is used as a means of communicating with other people around the world.

The four components of English that we need to understand are speaking, listening, reading, and writing. Reading is one of the four skills that is most crucial since it allows us to learn a lot and discover new information that broadens our perspectives. According to Kohar et. al (2022), Reading is another English language ability that deals with what is expressed or suggested in reading content. Reading is an activity that demands a high level of concentration or focus in order to get information. It involves a person gathering information from a passage and pouring it into writing Nanda et al. (2018). If this is not met, written and implicit messages will not be captured or understood and the read operation will not be successful.

According to Silalahi et al. (2022), Reading comprehension is the brain's capacity to take in larger meanings and issues in order to comprehend and investigate social phenomena that are present in reading texts. It's crucial for readers to be able to assess and examine what they read critically in order to get high reading comprehension. While speaking, writing, and listening are all different from reading, reading also calls for the use of critical thinking abilities in order to incorporate new concepts and information into the text. Students find it difficult to understand the reading text.

To help students comprehend reading well, students need useful techniques to improve their reading ability. Reading comprehension is as important as the reading activity itself, reading is about understanding what you read. Furthermore, reading comprehension allows students to extract information from the text they read. However, not all children find reading texts interesting. Students engaged in reading activities should not just skim the text without understanding it, but should read with comprehension skills to gain a deeper understanding of the material and gain knowledge from it.

Various factors affect reading comprehension in one way or another. Examples include vocabulary, back-end knowledge of reading context, grammatical knowledge, knowledge of word meanings, and various reading strategies. Therefore, teachers in class must develop reading strategies that are effective enough to boost students' level of reading comprehension (Nevo et al. 2020). Hidayat and Rohati (2020) state that Reading helps readers think more clearly, which is a huge benefit. Reading a book helps readers develop their critical thinking skills because it forces them to consider and visualize various aspects of the story, such as the characters and storyline. Reading often will help them greatly by encouraging their brain to be more perceptive and absorb more knowledge. Additionally, it forces readers to read with sustained attention. Reading has an impact on people's capacity for thought in addition to helping them acquire new information. This skill will be the foundational growth of moral, linguistic, and emotional intelligence. Furthermore, its development shapes people's personalities. Consequently, reading is crucial for students' development.

Based on my observation and information from teacher at MA Al-Hidayah Lemoa, I found that many students have difficulty in identifying main concepts and finding supporting details in a reading passage. This is because students lack knowledge about good reading

comprehension techniques. Whereas, students' vocabulary mastery is also very minimal and makes it difficult for students to understand the text and find the meaning conveyed in a reading text.

In solving the students difficulties about understanding text, the researcher concludes that teachers need a strategy or technique to improve students' reading comprehension. One of techniques is Extending Concept Through Learning Activity that the researcher apply to increase students' reading comprehension level. Through the stages of this technique, language problems and reading comprehension is minimized.

The researcher investigate the issue of "Using Extending Concept Through Learning Activity (Ecola) Technique To Improve Students' Reading Comprehension" based on the previously provided explanation.

RESULT AND DISCUSSION

This research was conducted on grade X students of MA Al-Hidayah Lemoa. The results of the data analysis were obtained from pre-test and post-test given to students. Pre-test is a test ability test given to students before being given treatment, while the post-test is given after students get treatment. The data obtained is presented in descriptive statistical analysis and inferential statistical analysis, described as follows:

1. Descriptive Statistical Analysis Results

a. *Pre - test* Descriptive Statistical Analysis Results

Based on the scores obtained from the pretest results of class X, the average (mean) of 17 students is 48.82 with the lowest score of 20 and the highest score of 75. The number of interval classes is obtained using the following formula:

a) Number of interval classes

$$\begin{aligned} K &= 1 + (3.3) \log N \\ &= 1 + (3.3) \log 17 \\ &= 1 + (3.3) 1.23 \\ &= 1 + 4.06 \\ &= 5.06 \text{ rounded to } 5 \end{aligned}$$

$$R = \frac{X_{maks} - X_{min}}{K}$$

$$\begin{aligned} &= \frac{75 - 20}{5} \\ &= \frac{55}{5} \\ &= 11 \end{aligned}$$

The frequency distribution can be seen in the table below:

Table 1 Frequency Distribution of Class X Pre-Test Score

No	Classification	Score	Frequency	Percentage
1.	Excellent	89 - 100	0	0%
2.	Good	79 - 88	0	0%
3.	Fair	66 - 78	3	17.64 %

4.	Poor	46 - 65	7	41.18 %
5.	Very Poor	0 - 45	7	41.18 %
Total				100%

Based on table 1 frequency data from the percentage of class X pre-test scores shows that out of 17 students, there are 3 students getting scores on scores 66-78 (17.64%), 7 students getting scores on scores between 46-65 (41.18%), 7 students getting scores on scores between 0-45 (41.18%).

Based on these data, it can be concluded that students still have difficulties in Reading comprehension, especially in Literal comprehension. None of the students achieved the required score set.

For more details, it can be seen in the distribution of data based on the frequency distribution list on the following histogram frequency distribution on the following:

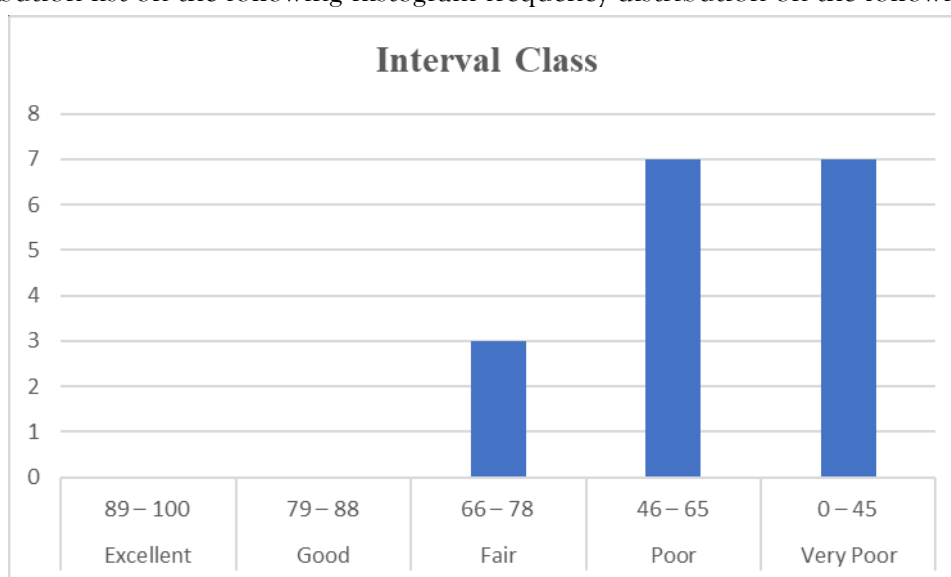


Figure 1 Frequency Histogram of Class X Pre-Test Score

b. *Post - test* Descriptive Statistical Analysis Results

Based on the scores obtained from the students' post-test results (class X), the average (mean) of 17 students is 85.88 with the lowest score is 65 and the highest score is 100. The number of interval classes obtained using the following formula:

1) Number of interval classes

$$\begin{aligned}
 K &= 1 + (3.3) \log N \\
 &= 1 + (3.3) \log 17 \\
 &= 1 + (3.3) 1.23 \\
 &= 1 + 4.06 \\
 &= 5.06 \text{ rounded to } 5
 \end{aligned}$$

2) Range

$$R = \frac{X_{maks} - X_{min}}{K}$$

$$= \frac{100 - 65}{5}$$

$$= \frac{35}{5}$$

$$= 7$$

The frequency distribution can be seen in the table below:

Table 2 Frequency Distribution of Class X *Post-Test* Score

No	Classification	Score	Frequency	Percentage
1.	Excellent	89 - 100	8	47.05%
2.	Good	79 - 88	6	35.30%
3.	Fair	66 - 78	2	11.76%
4.	Poor	46 - 65	1	5.89 %
5.	Very Poor	0 - 45	0	0 %
Total				100%

Based on the frequency distribution data table of the percentage of experimental class post-test scores, it shows a significant increase from 17 students, there were 8 students who scored 89-100 (47.05%), 6 students scored between 79-88 (35.30%), 2 students scored between 66-78 (11.76%), and only 1 student scored between 46-64 (5.89%), scores between 66-78 (11.76%), and only 1 student scored between 46-64 (5.89%).

Based on these data, it can be concluded that students' reading comprehension in terms of literal comprehension has increased after being given treatment using the ECOLA learning technique. There were only 2 students, 1 student with a score of 65 and 1 with a score of 70, whose scores were below the KKM set at 75, meaning that after the post-test there were 15 students whose scores reached or exceeded the KKM.

For more details, it can be seen in the distribution of data based on the frequency distribution list on the following histogram frequency distribution on the following:

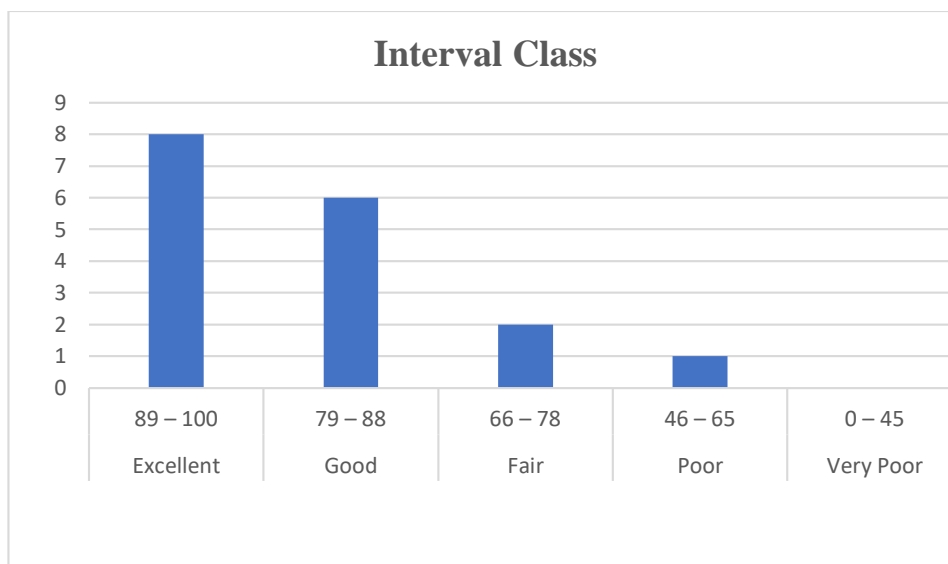


Figure 2 Frequency Histogram of Class X Post-Test Score

For detailed descriptive analysis results can be seen in table 4.3 Descriptive Analysis Results using SPSS version 25.

2. Results of Inferential Statistical Analysis

Inferential analysis is intended to answer the hypothesis that has been formulated. However, before conducting a hypothesis test, a normality test is first carried out.

a. Normality Test

The normality test is carried out to test whether all variables are normally distributed or not. Normality test in this study using the Shapiro-wilk test because $n < 50$, using the Statistical Package for Social Science (SPSS) version 25 system.

the test criteria:

- 1) If the significance value (2-tailed) > 0.05 , then the data is normally distributed.
- 2) If the significance value (2-tailed) < 0.05 , then the data is not normally distributed.

Normally distributed The test results table can be seen in table 4.4. Normality Test of Class X Data (Appendix 4). Based on the SPSS output table tests of normality in the section Shapiro-Wilk test, it is known that the significance value for the pre-test score Sig. is 0.830; and for the post-test Sig. is 0.250. Thus, it can be concluded that the data is because the significant value (sig) for all data is greater than 0.05 (sig. > 0.05).

b. Hypothesis Test

After conducting a normality test as a prerequisite test it turns out that resulted in the conclusion that the pretest and posttest data in the experimental class are normally distributed. Then testing the hypothesis using a parametric statistical test, namely the paired sample t test because derived from two variables that are paired with each other using the SPSS 25 program. The paired sample t test can be done with the following testing criteria as follows:

- 1) If the significance value (2-tailed) < 0.05 then H_0 is rejected and H_1 is accepted.
- 2) If the significance value (2-tailed) > 0.05 then H_0 accepted and H_1 rejected

The test produces paired sample statistic data.

Based on the paired samples statistics output table of the two samples studied, namely the pre-test and post-test scores. For the pre-test value, an average (mean) of 48.82 was obtained. As for the post-test value, the average value (mean) is 85.88. The number of students used as research samples was 17 students. For the value of Std. Deviation (standard deviation) on the pre-test of 15.665 and post-test of 9.720. Finally, the value of Std. Error Mean for the pre-test was 3.799 and for the post-test was 2.358. Because the average value of learning outcomes in the pre-test 48.82 is smaller than the average value of the post-test 85.88, it can be concluded that there is a significant increase after the treatment is given, meaning that descriptively there is a difference in the average learning outcomes between the pre-test and post-test.

Furthermore, to prove whether the difference is really (significant) or not, it can be seen from the results of the paired sample t test in Table 4.5 Hypothesis Test Using Paired Sample t Test.

Formulate a research hypothesis:

H1 : There is an average difference between pre-test and post-test learning outcomes. test, which means that the use of ECOLA technique is effective on improving reading comprehension in MA Al-Hidayah Lemoa

H0 : There is no average difference between pre-test and post-test learning outcomes. test, which means that the use of ECOLA technique is not effective on improving reading comprehension in MA Al-Hidayah Lemoa

Based on the paired sample t test output table, it is known that the Sig. (2-tailed) is $0.000 < 0.05$. According to the basis for making decision if $\text{sig} < 0.05$ then H0 is rejected and H1 is accepted. So It can be concluded that there is an average difference between the pre-test and post-test learning outcomes. post-test, which means that the use of ECOLA technique can improve the reading comprehension in terms of literal comprehension of X grade students of MA Al- Hidayah Lemoa.

B. Discussion

Based on the study's findings, the researcher discovered that learning reading comprehension in terms of literal comprehension through the ECOLA technique produced better learning outcomes. achieved greater success in their reading comprehension studies. This may be observed from the findings of the data acquired from 17 students who did the pre-test and post-test. Table 4.2 further displays the 44.28 average score obtained on the pre-test. This average value was obtained before conducting treatment using ECOLA technique. Furthermore, the average value of the students' post-test increased to 85.88. This value was reached because pupils had carried out the treatment given by the researcher. Therefore, the average score of students' post - test is greater than the average score of the pre-test.

Based on the "paired sample test" using SPSS, it is known that the significance value obtained is $0.000 < 0.05$. This can be seen from the decision-making rules where if the value of Sig. (2-tailed) < 0.05 then H_0 is rejected and H_1 is accepted. and H_1 has been approved. This demonstrates how the application of the ECOLA technique might enhance the reading comprehension in terms of literal comprehension of MA A-Hidayah Lemoa students in class X.

In learning that focuses on improving reading comprehension, students have experienced significant improvement after using the ECOLA technique in the learning process. In using the ECOLA technique in the learning process, students not only discuss, but the researcher also directs students to write down what they have understood then convey to other groups what they understand from the reading given and compare it with other groups. This will increase students' activeness in the teaching and learning process.

The ECOLA approach is used by defining it and outlining its application in the learning process. The students were then split up into five groups, each with three to four members, by the researcher. After that, the researcher delivered readings that would be read silently by students and jotted down what they comprehended from the text they had read. The researcher then provided questions that the students would work on in groups and debate to find the correct answers to. Following the completion of responses from each group, the researcher calls each group individually to go over the questions and answers and work together to correct the responses.

After giving treatment to students using the ECOLA technique, researchers gave a post-test to ensure the improvement of students' reading comprehension using the ECOLA technique. The researcher found that students were better at understanding the text than before treatment. The teaching and learning process in the classroom shows that the use of the ECOLA technique can improve students' reading comprehension during the teaching and learning process in the classroom. where most students can enjoy and understand when using this ECOLA technique.

According to research by Haerazi and Irawan (2020), students' reading comprehension skills can be enhanced by the ECOLA technique because it involves the monitoring of interpretation results and increases students' interest in reading. To help students better understand the text they have read, the technique can also motivate them to write, discuss, and compare ideas. Finally, Setyowati and Susilawati (2023) found that the ECOLA technique is very effective in improving critical reading comprehension and that students are more motivated to learn as well as active in asking questions and expressing their opinions. This means that students can find ideas more quickly, reason critically, analyze reading well, and possess the ability to evaluate reading.

From the results of the data analysis above, the researcher concluded that the ECOLA technique can have a significant effect on students because the test scores produced after the treatment are higher than the test scores before using the media. Generated after the treatment is higher than the test scores before using the ECOLA technique. In other words,

the use of ECOLA technique in improving students' reading comprehension, especially grade X students of MA Al-Hidayah Lemoa showed a positive effect.

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