

The Contribution of Mobile Phone to The Improvement of Students' Reading Skill

Abdul Basit

Sekolah Tinggi Keguruan dan Ilmu Pendidikan Al-Amin, Jl. PU Kemped Desa Wirakanan, Kandanghaur Indramayu - Indonesia

Abstrak

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Keterampilan membaca merupakan salah satu dari empat keterampilan bahasa Inggris yang harus dikuasai oleh peserta didik. Penelitian ini bertujuan untuk mengetahui apakah kontribusi handphone dapat meningkatkan kemampuan membaca siswa atau tidak, walaupun di beberapa sekolah siswa tidak selalu diperbolehkan untuk membawa handphone.

Penelitian ini menggunakan *pre-experiment* sebagai metode penelitian. Sampel dalam penelitian ini adalah siswa kelas VIII-B MTs Mambaul Ulum. Setelah menganalisa data menggunakan pre-test dan post-test dalam memperoleh data tes berupa uraian, diperoleh mean dari pre-test adalah 46,34 dan rata-rata skor post test adalah 67,11. Penelitian ini menemukan bahwa mean hasil post test meningkat dari mean hasil pre-test. Berdasarkan hasil uji hipotesis diketahui bahwa $T_{\text{test}} > T_{\text{table}}$ $6.27 > 2.06$. Jadi (H_a) diterima dan (H_o) ditolak. Dapat disimpulkan bahwa kesulitan siswa dalam membaca dapat diatasi. Penggunaan ponsel disarankan untuk membantu siswa meningkatkan keterampilan membaca.

Abstract

Reading skill is one of four skills of English should be mastered by learners. So this paper is aimed to investigate whether the contribution of mobile phone might improve students' reading skill or not, Even though some schools, students are not always allowed to bring the phone.

The writer uses pre-experiment as a method of research. The sample in the research is grade VIII-B of MTs Mambaul Ulum. After analyzing the data, the writer used pre-test and post-test to gain data, The tests are in the form of essay, state whether and match the word, the writer gains the mean of pre-test is 46,34. And the mean of post test score is 67,11. The writer finds

that the mean of post test result increases from the mean pre-test result. Based on the hypothetical test result it's known that $T_{\text{test}} > T_{\text{table}}$. $6,27 > 2.06$. So (H_a) was accepted and (H_o) was rejected. Finally the writer makes the conclusion that the hard thing of students in reading skill could be solved. Using mobile phone is recommended to help students improve their reading skill.

Keywords

Reading Skill, Mobile Phone

(*) Corresponding Author aab.gbc@gmail.com, 085353533828

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INTRODUCTION

People need language for communication. The communication is the manifestation of self expression. The communication will not be perfect if the self expression does not make any sense. It means that by using language, people can communicate one to each others, to express their ideas. We know that, there are four skills of English that should be mastered by learners; namely speaking, writing, listening and reading. Speaking and writing are productive skills, where as listening and reading are receptive skills. The writer chooses reading skill to observe in his research because: to follow our messenger Muhammad SAW when he received the first revelation from Allah SWT, that is "Iqro" means read, reading is one of important human effort resources, by reading we will know more what we didn't know before, reading will increase our knowledge and science, reading is the key to get knowledge and science and reading is the main subject in studying foreign language.

A mobile phone, other names are *mobile*, *cellular telephone*, *cell phone*, and *hand phone*, is an electronic device used to make mobile telephone calls. In addition to telephony, modern mobile phones also support a wide variety of other services such as text messaging, MMS, email, Internet access, short-range wireless communications (*infrared*, *bluetooth*), business applications, gaming and photography. The most commonly used data application on mobile phones is SMS text messaging. The first SMS text message was sent from a computer to a mobile phone in 1992 in the UK, while the first person-to-person SMS from phone to phone was sent in Finland in 1993.

So the phone is a primary requirement, we always look people from the old till the child bring mobile phone to anywhere and everywhere. Based on forumkami.net Indonesia is the sixth of state consumer of biggest phone because more than 73,1% Indonesian residents use mobile phone.

Description of Reading. According to William Grabe and Fredricka L. Stoller (2002: 9) "Reading is the ability to draw meaning from the printed page and interpret this information appropriately". In "real life" reading is often part of a series of activities, including locating texts and presenting material orally and in writing. Even in a designated reading class, activities that include speaking and writing are well motivated. The pitfall to avoid, however, is using reading as grist

for a writing mill that is, using reading tasks only to provide information about which to write. Reading components of any curriculum should focus on helping students to become better readers (Sandra Silberstein 1994).

Reading Style. Reading has many styles and purposes. William Grabe and Fredricka L. Stoler (2002) said: Purposes for reading

- a. Reading to research
- b. Reading to skim quickly
- c. Reading to learn from the text.
- d. Reading to integrate information, write a nd critique texts.
- e. Reading for general comprehension

Description of Mobile Phone. other names for mobile phones are *mobile*, *cellular telephone*, *cell phone*, and *hand phone*. A mobile phone can make and receive telephone calls to and from the public telephone network which includes other mobiles and fixed-line phones across the world. It does this by connecting to a cellular network provided by a mobile network operator. In addition to telephony, modern mobile phones also support a wide variety of other services such as text messaging, MMS, email, Internet access, short-range wireless communications (*infrared*, *bluetooth*), business applications, gaming and photography. Mobile phones that offer these more general computing capabilities are referred to as smart phones. The most commonly used data application on mobile phones is SMS text messaging. The first SMS text message was sent from a computer to a mobile phone in 1992 in the UK, while the first person-to-person SMS from phone to phone was sent in Finland in 1993. The first mobile news service, delivered via SMS, was launched in Finland in 2000. Mobile news services are expanding with many organizations providing "on-demand" news services by SMS. Some also provide "instant" news pushed out by SMS.

Framework of Theory. The writer tries to explain one of the new method for teaching learning process and uses two variables: dependent variable : reading skill and independent variable : mobile phone. In reading, students need more understanding about words, sentences or phrases. The writer has purpose to improve students' reading skill because the writer hopes the students can understand meaning of words and locate specifically information from the written. Actually, the students have studied English for a long time since elementary school, but most of the students still not interested to reading. So the writer uses mobile phone as media in reading skill for making students interest. Because the phone is a primary requirement, we always look people from the old till the child bring mobile phone to anywhere and everywhere. The most commonly used data application on mobile phones is SMS text messaging.

RESEARCH METHODOLOGY

Hypothesis. In this research, the writer makes hypothesis, according to Evelyn Hatch and Hossein Farhady (1982), "Hypothesis is tentative statement about the outcome of the research. Based on the definition above so the writer tries to determine the answer to the variables that will be detailed. There are two variables that are going to be analyzed by the writer. Ha: Mobile phone as media is effective to improve the students' reading skill. Ho: Mobile phone as media is not effective to the improvement of students' reading skill.

Method of Research. The writer would like to use the pre-experiment of one-group pre-test and post-test design as a method of research. The writer

chooses this pre-experiment because, the data that will get more accurate than one-shot case study, even though this pre-experimental uses one group as a research object, but the writer will get accurate of the data, because the writer will be able to compare the data before and after treatment.

Place and Time of Research. Place the research in MTs Mambaul Ulum Lemah Ayu Kertasemaya, Indramayu and spent three days.

Instrumentation. Pre Test : the writer gives students pre test for knowing basic students' reading ability for collecting the data. The writer administers the pre-test to one group before they receive the treatment. Post Test : after the last meeting of the treatment, the post test administers to the class. The post test is nearly same as the pre test. This test is final result of the students' ability after the treatment is given. The result is to know the students' reading skill after learning through mobile phone.

Data Analysis Technique. In this research, data analysis technique is used to find data about the contribution of mobile phone to the improvement students' reading skill. The data analysis technique is explained to these steps:

- a. Finding the result of pre-test (T1).
- b. Finding the result of post-test (T2).

Statistical Hypothesis. From the formula at the data analysis technique, the writer makes the statistical hypothesis. The writer uses t-test to prove whether the null hypothesis is accepted or rejected. Comparing t observation and t critical to accept or reject the null hypothesis and interpreting the result in term of P level. *If the probably $> 0,05$ accept H_0 and I if the probably $< 0,005$ reject the H_0 .* The writer would like to use statistical hypothesis that needed to be proved by applying the principle of correlation analysis utilizing the 5% of significant level. In this case, the writer used null hypothesis clarifying that mobile phone is not effective in improving students' reading skill. Operationally, the cooperation between the values of *t- count and t- table, if t- count $>$ t- table, the null hypothesis is rejected.* On the contrary, mobile phone is effective to improve students' reading skill. Operationally, the cooperation between the value of *t- count and t- table, if t-count $<$ t-table, so the null hypothesis is accepted.*

FINDINGS AND DISCUSSION

The result of students reading test (pre-test). Descriptive statistics measurements for data on pre test score are minimum score was 5 and maximum score was 100. The result of students reading test (post-test) Score minimum on post test was 5, and maximum was 100.

Statistical Analysis. The data would be measured by the data analysis from pre-test and post test score. Those data were analyzed by using statistical formulation in the following steps, finding the result of pre-test (T1) the writer gave the pre test to the students before the writer gave the treatment. Finding the result post-test (T2), post-test was given by the writer to the students after the writer gave the treatment.

Table 1. Frequency and category for pre-test

Class Interval	Frequency	Category
5 – 17	3	Poor
18 – 29	2	Poor
30 – 41	7	Sufficient
42 – 53	4	Sufficient
54 – 65	6	Good
66 – 77	2	Good
78 – 89	1	Excellent
90 – 100	1	Excellent
Total	26	

Based on the result above, the writer can make conclusion clearly that the students pre-test score bad category. It is showed by 42,3% students belong to sufficiency category.

Table 2. Frequency and category for post test

Class Interval	Frequency	Category
5 – 17	2	Poor
18 – 29	1	Poor
30 – 41	2	Sufficient
42 – 53	3	Sufficient
54 – 65	4	Good
66 – 77	3	Good
78 – 89	3	Excellent
90 – 100	8	Excellent
Total	26	

Based on the result above, the writer can make conclusion clearly that the students' post test score are excellent category. It is showed by 42,3% students belong to excellent category.

Finding Matched T- test. The formula : $t = \frac{\bar{x}_1 - \bar{x}_2}{S_{\bar{D}}}$ Before finding of T-

test, the writer calculates standard deviation from the matched T-test as follows:

$$S_D = \sqrt{\frac{\sum D^2 - \left(\frac{1}{n}\right)(\sum D)^2}{n - 1}}$$

$$S_D = \sqrt{\frac{18350 - \left(\frac{1}{26}\right)(540)^2}{26 - 1}}$$

$$S_D = \sqrt{\frac{18350 - \left(\frac{1}{26}\right)(291600)}{25}}$$

$$S_D = \sqrt{\frac{18350 - 11215,38}{25}}$$

$$S_D = \sqrt{\frac{7134,62}{25}}$$

$$S_D = \sqrt{285,38}$$

$$S_D = 16,89$$

Find standard deviation from the matched T-test formula :

$$\begin{aligned}
 S_{\bar{D}} &= \frac{S_D}{\sqrt{n}} \\
 &= \frac{16,89}{\sqrt{26}} \\
 &= \frac{16,89}{5,09} \\
 &= 3,31
 \end{aligned}$$

Counting matched T-test :

$$\begin{aligned}
 T - test : t &= \frac{\bar{X}_1 - \bar{X}_2}{S_{\bar{D}}} \\
 &= \frac{67,11 - 46,34}{3,31} \\
 &= \frac{20,77}{3,31} \\
 &= 6,27
 \end{aligned}$$

Counting degrees of freedom :

$$\begin{aligned}
 df &= (n - 1) \\
 &= (26 - 1) = 25
 \end{aligned}$$

Hypothesis Test. To get this purpose, we can use the following steps: Determining of matched T-test = 6,27. Determining degree of freedom $df = (n - 1) = (26 - 1) = 25$. Determining the score of T_{table} in the rank 5% significance level (0,05) with $df = 25$. From the result, it's known that T_{table} is 2.06. Based on data $6,27 > 2,06$. Which is $T_{count} > T_{table}$. It can be interpreted that alternative hypothesis (H_a) is accepted. In other word, contribution of mobile phone can improve students' reading skill.

The writer has conducted research about the contribution of mobile phone as media to the improvement students' reading skill at MTs Mambaul Ulum Lemah ayu, Kertasemaya, Indramayu and the writer has chosen VIII B as the sample of the research. In this research the writer wanted to know about students' capability in mastering reading. therefore the writer needs to approved to solve these problems by conducting the research about reading skill and gave treatment using mobile phone as media and gave students two kinds of test, they are pre-test and post-test. When the writer gave pre-test the students felt difficulties in doing reading text and some of them looked lazy to answer it. They confused how to read text, they did not interested in reading and they still lack some vocabularies but after the writer gave treatment through mobile phone as media, the student easily to read, they felt enjoy in reading and interested in it.

From the statistic calculation among students' gain pre-test and post-test showed that $T_{test} > T_{table}$, T_{test} was 6,27 and T_{table} was 2,06, so alternative hypothesis (H_a) was accepted and (H_o) was rejected. So the writer concluded that

the contribution of mobile phone as media can improve students' reading skill. More over the result of the score between pre test and post-test were different, the total score of pre-test was 1205 and the total score of post-test was 1745. It could be seen at appendix 16. Based on interval, rang and percentage score, the result of percentage on the pre-test was 19,22% students got low category, 42,3% students got sufficient category, 31,39% students were in good category and 7,68% students got excellent category. The result of percentage on the posttest was 11,53% students got low category or 3 students get poor value, they did not join in treatment because they were sick. 19,22% students got sufficient category or 5 students got value between 30 - 53 because their ability is low, 26,91% students got good category or 7 students got it, and 42,3% got excellent category or many of them got 78 - 100 value, , and the score on the excellent category of MTs Mambaul Ulum students was increase from 7,68% students on the pretest up to 42,3% student on the post test.

Furthermore, the writer would like to express some finding of research, contribution of mobile phone as media for student's reading skill was better than before, they were easily to reading and have many vocabularies because they more interactive in reading, they focus in reading. They were more interested to learn reading through mobile phone as media which make them fun and enjoy. Number of students when gets assignment to read, most of them feel difficult in doing reading test because the reading made them bored, with this problem the students felt lazy and some time they felt strained face. So the teacher should choose a good media and method which made them fun and enjoy in learning reading process because an interesting media and method of teaching was helpful for students in learning English especially in reading. and the teachers' role in learning process was very important to create various learning method to develop students' achievement. The writer used mobile phone as media to students, so they more interactive and enjoy in doing reading test, and through the mobile phone the students more motivated to learn reading because each students always bring the mobile phone to anywhere and everywhere.

CONCLUSION

The research of the contribution of mobile phone to the improvement students' reading skill in MTs Mambaul Ulum has been done. The purpose of this research is for knowing whether mobile phone as media can improve students' reading skill. The result of research will be described after the writer analyzed accurately. It can show when the writer is doing the research, the results are:

1. Most of students are passive during the learning process.
2. Most of students have less reading skill.
3. Most of students are not so interested in learning process.
4. Most of teachers should work hard to motivate to learn reading.

After the writer conducts a research process, the writer's target is treatment and test to measure whether the treatments make them progress or not. The results are:

1. The students are active in learning process
2. The students adapted the strategy in reading skill
3. The students feel enjoy in learning reading process
4. The students have motivation to learn reading

Based on the fact in this research, the writer assumes that mobile phone can improve students' reading skill. The indicator can show from the result of post test score that is majority of the students, 11 students or 42,3 % are included into excellent category. To follow up his conclusion, the writer suggests some points to be noticed by the teacher in reading learning process through mobile phone to the students of MTs Mambaul Ulum.

1. The English teacher should motivate their students in reading skill.
2. The teacher should use the various methods which are easy to apply and suitable material. so the students are able to enjoy the teaching learning process.
3. The teacher should know the reading difficulties and they are able to use an appropriate technique for improving student's reading skill.

To follow up his suggestion the writer suggests some points to be noticed by the students in teaching learning process, as follows:

1. They should use good materials in improving their reading skill.
2. They should be more active and creative in joining the learning process.
3. Through mobile phone it will be interesting in learning.

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