

## Research Article

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# Improving Students' Reading Comprehension of Recount Text with the Use of Language Learning Application

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**Abstract:** This study aims to assess the impact of utilizing the Beelinguapp program on the reading comprehension skills of second semester students in the Faculty of Social and Political Science, specifically in the area of understanding recount texts. This study utilizes a quantitative approach and follows a pre-experimental design with a one-group pre-test-post-test design. The study population consists of students enrolled in the Faculty of Social and Political Science. The sampling technique uses random sampling to select a sample of 31 students in the second semester class. Data collection is conducted through the use of pretest and posttest measures. The Shapiro-Wilk normalcy test is employed for doing normality testing. The Wilcoxon Signed Ranks Test is a non-parametric statistical method employed for data analysis in this research. According to the data, the average score in the pretest and posttest increased from 76.87 to 86.97. The normalcy test indicates that the pretest has a significance value of 0.000, whereas the posttest has a significance value of 0.002. The significance value analysis indicates that the dataset obtained from 31 students does not follow a normal distribution, as evidenced by a significance value of less than 0.05. The analysis results from the test statistic output show that the asymp. sig. (2-tailed) value is  $0.000 < 0.05$ . A significance value smaller than 0.05 indicates that there is an average difference that makes  $H_a$  accepted, and  $H_o$  rejected. It can be concluded that there is a significant effect of the Beelinguapp application to enhance the reading comprehension of recount text of eighth-class students at Faculty of Social and Politics Science. The researcher aspires for this study to serve as a research reference for upcoming research.

**Keywords:** beelinguapp, reading comprehension, recount text.

## Introduction

English is a global language used for communication, information and education. To master English, students need to develop four basic skills in English, namely listening, speaking, reading and writing. Reading is one of the four fundamental skills students need to master to be successful in their academic and personal lives. According to Fitri Jeni et al. (2022), proficiency in reading skills enables students to comprehend diverse texts in their environment and share the essence of their readings with their near and dear ones. This statement is also supported by Komalasari & Riani, (2023) that there are many benefits to be gained from reading, namely building interest in reading and us being able to meet intellectual demands, increasing interest in a field, and being

able to increase concentration. It can be concluded that reading is an ability that students should not lose, because it has various excellent benefits.

Despite the benefits of reading, many students still have difficulty in understanding reading, and lack motivation in reading. This can be seen from research conducted by Hidayati (2018) which shows that students at SMAN 1 Darussalam Aceh Besar have difficulty understanding English reading. Firstly, students still have difficulty knowing the grammar of a sentence, such as the use of subject pronouns, objects, pronouns and possessive pronouns in sentences. Second, students also have difficulty understanding long sentences, so they have difficulty concentrating. Third, students do not understand reading comprehension strategies, apart from that, students also experience poor

application of learning media and lack of support from parents in learning so that students' understanding of the material is hampered.

According to Musfiqon (2012), educational media is a resource, both tangible and intangible, utilized by educators to deliver content to learners in a more effective and efficient manner. In this research, researchers used the Beelinguapp application which can be used as a learning media. Learning media is expected to help students capture and understand the material provided by the teacher. The use of learning media is also expected to attract students' interest in learning, because if we look at the current condition of students, they are more interested in using learning media than conventional learning.

The current researchers discovered prior studies that were relevant to their own research. Juliani's 2020 research is titled "The Impact of the Beelinguapp Application on Eighth-grade Students' Reading Comprehension Using the KWL Strategy for Narrative Text at SMPN 3 Rokan IV Koto." The objective of this study is to determine the impact of utilising the Beelinguapp application on students' comprehension of narrative texts by employing the KWL technique. The research discovered that the utilisation of the Beelinguapp application in conjunction with the KWL technique proved to be an excellent solution for addressing students' difficulties with reading comprehension.

The researcher in this study developed the theory. The hypothesis  $H_a$  states that the Beelinguapp application has a notable impact on improving the reading comprehension of eighth-grade students in recount texts at the Faculty of Social and Political Science. On the other hand, the hypothesis  $H_o$  suggests that the Beelinguapp application does not have a significant effect on enhancing the reading comprehension of eighth-grade students in recount texts at the Faculty of Social and Political Science.

In this research, the researcher chose to discuss the effectiveness of beelinguapp

application to improve students' reading comprehension of recount text in SMP 2 Sutojayan. Researchers are interested in this research because it is very interesting to study further. It is hoped that this research can contribute to existing literacy. This research is also expected to provide practical implications for teachers and educators who want to use Beelinguapp application as an alternative way of teaching reading to their students.

## Literature Review

### Reading

According to Cline et al. (2006), reading is the process of deciphering and understanding written text. Another opinion was expressed by Cahyono (2011) who stated that reading is a process of transferring information between the writer and the reader. According to Lambe (2018), reading is an activity and process carried out by readers to understand written texts. Based on this definition of reading, it can be concluded that reading is a process of obtaining information provided by the author to the reader. Therefore, reading cannot be separated from comprehending the reading, because reading means understanding, evaluating, and utilizing the information contained in the reading. Reading can be done silently or read without saying it, or done aloud.

Brown (2004), states that there are four types of reading abilities, these types are:

#### a. Perceptive Reading

This type of reading process emphasizes the recognition of alphabet symbols, letters, words, punctuation marks, and other graphemic symbols. Assessment tasks for perceptive reading may include Reading Aloud, Multiple Choice, Written Response, and Picture-Cued Items.

#### b. Selective Reading

In this approach, the reading process concentrates on vocabulary and grammatical

structures. Assessment tasks for selective reading might include Editing Task, Picture-Cued Tasks, Matching Task, Multiple Choice Task, and Gap Filling Task.

c. Interactive Reading

This type of reading process focuses on both form-focus and meaning-focus, with a greater emphasis on understanding meaning. Assessment tasks for interactive reading could include Short Answer, Cloze Task, Editing, Scanning, Information Transfer, Ordering Task, and Impromptu Reading Plus Comprehension Questions.

d. Extensive Reading

In this approach, the reading process is centered on comprehending longer passages such as books, articles, or essays. Assessment tasks for extensive reading might include Skimming Task, Note Taking and Outlining, and Summarizing and Responding.

Teaching reading is the process of helping learners to develop their reading skills. According to Langgeng (2011), the act of teaching reading involves the transfer of knowledge from the teacher to the student, utilizing particular strategies and materials with the aim of learning to read. According to Brown (2004), the goal of teaching reading is to make students become effective and efficient readers. To achieve the target of making students become effective and efficient readers, teachers need to use strategies in teaching reading. This was also stated by Cahyono (2011), which states that teaching reading is more influenced by interactive strategies.

### Reading Comprehension

Reading is one of the four important skills that English language students must master. By mastering the ability to read, it can give someone the opportunity to learn a language. The ability to read gives a person other ability in language such as vocabulary, language structure, and the ability to compose sentences and text. Snow as cited in

Butterfuss et al. (2020) articulated that reading comprehension is the simultaneous process of acquiring and building meaning through the engagement and interaction with written text.

According to Kurniawan (2015), reading comprehension is the ability of readers to comprehend a text, understand the content, and use knowledge received through symbols in the text at any level of concentration. That statement also supported by Djuma et al. (2021) reading comprehension is the skill of analyzing texts, grasping their significance, and integrating them with prior knowledge.

Based on the definitions above, researchers can conclude that reading comprehension is the ability to comprehend reading, understand the text, understand the content of the reading, and form the reader's understanding of the reading.

### Beelinguapp

Information and Communication Technology (ICT) has now developed very rapidly. The application of ICT in the world of education is very important because technology can be used to increase the effectiveness of the teaching and learning process. Apart from that, the use of technology can also be used as a means to expand students' knowledge. In learning a language, there are many technologies that can be used. These technologies include mobile applications, websites, and can even be hardware used for learning. One example of technology that can be used in language learning is Beelinguapp.

Beelinguapp is a language learning application that can be downloaded on smartphones. This application was developed by David Montiel in September 2016. Currently Beelinguapp supports 19 languages which can be selected according to needs. Based on Adriana Giraldo Berrio et al., (n.d.), Beelinguapp is an application for learning languages that uses electronic books which have various categories that students can read. The reading categories contained in Beelinguapp include fairy tales,

news, history, science, fiction, and others. The reading in the Beelinguapp is also grouped based on students' language skills, namely from the children's level which in the application is categorized into BeKids, Beginner level, Intermediate and Advanced level. Categorizing levels of language ability makes it easier for teachers to determine the appropriate level for students.

According to Fajriyani Wildanur et al., (2022), Beelinguapp works by displaying text to users in two languages simultaneously. Beelinguapp can also be used as an audiobook so users can listen to voice recordings simultaneously as animated text in karaoke. Apart from providing various kinds of literature that can be read by users, Beelinguapp also provides a short quiz that will appear when the user has finished reading a passage. The quiz contains questions that can be used to determine the reader's level of understanding in comprehending the reading. Therefore, the Beelinguapp application is very suitable for use in learning to read.

### Recount Text

English has various types of text such as narrative text, procedure text, exposition text, recount text, and others. Each text type is different in terms of its definition, language characteristics, and overall structure. In this research, the researcher will concentrate on the recount text.

According to Cahyono (2011), recount text is a text that talks about experiences in the past with a sequence of events displayed in detail. Then, according to Sonia & Fisher, (n.d.), a recount is a text that talks about past experiences or events which can be based on historical events or the author's personal events.

From this definition, it can be implied that recount text is a text that narrates past events in a clear and thorough way to inform the reader about what happened before.

Based on Lanchashire County Council (2008), recount text typically comprises three structures: orientation, events, and reorientation. Orientation provides the reader with the necessary background information to comprehend and identify the text. Events describe the principal activities that transpired in the text. Reorientation serves as the concluding statement that encompasses elaboration. So, it can be concluded that recount text consists three generic structures namely orientation, events, dan reorientation.

According to Barwick (1999), The linguistic features of recount text are:

- a. Distinct nouns and pronouns are utilized to signify objects, animals, or individuals. For instance, Mr. Alex, the educator, he, her relative.
- b. Past tense is used in texts to recount past events. For instance, she giggled, she participated, etc.
- c. A range of action verbs are used to form word sequences, which can be in the form of repetition, synonyms, and antonyms. For instance, he crept, he hopped, he sprang.
- d. Adverbs and adverbial phrases are employed to chronologically arrange events and indicate location. For instance, in December 1998, in the year 1996, etc.
- e. Descriptive words offer details about the what, where, when, who, and how. For instance, the previous week at the Bonbon restaurant, the agitated man furiously tossed the shattered glass from the stained table.
- f. Conjunctions like "when" and "but" are used to combine clauses, while connectives such as "first", "then", and "finally" are used to order events.

Based on the given explanation, it can be inferred that a recount text incorporates various linguistic structures in its formation. These encompass the application of past tense to narrate previous incidents, the employment of verbs, adverbs, descriptive terms, and conjunctions, along with the utilization of pronouns.

## Method

This study uses an experimental research design. According to Sugiyono (2013), experimental research is research that seeks to identify the effect of particular treatments on others under controlled conditions. There are several types of experimental research. According to Sugiyono (2013), Sugiyono (2013) identifies four kinds of experimental research: pre-experimental design, True-Experimental design, Factorial design, and Quasi Experimental design. This study adopts a pre-experimental design and a quantitative method.

This research used a one-group pre-test-post test design. This design was chosen because the researcher wants to investigate whether there was significant effectiveness in using the Beelinguapp application to improve students' reading comprehension of recount text. Researchers took one class which was given treatment using the Beelinguapp application to improve students' reading comprehension of recount text.

The research was conducted on eighth class students at Faculty of Social and Politics Science

with a research population of eighth class students. The research was conducted in second semester class with 31 students. In conducting research, researchers used random sampling techniques to select samples. The independent variable in this research is the Beelinguapp application. The dependent variable in this research is the students' reading comprehension of recount text. The instruments used in this research were Pretest, and Posttest. The data analysis technique employed statistical analysis due to hypothesis testing using SPSS 26 software.

## Results and Discussion

### Pretest and Posttest Results

The researchers assessed the students' reading comprehension skills before and after applying a learning intervention that involved using the Beelinguapp application. The hypothesis testing was carried out by conducting pretests and posttests on 31 students in class second semester. The following are the students' scores before and after using the Beelinguapp application, as shown through the pretest and posttest scores.

**Table 1.** Students' Score

No	Students' Initial	Pre-test	Post-test
1	AA	80	96
2	AMK	84	92
3	ABP	84	84
4	ARM	80	92
5	ASA	76	92
6	DLF	72	84
7	DP	76	80
8	DOP	72	84
9	EDPV	84	92
10	EA	84	88
11	EC	72	80
12	FCH	80	92
13	GYP	65	80
14	LNA	72	84
15	MSAN	76	80

16	MDP	80	88
17	MCNP	76	88
18	MEPS	72	80
19	MAW	84	96
20	MSAD	44	80
21	NAKWD	72	80
22	PAM	72	84
23	RSP	84	92
24	RRR	80	88
25	RAC	84	84
26	RAP	90	96
27	SRP	80	92
28	SNA	72	84
29	SW	72	80
30	VLN	80	92
31	WM	84	92
	Lowest Score	44	80
	Highest Score	90	96
	Mean	76,87	86,97

From the table above, the pretest results show that the students' average score was 76.87, with the lowest score being 44 and the highest score being 90. Subsequently, the posttest results indicate that the students' average score was 86.97, with the lowest score being 80 and the highest score being 96. If the average pretest and posttest scores are compared, there is an increase in scores before and after the use of the Beelinguapp application, with a difference of 10 points. To determine the effectiveness level of the Beelinguapp application on the students' understanding of reading recount texts, further data analysis is required using SPSS 26 by conducting normality tests, non-parametric tests, and hypothesis tests.

### Normality Test Results

The purpose of the normality test is to examine if the sample data follows a normal distribution. Research with normally distributed data can use a t-test or independent sample test. Meanwhile, research with data that is not normally distributed can be used by the Wilcoxon test. Research data with a significance value  $> 0.05$  is considered normally distributed. On the other hand, research data with a significance value  $< 0.05$  is considered not normally distributed.

**Table 2.** Test of Normality

Tests of Normality	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
pretest reading comprehension of recount text	.215	31	.001	.803	31	.000

posttest reading comprehension of recount text	.204	31	.002	.875	31	.002
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a. Lilliefors Significance Correction

From the above normality test data, it is shown that the data from 31 students is not normally distributed because it has a significance value  $< 0.05$ . The significant analysis results from the data are 0.000 for the pretest data and 0.002 for the posttest data, so the data is declared not normally distributed. Because the normality test results show that the data is not normally distributed, the research is tested using non-parametric tests using the Wilcoxon test.

### Wilcoxon Test Results

This research employs the Wilcoxon hypothesis testing technique. This technique is chosen considering the conditions for its use, namely the data taken is less than 30 and the result of the normality test is less than 0.05. To

determine whether there is an effect of the application of Beelinguapp in improving the ability to understand recount text readings of second semester class students at Faculty of Social and Politics Science, the researcher uses the following hypothesis:

Ha: There is a significant effect of the Beelinguapp application to enhance eighth class students' reading comprehension of recount text at Faculty of Social and Politics Science.

Ho: There is no significant effect of the Beelinguapp application to enhance eighth class students' reading comprehension of recount text at Faculty of Social and Politics Science.

The following is the Wilcoxon test result table using SPSS 26:

**Table 3.** Wilcoxon Signed Ranks Test

### Wilcoxon Signed Ranks Test

		N	Mean Rank	Sum of Ranks
posttest reading comprehension of recount text - pretest reading comprehension of recount text	Negative Ranks	0 <sup>a</sup>	.00	.00
	Positive Ranks	29 <sup>b</sup>	15.00	435.00
	Ties	2 <sup>c</sup>		
	Total	31		

- a. posttest reading comprehension of recount text  $<$  pretest reading comprehension of recount text
- b. posttest reading comprehension of recount text  $>$  pretest reading comprehension of recount text
- c. posttest reading comprehension of recount text = pretest reading comprehension of recount text

The table above shows the results of the Wilcoxon test data, indicating that the negative rank of the ability to understand recount text readings of second semester class students for the pretest and posttest is 0, meaning that no students experienced a decrease in scores from the pretest to the posttest. The mean rank and sum of rank also have a value of 0. A value of 0 indicates that there is no decrease in scores.

Furthermore, the positive rank or positive difference shows that N, which indicates the posttest score is greater than the pretest score, is as many as 29. The positive rank data also shows a mean rank of 15.00 and a sum of rank of 435.00. The ties data shows the similarity between the pretest and posttest scores. The ties value in the output is 2, indicating that there are 2 students who have the same pretest and posttest scores.

**Table 4.** Test Statistic

Test Statistics <sup>a</sup>	
Z	posttest recount text – pretest recount text -4.75second semester
Asymp. Sig. (2-tailed)	.000

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

The basis for decision-making in the Wilcoxon test is if the Asymp. Sig. 2-tailed probability value is  $< 0.05$ , then there is an average difference. Conversely, if the Asymp. Sig. 2-tailed probability value is  $> 0.05$ , then there is no average difference. Based on the statistical test table above, a Z value of -4.758 and an asymp sig. (2-tailed) value of 0.000 were obtained. This means that the significance value of 0.000 is less than 0.05 ( $0.000 < 0.05$ ), implying that  $H_a$  is accepted, which means there is a significant effect of the Beelinguapp application to enhance the reading comprehension of recount text of eighth-class students at Faculty of Social and Politics Science.

## Conclusion

The research conducted at Faculty of Social and Politics Science with 31 students in class second semester shows that there is an improvement in scores of reading comprehension of recount text after the use of the Beelinguapp application. This can be seen from the increase in the students' average score from the pretest to the

posttest, which previously was 76.87 and became 86.97. The Beelinguapp application has an influence in improving the students' ability to understand recount text readings at Faculty of Social and Politics Science in class second semester, this is evidenced by the asymp. sig. (2-tailed) value of  $0.000 < 0.05$ . A significance value smaller than 0.05 indicates that there is an average difference that makes  $H_a$  accepted and  $H_o$  rejected. Therefore, there is a significant effect of the Beelinguapp application to enhance the reading comprehension of recount text of eighth-class students at Faculty of Social and Politics Science. Based on the results and discussion, the researcher provides several recommendations for future researchers.

The researcher suggests that future research can be applied in higher education with different variables and samples. Further research is also expected to use a control class to support the research results. The researcher hopes that the Beelinguapp application can be used for future research and can be introduced for the teaching and learning process in classes.



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