

THE EFFECTIVENESS OF SOCRATIVE IN LEARNING READING COMPREHENSION AT NINTH GRADE JUNIOR HIGH SCHOOL AL HIDAYAH

Layla Azyzatur Roviqoh¹, Dwi Fita Heriyawati², Dzul Fikri³

^{1,2,3}*English Education Department of Faculty of Teacher Training and Education*

University of Islam Malang

Email:¹ 21701073112@unisma.ac.id

Abstract

This study investigates whether there is any significant difference between the students who taught using Socrative and those who are not taught using Socrative in Junior High School Al Hidayah. Fourty one students from ninth grade of Junior High School Al Hidayah were involved in this study. These students were required to do pre-test, treatment, and post-test using Socrative. The researcher applied quasi experiment research which the pre-test was given firstly to determine them into the control and experimental group. The finding of this study shows that there is difference in students' reading comprehension between the experimental group and control group. The mean score from both groups in reading comprehension, the experimental group, M=77,05, and the control group, M=69,23. The mean difference between both two groups is 7,82. The experimental group records higher than the control group; this implies that the English teachers can take advantages from using Socrative in learning reading comprehension. Also, the English teachers should use a variety of strategies and methods so that students are not bored during the teaching and learning process. It is expected that this research can be beneficial for future researcher as a reference to conduct in depth study, especially for the same topic as the present study.

Key words: Socrative, Reading Comprehension.

INTRODUCTION

Reading comprehension is the ability to understand the meaning of the text. The ability to understand the text is influenced by their ability to process the information. Rujani (2019) stated that most of the students have difficulties in gaining and comprehending the information from the text, that's why reading has become one of the most important skills in learning English moreover in reading attainment. There is several students' problem in reading, such as; understanding vocabulary, understanding long sentences, poor mastery in grammar and lack of media learning. When the students have problems like those mentioned above, their reading motivation will decrease. The students are expected to be able comprehend and more motivated in learning at classroom.

Socrative is one of fun learning media that can engage students in learning. Previous research identifying students' engagement in a class by using Socrative. Vurdien (as cited in Faya Cerqueiro & Martin-Macho Harrison, 2019; Trindade, 2014) define that Socrative, is a mobile application created to provide educational support through a real-time question/answer system/ quizzes, also referred to as a clicker, it is one of its advantages is to increase students' motivation in learning and interactivity in the classroom. Dervan (2014) The result of his research showed that using Socrative can enhancing student's engagement in class.

Therefore, the researcher wants to know the students' reading comprehension through Socrative application. And the hypothesis of this study is: "Do the students get different scores in reading comprehension the students who taught using Socrative and those who are not taught using Socrative?" based on the research problem, the purpose of this study is to know there is a significant difference between the students who taught using Socrative and those who are not taught using Socrative. Those, this study entitled The Effectiveness of Socrative In Learning Reading Comprehension at Ninth Grade of Junior High School Al Hidayah.

Hasil Posttest	Equal variances assumed	2,008	,164	2,644	39	,012	7,825	2,960	1,839	13,812
	Equal variances not assumed			2,694	38,597	,010	7,825	2,905	1,948	13,703

The significance level was set at 0.05. the hypothesis used in this test is as follows.

H_0 : $\mu_1 = \mu_2$ (There is no difference in students' reading comprehension between the experimental class (using Socrative) and the control class (using Google form)).

H_1 : $\mu_1 \neq \mu_2$ (There is a difference in students' reading comprehension between the experimental class (using Socrative) and the control class (using Google form)).

Hypothesis test using SPSS V.20 through Independent sample T-test. H_0 is accepted if the sig value in the r-test column equality of means row equal variances assumed table independent sample Test > level of significant (0,05). Based on the results of the hypothesis test in the table 2 the value of sig (2-tailed) = 0,012 < 0,05. Thus, H_1 is accepted, that there is a difference in students' reading comprehension between the experimental class and control class.

DISCUSSION

The interpretation of the finding can be concluded that the students who used Socrative application in learning reading comprehension got better score than the students who were not used (didn't use) socrative application. This is not only they got improve their score, but also in motivate them in learning rading comprehension. (They not only got an improvement to their score but also motivated them in learning reading comprehension). According to Dewi's (2020) finding which found that Socrative was effective for academic reading course, easily to be access in academic reading through laptop, computer and mobile phone. Other findings were Socrative showed new or difficult vocabulary, supported students' understanding on the academic texts, motivated the students to learn and improve their achievement and much more. Therefore, it could be said that Socrative was effective to use in learning reading comprehension.

The previous study, Vurdien's (2020) that described a study in which 33 EFL students from three different English levels completed reading and vocabulary exercises on Google Forms before taking competitive Socrative quizzes. the finding is the students' innovative approach to learning in this way was generally regarded as beneficial, and competing against themselves and their peers played an important role in their learning experience. Referring to the previous study, this study investigates the effectiveness of Socrative in learning reading comprehension, but many researchers have not researched about Socrative in learning reading comprehension for Junior High School. It means, this research is an additional reference for Socrative in learning reading comprehension. In this present study, the researcher found that Socrative was an effective application in learning reading comprehension by seeing the result on students' posttest score and the students' respondent. As a result, teachers were suggested to use this application in their classroom to promote students' engagement and motivation and to help them improve their task performance as well.

CONCLUSION

This study shows (showed) that, there was a significant difference in reading comprehension scores between students who used the Socrative application and students who used Google Form at ninth-grade students at Junior High School Al Hidayah. Students who used the Socrative app in learning reading comprehension did better than those who used the Google Form. The researcher draw (drew) conclusion that Socrative is fun learning media that can help the students in learning reading comprehension. The more teacher uses an interesting media in learning, the easier they can learn in classroom.

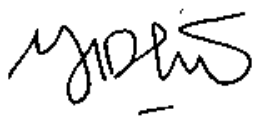
SUGGESTIONS

For English Teachers, the English teacher (they) must be able to attract students' motivation not only in learning reading comprehension but also in the learning process in class. The English teachers (In addition/additionally they can take an advantage from this study to use Socrative in teaching/learning reading comprehension). The researcher hoped that this research could give new experiences to students in learning reading comprehension because (because aku ganti jadi kecil karena dia dependent clauses) this study is an additional reference, it is expected that this research would give new knowledge about the use of Socrative in learning reading and could be beneficial for the future researcher as a reference, especially for the same topic as the present study.

REFERENCES

- Dervan, P. (2014). Increasing in-class student engagement using Socrative (an online student response system), *AISHE-J: The All Ireland Journal of Teaching and Learning in Higher Education* 6, no. 3:1801-1813.
- El Shaban, A. (2017). The Use of Socrative in ESL Classrooms: Teaching English with Technology 17 (4): 64-77.
- Faya Cerqueiro, F. & Martin-Macho Harrison A. (2019). Socrative in Higher Education: Games vs Other Uses. *Multimodal Technologies and Interaction*, 3(49),1-19.
- Lim, W. N. (2017), Improving student engagement in higher education through mobile-based interactive teaching model using Socrative, 2017 IEEE Global Engineering Education Conference (EDUCON): 404-412.
- Rujani, M. R. (2019). The correlational study between learning style and reading comprehension at the university level. *Advances in Social Science, Education and Humanities Research*, 317, 45-50. Retrieved from <http://creativcommons.org/licenses/by-nc/4.0/>.
- Suci, Dewi Nur. (2020). Revealing EFL Students' Responses on The Use o Socrative in Reading Activity, *internasional journal of education*,05(02): 122-131.
- Vurdien, Ruby. (2020). Using Socrative Student Response System to Learn Phrasal Verbs. *Journal of Foreign Language Education and Technology*, 6(1).

**Approved by,
Advisor I**



Dr. Dwi Fita Heriyawati, S. Pd, M. Pd
NPP. 192708197932273