

# ENHANCE TENTH GRADE STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT USING GOOGLE PLAY BOOKS

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## Abstract

This study looked into how well tenth-grade students' reading comprehension of narrative texts was improved by Google Play Books. The researchers also looked into the challenges that teachers and students encountered when utilizing Google Play Books in the classroom. A mixed-methods approach with an explanatory design was used in the study. Twenty students from a private high school in Batujajar who were in the tenth grade took part in the study. Through experiments, observations, questionnaires, and field notes, the researchers gathered data. The findings demonstrated how well Google Play Books works to increase readers' understanding of narrative text. Both students and teachers found the software to be helpful in the learning process. The program was not very difficult for the teachers to use, although they did run into some errors and issues while using it on some students' iPhones. Additionally, the students encountered certain practical and technological challenges when using Google Play Books, including signal issues, internet data utilization, and app satisfaction. According to the study's findings, teachers can successfully teach reading comprehension in narrative literature in the classroom by utilizing Google Play Books. However, in terms of technical concerns and selecting an interesting story, teachers need to be more prepared.

**Keywords:** Reading Comprehension; Narrative Text; Google Play Books

## INTRODUCTION

The program was not very difficult for the teachers to use, although they did run into some errors and issues while using it on some students' iPhones. Additionally, the students encountered certain practical and technological challenges when using Google Play Books, including signal issues, internet data utilization, and app satisfaction. According to the study's findings, teachers can successfully teach reading comprehension in narrative literature in the classroom by utilizing Google Play Books. However, in terms of technical concerns and selecting an interesting story, teachers need to be more prepared.

Reading comprehension still becomes a problem despite the fact that it has been shown that reading is important, as was previously stated. Hosni (2014) outlined how challenges and unhappiness can affect learning processes, which could impede the process of learning a language. The researcher also identified a number of problems that were believed to be the main causes of the students' subpar reading comprehension during the teaching practice program.

The majority of pupils still require assistance in order to comprehend English literature, especially when drawing conclusions and determining the text's core theme and specific facts. Some pupils still don't have access to smartphones, therefore the language is still taught in a basic way without the use of any media, according to a conversation I had with an English teacher. Reading is the only kind of media used outside of textbooks, making reading instruction less effective than it could be. The word "define" is followed by a sizable question mark if that

is what they desire. Students can view the word's definition and pronunciation by clicking the question mark.

Students could gain benefit from adopting a proper medium for learning to read in light of the aforementioned issues. Although it shouldn't require complicated equipment, this medium should be interesting and effective at enhancing reading comprehension skills. In order to test the Discovery Learning paradigm, the researcher will use Google Play Books. Based on Sund (in Roestiyah, 2008: 20), referenced in Wardiyah et al. (2020), the Discovery Learning model is a mental process that students go through to understand a concept or idea. Cognitive processes include perception, understanding, categorization, assumption, explanation, calculation, drawing inferences, and so on.

As the massive firm, Google, meanwhile, owns and provides the electronic book application known as Google Play Books (Lestari & Ammah, 2021). Among the many advantages of using this application is that users may quickly and easily buy and download books online in both Indonesian and other languages. Globally, Google Play Books provides millions of e-books and audiobooks in a range of categories, some of which are free. The audiobook, which may be downloaded and can be found at the bottom of the e-book in Google Play Books, is an amazing feature. Furthermore, if pupils click on the term they shall give guidance in what is spoken, and the meaning of what is written.

## METHOD

The researcher employed a mixed methodology for this study. A mixed methods research is a research strategy that incorporates both qualitative and quantitative approaches, according to Creswell and Clark (2007), as mentioned in Samsu (2021). This indicates that the research design is founded on both quantitative and qualitative premises, and that both quantitative and qualitative data collection and analysis techniques are used. A study strategy known as mixed methods research employs both quantitative and qualitative techniques. This implies that the two approaches' data gathering, data analysis, and integration are all predicated on a set of presumptions. These presumptions frequently include the conviction that both quantitative and qualitative data can offer insightful information about a research subject and that the two methodologies are complementary. These presumptions frequently hold that both quantitative and qualitative data can offer insightful information about a research subject and that the two methodologies can be combined to enhance one another. 2018 (Sasmoko et al.). Mixed methods are defined by the gathering, analysis, and synthesis of quantitative and qualitative data. The description states that a combination of methodologies will be used in the research to acquire data. In this study, the researcher used an explanatory sequential design. A research design that starts with data collection and analysis is the first stage of a mixed-method, explanatory research design (Samsu, 2021). The two phases of this mixed methods research paradigm are described by Sasmoko et al. (2018). Quantitative data is gathered and analyzed in the first stage. Qualitative data is gathered and examined in the second phase. The results of the quantitative data are then strengthened or supplemented by the qualitative data. Using Google Play Books, the researcher employed this design to describe how well the tenth-grade students at one Senior High School in Batujajar understood a narrative work in English.

The research started with a qualitative data collection phase, according to Creswell et al. (2003), which was used to acquire insights that could help explain or elaborate on the quantitative results. Samsu (2021) quoted this statement. The second phase of data gathering was developed around the quantitative relationships or outcomes of the previous phase's quantitative data collecting and analysis phase. Researchers favor quantitative rather than qualitative methodologies because the quantitative is where the explanatory design starts. This explanatory mixed methods research design's overarching objective is to use the qualitative data to explain

or further develop the findings of the quantitative research. This is accomplished through gathering qualitative data that can assist in comprehending the motivations underlying the quantitative findings.

Plano Clark (2011)'s explanatory sequential design, as cited in Subedi (2016) A study paradigm called explanatory sequential design entails gathering quantitative data first, then qualitative data. By offering more context and explanation, this method helps the reader appreciate the quantitative results on a deeper level. While the qualitative information helps to clarify, enlarge, or explain the quantitative picture, the quantitative information gives an overview of the study problem.

During the academic year 2022–2023, this study was carried out in the tenth grade of a private high school in Batujajar. The tenth grade in this school has four classes. The class X-1 was picked. This class had twenty pupils. The pupils in this class were quite active and chatty. They also required more concentration to comprehend the reading material. They were therefore eligible to take part in this investigation.

During the investigation, an English teacher was also present. He did not engage with the students or the researcher; instead, he took an impartial observer role. Instead, he saw how Google Play Books was being used to educate reading comprehension of narrative texts.

## RESULTS AND DISCUSSION

### Results

The findings of this study covered the effectiveness of using Google Play Books to help tenth-grade students read narrative texts more clearly, how Google Play Books was implemented to help tenth-grade students read narrative texts more clearly, and the challenges that students and teachers encountered when using Google Play Books to help students read narrative texts more clearly. The researcher conducted an analysis using tests, observation sheets, and questionnaires to discover the solution. The teacher began the process of teaching and learning by displaying to the kids a picture that contained content from Google Play Books. The kids were then instructed to examine the text in the image by the teacher. They were asked to name the story, meaning, objective, structure, and different kinds of narrative texts that were being represented. In order to get the answers to these questions, the students had fifteen minutes to conduct research on narrative works. After then, they might talk to the teacher about the content. To make sure the pupils understood what they had taught, the teacher then led question-and-answer sessions.

The teacher instructs students to download the Google Play Books app for the main task. This app is accessible to all students for download on their smartphones. At this meeting, the teacher starts by going through the capabilities of the Google Play Books program that will aid students in learning narrative material. The narrative text from the prior meeting should be read again by students using the Google Play Books program. Because this application includes graphics for each chapter, student response was tremendous. Following the student's reading of the material, the teacher probed them about the passage, new terminology, and linguistic nuances. The teacher provided the class time to analyze and discover details about linguistic nuances and new terminology in the narrative text they read. The kids were instructed to write about what they had learned after a short while. The teacher instructed the students to point out and analyze the text's linguistic elements. Additionally, the students were instructed to jot down any new terminology and then look it up using the tools provided by the Google Play Books app. Following that, the teacher and students had a joint discussion about the subject. The teacher asked the pupils to draw judgments regarding the day's learning activities following the discussion. The instructor then summed up what was learned generally regarding narrative. The

outcome of using Google Play Books to help tenth-grade pupils read narrative literature more effectively. The second study question about implementation was addressed using an observation sheet and a lesson plan. Three meetings were required for the creation of the lesson plan and observation sheet. There are three activities during each meeting. The introduction activity comes first, followed by the core activity, which has six stages: problem formulation, data collecting, data processing, verification, and generalization, and lastly the closing activity. Data collection was done twice, once for the pre-test and once for the post-test. Prior to the therapy, the pre-test was completed, and following the treatment, the post-test. At one Senior High School in Batujajar, the experimental group of 20 students in class 10-1 participated in the data collection. The researcher used the results of the data using an assessment tool adapted from (Siregar, 2019) to make data categorization easier:

**Table 1 : Classifying Students' Pre-test Reading Comprehension**

No.	Classification	Range	N	%
1.	Excellent	96 – 100	0	0%
2.	Very good	86 – 95	0	0%
3.	Good	76 – 85	3	15%
4.	Fairly good	66 – 75	6	30%
5.	Fairly	56 – 65	9	45%
6.	Poor	36 – 55	1	5%
7.	Very Poor	0 – 35	1	5%

With only 15% of students scoring above the KKM, it is clear from the data above that students in class 10-1 still need to improve their ability to comprehend narrative texts.

The researcher created a group of 20 students who would receive treatment utilizing Google Play Books media based on the pretest data mentioned above.

**Table 2 : Classifying Students' Post-test Reading Comprehension**

No.	Classification	Range	N	%
1.	Excellent	96 – 100	14	70%
2.	Very good	86 – 95	3	15%
3.	Good	76 – 85	2	10%
4.	Fairly good	66 – 75	0	0%
5.	Fairly	56 – 65	0	0%
6.	Poor	36 – 55	0	0%
7.	Very Poor	0 – 35	1	5%

In accordance with the aforementioned statistics, 14 students (70%) were rated as "Excellent," 3 students (15%) as "Very Good," 2 students (10%) as "Good," and 1 student (5%) as "Very Poor." There were no students who qualified as "Fairly Good," "Fairly," or "Poor."

With the help of SPSS Statistic 25 statistical data processing computer software, the results of the normality test are, the Sig. pre-test result is 0.001 and the Sig. post-test result is 0.000, both of which are less than 0.05. This indicates that the pre-test and post-test data are not normally

distributed. This is because there is a very high value in the data, which makes the distribution curve lean to the right. Since the data is not normally

The Wilcoxon statistical test was employed by the researcher to evaluate how well Google Play Books improved reading comprehension in pupils in grade 10. The average difference between two paired samples can be ascertained using the non-parametric Wilcoxon test. When the study data is not normally distributed, it is an alternative to the paired sample t-test. According to Windi et al. (2022), the following is the foundation for the decisions made:

The hypothesis is accepted if the significance value is less than or equal to 0.05.

The study's main activity made use of the discovery learning techniques. The instructor began by displaying a visual to the class that featured text from Google Play Books. The kids were then instructed to examine the text in the image by the teacher. They were asked to name the story, meaning, objective, structure, and different kinds of narrative texts that were being represented. In order to get the answers to these questions, the students had fifteen minutes to conduct research on narrative works. After then, they might talk to the teacher about the content. To make sure the pupils understood what they had taught, the teacher then led question-and-answer sessions.

The teacher's difficulties are mostly technological, such as problems with some students' smartphones' programs and the projector screen. Below are two issues that students encountered during the process. The Google Play Books app installation was problematic for some pupils. The app or phone can be restarted to resolve this, though. The kids' low language skills were their two biggest issues, and few of them expressed their discontent with how the media was being exploited.

## Discussion

In terms of how well using Google Play Books may help students in the tenth grade read and comprehend narrative text. The data analysis findings for this study's research instrument are reliable. The average score was different, as evidenced by the findings of the pre- and post-test analysis scores. the typical the average post-test score was 92.2, compared to a pre-test score of 63.6. In other words, the pre-test to post-test score difference is more significant. The Wilcoxon Test with SPSS yielded an Asymp. significance 92-tailed) result of 0.000, which is less than 0.05 (0.000 0.05), further supporting the alternative hypothesis. The use of Google Play Books to enhance tenth-grade students' reading comprehension of narrative prose is successful, according to the test.

Indah (2022), who claims that the discovery learning approach considerably affects pupils' reading comprehension, corroborates this. Additionally, this demonstrates the claim made by Lestari and Ammah in 2021 that "Digital literacy education may be established and strengthened by accessing various knowledge and communicating in many formats on digital media, notably through the media Google Play Books. Through this medium, digital literacy education can be developed in line with its goals, which include knowing how to use technology to successfully comprehend, create, and cooperate. valid because narrative text reading comprehension can be improved with the use of Google Play Books.

Regarding the implementation of Google Play Books to enhance the reading comprehension of narrative text by students in the tenth grade. The use of Google Play Books to enhance tenth-grade students' reading comprehension of narrative text is successful, according to evidence gathered through observation. In terms of implementation, the teacher put a learning system



into place using discovery learning procedures. According to Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi (2013) cited in Musdizal & Hartono (2019) :, this method should be employed in general teaching and learning activities: Regarding the Challenges Teachers and Students Face When Using Google Play Books to Improve Reading Comprehension of Narrative Text. According to studies done by Discovery Learning on students' reading comprehension of narrative material using Google Play Books, both teachers and students have some challenges. Teachers see challenges that are mostly technological faults, such as applications that have issues on some students' smartphones and some connected to the projector screen, according to the findings of their field notes. technical (quota, internet, and signal) and affective (students' happiness, feelings, or understanding of the medium utilized) issues, though some students had installation issues with the Google Play Books app.

## CONCLUSION

It can be inferred from the facts presented in the preceding chapter that:

1. Using Google Play Books to help tenth grade students' reading comprehension of narrative texts is effective. This occurs as a result of the post-test findings being much better than the pre-test ones.
2. The Google Play Books deployment to enhance tenth-grade students' reading comprehension of narrative text proceeds smoothly when the teaching script and lesson plan are followed. This is because engaging learning activities and teaching strategies encourage pupils to enjoy learning.
3. The teacher's difficulties are mostly technological, such as problems with some students' smartphones' programs and the projector screen. Below are two issues that students encountered during the process. The Google Play Books app installation was problematic for some pupils. The app or phone can be restarted to resolve this, though. The kids' low language skills were their two biggest issues, and few of them expressed their discontent with how the media was being exploited.

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