



APPLICATION OF TECHNOLOGY BASED LEARNING MEDIA IN IMPROVING STUDENTS READING COMPREHENSION AT THE TENTH GRADE OF SMK N 1 BOTOMUZOI IN 2023/2024

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ABSTRACT

The process of comprehending a text in which the reader, the text, and the context interact is known as reading comprehension. Reading comprehension makes it easier for someone to understand what they are reading. The purpose of this study was to determine whether using technology-based learning resources may improve the reading comprehension of tenth-grade students at SMK Negeri 1 Botomuzoi in 2023–2024. Observation sheet exercises, tests, and field notes were used to gather data for this study, which aims to determine how technology-based learning materials might be used to enhance students' reading comprehension. Classroom Action Research (CAR) was the methodology employed in this study. Based on the findings of the first cycle, which had an average of 45% of students who responded to a test question, researchers completed their study in two cycles. Because the first cycle's value fell short of the 70% Minimum Competency Criteria, the researcher proceeded to the second cycle once the first cycle was finished. The second cycle's average score for students who responded to the test questions was 85%. in order for students' reading comprehension to be enhanced through the use of technology-based learning resource.

Keywords: *Technology Based-Learning, Reading Comprehension, Educational Technology, Interactive Media, Student Engagement.*

1. INTRODUCTION

Human life cannot exist without language. Because we can express and communicate our thoughts, feelings, views, and ideas through language. Reading is one method of producing the language. Reading allows us to comprehend texts and derive meaning from the author's supplied reading material. Reading is an active and interactive process of meaning construction that involves both the reader and the reading material,

claims Par (2020). Irkinovich (2022) asserts that reading is a sophisticated cognitive activity that involves character decoding in order to comprehend the text. It is evident that reading is essential since it allows us to comprehend texts and derive meaning from reading materials. For pupils to learn, reading comprehension is crucial, especially when it comes to reading exercises. Students with strong reading comprehension skills can quickly understand the reading material's meaning and message. Zhang (2018) asserts

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that reading comprehension is viewed as a positive process that involves interaction between the reader, the text, and the context. Additionally, Understanding what has been read is the aim of reading comprehension, according to Laoli in Castles et al. (2018). Researchers can infer from the aforementioned expert claims that reading comprehension is a process of text interpretation in which the reader, text, and context interact. Reading comprehension makes it easier for someone to understand what they are reading. Furthermore, according to Hidayati (2018), reading comprehension is the capacity to comprehend the meaning of a book after reading it. It indicates that deriving meaning from what is read is simple when it comes to reading comprehension. As a result, reading comprehension is critical to our performance in school, the workplace, and other spheres of life. According to Oakhili et al. (2019), reading comprehension is crucial for success in school, the workplace, and general learning in addition to text comprehension. Because of social networking sites, texting, and email, it is even more crucial for our social lives. The basic competency identified in the K13 curriculum for the tenth grade at SMK Negeri 1 Botomuzoi is that students should be able to comprehend how the social functions, text structures, and linguistic elements of simple narrative, oral, and written texts pertaining to folk legends are contextually related. The school has set a Minimum Competency Criteria (MCC) of 70 for English courses in the tenth grade in order to meet this curriculum goal. based on the fundamental skills listed in SMK Negeri 1 Botomuzoi's class X syllabus. Students actually have poor reading comprehension skills and have not met curriculum standards. Students' reading comprehension is poor. After observing the tenth grade at SMK Negeri 1 Botomuzoi, the researcher discovered that many of the pupils struggled with reading comprehension. When the researcher asked them to read, they were embarrassed and unable to respond. There are a few possible causes for the issue. The first is that pupils are not proficient in vocabulary and grammar. The second is their disinterest in reading English-language materials; the third is

their laziness in learning the language, particularly when it comes to honing their reading comprehension skills; and the fourth is their lack of motivation. In order to address this issue, the researcher used technology-based learning materials in the instruction of SMK N 1 Botomuzoi class X students. Samat and associates (2020: 299) Multimedia learning proved successful in improving the understanding abilities of indigenous students because it allows them to rapidly comprehend the material without heavily depending on prior knowledge. According to Wirda (Fauzi, 2017), including visual media into the teaching and learning process can boost student engagement and academic performance. Moreover, According to Suharsiwi et al. (2021: 20), the success of the learning process will be supported by the teacher's accurate selection of learning materials. According to the aforementioned claims, technology-based learning materials can be utilized in the teaching-learning process, particularly when teaching reading comprehension, since they are engaging and encourage students to participate in the process.

Based on the explanation above, the researcher conduct the research with the title, "Application of Technology Based Learning Media in Improving Students Reading Comprehension at the Tenth Grade of SMK N 1 Botomuzoi."

2. LITERATURE REVIEW**The Concept of Reading Comprehension****a. Definition of Readig**

According to Irkinovich at al. (2022 : 47) Reading is a complex cognitive process of character decoding aimed at understanding the text. Par (2020) Reading is an active and interactive process of constructing meaning that involves the reader and the reading material. . it is very clear that reading is important because through reading we can understand a text and obtaining the message from reading materials. Through reading, we can understand texts and obtaining messages from reading material presented by the author. There are several

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definitions of reading according to experts as follows:

- a. According to Donohue (2015 : 18) Reading is an active process that requires that students concentrate, free from distractions,
- b. Moge (2019) Reading is a process of learning. Through reading people can get information, ideas and knowledge. Reading involves an interaction between thought and language.
- c. Jhang (2018) Reading is a complex cognitive process of character decoding aimed at understanding the text. Through reading in English, students develop an interest in learning English and the opportunity to gain knowledge. Reading is a means of teaching other types of speech activity.

From the opinions of the experts above, it can be interpreted that reading is a process of obtaining meaning and information from a reading text through reading activities that involve thought and language.

b. The Definition of Reading Comprehension

Zhang (2018 : 36), "Reading comprehension is perceived as a constructive process in which the text, the reader, and the context interact". Oakhill, et al. (2020 : 1) "Reading comprehension is crucial not just for understanding text, but for learning more generally and, thus, education more broadly". Elleman & Oslund (2019 : 1) "Reading comprehension is one of the most complex cognitive activities in which humans engage, making it difficult to teach, measure, and research. Hidayati (2018 : 2) "Reading comprehension is the ability to read text, process and understand its meaning". Laoli in Castles et al. (2018) emphasized that the goal of reading comprehension is to understand what has been read.

From the definition above researcher concluded that, reading comprehension is a process of understanding text where the text, reader and context interact with each other. Through reading comprehension, a person

will more easily get the meaning of the reading text.

c. Level of Reading Comprehension

Richard et al (1985: 238) define that there are four levels in reading comprehension, namely:

- 1) Literal comprehension, understands of the idea and information implicitly in the passage.
- 2) Interpretive comprehension is identifying ideas not explicitly stated.
- 3) Critical comprehension is understanding evaluating and personality reacting to the information in a passage.
- 4) Creative comprehension is evaluating written material comparing the ideas in material with knowing standard and drawing conclusion about the accuracy appropriateness and timelessness.

From the statements above, the researcher used one of the levels above i.e. Literal Level because it is in accordance with the application that I used in conducting research in the classroom.

The Concept of Technology Based Learning Media**a. The Definition of Technology**

The use of technology to facilitate teaching, learning, and evaluation is known as technology-based learning media. Branch and associates (2019: 357) In order to build the skills necessary for the efficient planning, assessment, and delivery of technology-based training and instruction, educational technology is intended to offer advanced professional studies in graduate-level coursework (e.g., software development, multimedia development, assistive technology modifications, web-based development, and distance learning). The program's goals are to: (1) prepare teachers to take the lead in integrating educational technology into the curriculum; and (2) offer graduate-level learning opportunities

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to a variety of populations (such as classroom teachers, corporate trainers, and educational software developers) who need to learn both good instructional design principles and techniques and technological competencies. The program is completely available online as interactive, top-notch web-based courses. The majority of the curriculum is asynchronous, with sporadic synchronous online meetings. At the conclusion of the program, candidates show their program portfolio to the faculty for evaluation. Furthermore, according to Robert Maribe Branch, Robert One element that is integrated into the teaching and learning process is technology. It implies that technology is a tool that aids in education.

Garcia, Antero (2017: 162) The promise of the prodigal son of educational revolution is once again touted with every technological advancement. Tablets, laptops, Smart Boards, and projectors are all available to address issues that haven't been resolved previously. It implies that technology, including learning resources like projectors, smart boards, laptops, and tablets, can aid students who struggle with certain areas of learning, including reading.

b. The Definition of Learning Media

Puspitarini & Hanif (2019: 54) Learning media is a tool in the form of physical and non-physical used by teachers in conveying material to students to be more effective and efficient. Zahara (2022 :534) Learning media is a tool or means in the needs of learning activities. it means that learning media is a very important tool in covering the learning process.

Garcia (2017 : 161) "Teacher use of new media is largely relegated to an ancillary, optional activity. A lack of confidence in understanding and using a seemingly complicated feature of a mobile device is an easy reason for a teacher to shun a pedagogy that includes mobile-media practices". It means that one of the things that makes teachers ignore the practice of using learning media in schools is the teacher's lack of

confidence in mastering learning media or certain device features.

c. Classification of Media

Singh Ritakumari (2019 : 8-9) There are different ways to classify media. Print media, non-print media, and electronic media.

- a. Print media: These include: books, journals, magazines, newspapers, workbooks, and textbooks. These are easy to use, portable and inexpensive.
- b. Non-print media: These include: projected and non-projected media.
- c. Electronic media: These include audio media, visual media and audio-visual media, projected media and non-projected media.
 - 1) Audio media: These are the teaching-learning devices that appeal to the auditory sense. In other way these media can be heard alone, it carries sounds, for example audio tapes, record player, radio.
 - 2) Visual media: These are the media that appeals to the sense of seeing (eyes) or the media which can be seen, example: television, computer, white board.
 - 3) Audio-Visual: It refers to those instructional materials which provide learners with audio and visual experiences by appealing to the hearing and seeing senses at the same time, for example television, video tapes, and closed circuit television (CCTV).
 - 4) Projected media: Projected media belong to a group of instructional resources which can only be accessed by means of projecting their content on the screen or wall using a projector machine specially designed for the purpose Gwarinda(2002). Projected media are usually a combination of software and hardware. These require light source for projection, for example, film projector slides, and so on.

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- 5) Non-projected media: These aids do not require any projection on screen. These do not require light source. They include 3 dimensional objects, 2 dimensional objects, prints, charts, models and so on.

d. Kinds of Learning Media in Teaching Learning Proses in the Class

There are several media that I used in the learning process, namely hardware and software such as:

1. Using of projectors in learning process

Huang & Ling (2019 : 6810) "Projectors are widely used in applications such as presentation, cinema, structured light and projection mapping. To ensure high perception quality existing systems typically request the projection surface (screen) to be white and textureless, under reasonable environment illumination." It means that the projector is a useful tool which can produce lighting that is used in presentations, cinema, applications and other uses, so that it can make it easier for us to distribute learning material, especially in the teaching and learning process at school.

2. Using of Laptop in Learning Process

A laptop is a portable computer that integrates all the components of a desktop computer, including a monitor, keyboard, touchpad (instead of a mouse), and speakers, into a single unit. A rechargeable battery powers it, and it's small and light enough to carry around. It provides the same functionalities as a desktop, but can be used without needing a constant electricity source, making it ideal for mobility. cited (Technology Glossary 2023).

3. Using of Power Point in Learning Process

Muthoharoh (2019:23-27) PowerPoint is a presentation application program which is one of the computer application programs

under Microsoft Office. This application program is a program for creating presentations that can be used as learning media PowerPoint presentations are a method used to introduce or explain everything that is summarized and packaged in several slides, so that people who listen can better understand the explanation through visualizations summarized in the slides, whether in the form of text, images/graphics, sound, films, etc. etc.

Utilizing PowerPoint media with the help of LCD can cover a fairly wide transmission range, so it can accommodate a fairly large audience. The advantage of this media is that it combines all media elements such as text, video, animation, images, graphics and sound into one unified presentation. PowerPoint media can also accommodate all student learning styles.

e. The Procedure of Technology Based Learning Media in the Class

According to Devi (2018: 77-78) the steps for learning activities using learning media are:

1. Implementation of the Preparatory Stage Learning Process

This stage begins with studying, preparing and ensuring that the tools/media can function properly, the tools/media are laptops and in focus, then the teacher explains the learning objectives to be achieved.

2. Implementation of the Learning Process Implementation Stage (Presentation)

At this stage, the teacher directs students to observe and note down important things based on the material presented

3. Implementation of the Follow-up Stage Learning Process

In the follow-up stage, students were asked to discuss in groups, which were divided into six groups, each group consisting of five people.

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Based on the previous explanation, researchers can conclude that in implementing media-based learning technology, it is as follows: first prepare the material or media that will be used. secondly, the teacher asks students to observe and note down important things about the material being broadcast. third, students are directed to discuss teaching materials with their group members based on the material they have understood. fourth, the teacher reviews and concludes the material they have studied.

f. Advantages and Disadvantages of Technology Based Learning Media

a) The Advantages of Technology Based Learning Media Especially Power point

1. Hendrazal (2018) “the use of PowerPoint as teaching media has proved to be a very powerful tool to the teachers by giving them a way to convey text book concepts in a more visually pleasing way”
2. Taylor (2023) “One of the significant Advantages of PowerPoint is its capability to organise information effectively”.
3. Inayati at al. (2019) Powerpoint is a software that provides facilities in the form of slides that can help in preparing an effective, professional, and easy presentation (Inayati, F. N., & Subroto, W. T. The Effect of Discussion Methods And Power Point Media on The Results of Learning on The Economic Study of Gama Cendekia Vocational Business Surabaya.

b) The Disadvantages of Technology Based Learning Media Especially Power point

1. Sugahara and Boland (2006) found that students believed PowerPoint required faster note taking, which limited their opportunities to take detailed notes and created more of a learning distraction. Students have also reported that

instruction combined with PowerPoint diminishes student-instructor rapport, because this type of instruction limits the amount of, and opportunity for, interactions between the instructor and student.

2. Muthoharoh (2019) Using media is troublesome. Teaching using media needs preparation. Especially if the media used is electronic media such as OHP, VCD, slide projector, PowerPoint or the internet. Teachers feel that they are already busy with other things that they consider more important.

3. METHODS

How might the use of technology-based learning materials enhance students' reading comprehension in the tenth grade at SMK Negeri 1 Botomuzoi in 2023–2024? is the study's main concern. The researcher searched for a remedy based on the findings of first research on the grades of English students who did not participate in MCC.

based on the findings of the study, which was conducted in two cycles. Every cycle has two meetings. In English classes, the MCC is 70. The average student score for the first cycle of exams was 60. The average student score for the second cycle is 85. The researcher's technology-based instructional materials can help pupils become more proficient readers.

From some definitions above, the researcher concludes that classroom action research is systematic action that conducting in the classroom by means to solves the problem and improve the learning outcomes practically. This study aims to improve the English reading comprehension of class X students at SMK Negeri 1 Botomuzoi.

a. Procedure of the Research

In doing this research, the researcher used Classroom Action Research (CAR). It is done two cycle.

Furthermore, (Kustantini in Arikunto 2003: 83) states that there are procedures that

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must be done in Classroom Action Research, namely:

1. Planning, it is a process of Classroom Action Research that is arranged based on the preliminary study. From the study, the researcher got the general description about his problem that is faced in the field. So, in this stage, the researcher design action that have be done to solve the problem
2. Action, it is the application of the method that has been designed to solve the problem.
3. Observation, it is an activity of collection data and information that can be used as the input in doing reflection toward what have been done in action. In this case, the teacher-collaborator observed the students' and the researcher's activities during doing the action in the teaching-learning process.
4. Reflection, it is an activity of analyzing, interpreting, and explaining all of the information gotten from the observation that has been done in the action. In reflection, the researcher take the conclusion whether the problem has been overcome or not, and whether the researcher should be continued to be next cycle or not.

To make it clear, the researcher gives the explanation about their activities in each meeting, as follows:

a. Planning

In planning, the researcher conducted some activities such as:

1. The researcher prepared the lesson plan
2. The researchers prepared the media used in the learning process
3. The researcher prepared the material of narrative text.
4. The researcher prepared the students' attendance list.
5. The researcher prepared observation sheet.
6. The researcher prepared field notes.

b. Action

Pre Teaching-learning Activities

1. The researcher entered the class and greet the students.
2. The researcher choosed one of the student led the prayer.
3. The researcher checked the attendant list of the students.
4. The researcher made students motivate in the learning process.
5. The researcher introduced the topic/material. (Narrative Text).
6. The researcher explained the purpose of the learning material

Whilst Teaching-learning Activities

1. The researcher asked students' understanding knowledge about narrative text.
2. The researcher explained about the narrative text material.
3. The researcher guided the students to comprehend the generic structure and language features of narrative text.
4. Researchers displayed examples of narrative texts by using projector.
5. The researcher directs students to comprehence the example narrative text that will be presented.
6. The researcher divides the students into several groups.
7. The researcher gives questions to be answered by each group.

Post Teaching-learning Activities

1. The researcher give chance for student to ask something that unclear for them.
2. The researcher answered the students' questions.
3. The researcher concluded the material.
4. The researcher closing the teaching learning process and one of student led the prayer

c. Observing

1. The teacher-collaborator observed the students' activity, action, respond,

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attitude and weakness during the teaching-learning process.

2. The teacher-collaborator observed the researcher's activity.

d. Reflecting

1. Teachers and researchers will discuss learning outcomes, regarding increasing student scores on students' reading comprehension abilities.
2. The teacher and researcher evaluates the learners' weaknesses in reading comprehension then, will be improved in the next meeting.

b. Setting and Schedule of the Research**1. Setting of the Research**

This research conducted at SMK N 1 Botomuzoi, which located on Desa Hiliwaele I, Kec. Botomuzoi, Kabupaten Nias. Total of the students are 116 students and total of the class are 7 classes.

2. Schedule of the Research

This research conducted on August 2024 at SMK N 1 Botomuzoi. Regarding to the schedule of the learning process that implement in the school.

c. Subject of the Research

In this research, the researcher conducted in class X SMK Negeri 1 Botomuzoi. Where, the number of the students of class X is 33 students consist of 4 classes. In this research, the researcher took one class as the subject of the research. The subject of this research is Class X-TKJ which consist of 10 students. The researcher appointed this class because the students' score in this class were lower compare to other classes. The real condition of the subject class X-TKJ SMK Negeri 1 Botomuzoi can be seen on the following table.

d. Instrument of the Research

Researchers use some instrument to support data collection during the learning process. These instruments as followed:

1) The Observation Sheet

In this research, the researcher used observation sheet in two forms: for the teacher and also for the students. That observed by teacher-collaborator that contains the activities

of the students and the researcher during teaching and learning process.

2) Field Notes

Field notes are blank sheets that used by teacher-collaborators to record weaknesses, strengths and improvements during learning process activities

3) Test

In this research, researchers used an oral test to find out the results of their reading comprehension of the material that has been broadcast on Infocus.

e. Data Collecting Technique

In this classroom action research, the researcher collects the data by using observation sheet, field notes, and test.

f. Indicators of the Research

This research indicator is needed to determined the success of the learning process and results, to obtain data that carried out for each by taking the average value of the first cycle and second cycle. After the results are in accordance with the minimum standards for reading ability in this class, namely a minimum of 70. This research is successful or complete if 85% of students get a minimum score of 70. Apart from that, 85% of students are active in the learning process.

g. Data Analysis Technique

To obtain the results of this research, all data collected by researcher during conducting this research analyzed. The data to be analyzed is qualitative and quantitative data. In analyzing these two data, researcher carry out the steps below:

1) Analysis the Qualitative Data

In this research, the researcher will analyze the students' reading abilities, after that the researcher collected all the necessary data by observing and evaluating the students. In analyzing qualitative data, researchers used the method by Miles and Huberman (1984) as explained below :

- a. Data reduction, reducing data means summarizing, choosing the main things, focusing on the

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important things, looking for themes and pattern. With the reduced data will show a clear picture, can make it easier for researcher to collect data and search when needed.

- b. Data display, all data that has been compiled by researchers is classified to obtain meaning in the form of tables or graphs.
- c. Drawing the conclusion, The last step in the data analysis technique after data reduction and data display is drawing conclusions

In collecting qualitative data using observation sheets and field notes. Field notes used by teacher-collaborator to note everything that happen in conducting the learning process such as: weakness, strength and etc. the observation sheet analyze and evaluated by use formula from Rusman (2020) as follow:

$$P = \frac{F}{N} \times 100\%$$

Which :

P = The percentage of students' and researcher's activities

F = The amount of the activities that do by the students and the researcher in the learning process.

N = The amount of whole activities that will be done by the students and the researcher during the learning process.

100% = The maximal percentage.

The value obtained from the calculation above, the adjusted to the classification of the achievement of action in table below :

Table 3.1 Classification of Level Action Achievement

No.	Percentage(%)	Classification
1	92-100	Very good
2	75-91	Good

3	50-74	Adequate
4	25-49	Less adequate
5	0-24	Very weak

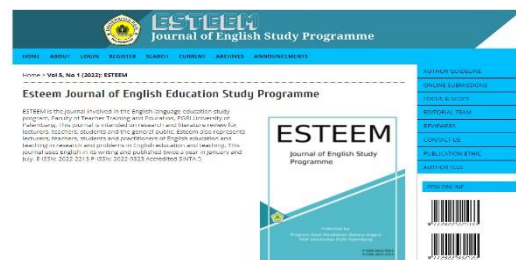
In the observation sheet of the researcher's activities and the students' activities, the teacher-collaborator observed the researcher's and students' activities during the learning process. The activities of the researcher and the students classify as done activities in the classroom if according to procedure of the lesson plan. However, when the researcher and the students did not do the procedures base on the lesson plan, it classify as undone activities.

2) Analyzing the Quantitative Data

To analyze the data of the students score in comprehending the text, the researcher will use the formula as suggested by Djiwandono (2008: 46) as follows:

$$\text{Value} = \frac{\text{Obtained Score}}{\text{Maximum Score}} \times 100$$

The percentage are classified in some categories, they are 0%-59% is fail level, 60%-74% is enough level, 75%- 84% is good level and 85%-100% is very good level. The classification or the way to asses reading comprehension above is useful as a guideline for the researcher in doing this research. Then the researcher compared it with MCC.



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Figure 1. Esteem Journal
(Source: ...)

4. RESULTS AND DISCUSSION

a. Results of Student Reading Comprehension Through Technology Based Learning Media

Cycle I

Table 4.1, The result of classification or the way to asses reading comprehension in cycle I

No.	Name of the Students	Score
1	Borianus Halawa	68
2	Charisman Lase	50
3	Daniel D. Waruwu	48
4	Fitri Jayanti Halawa	35
5	Hepi Lestari Lase	50
6	Lisda Halawa	15
7	Maria Jelisna Halawa	60
8	Niscanni Lase	45
9	Satiani Lase	40
10	Warni Halawa	45

Graphic 4.1 : The Students Ability in Reading Comprehension by Applying Technology Based Learning Media in First Cycle

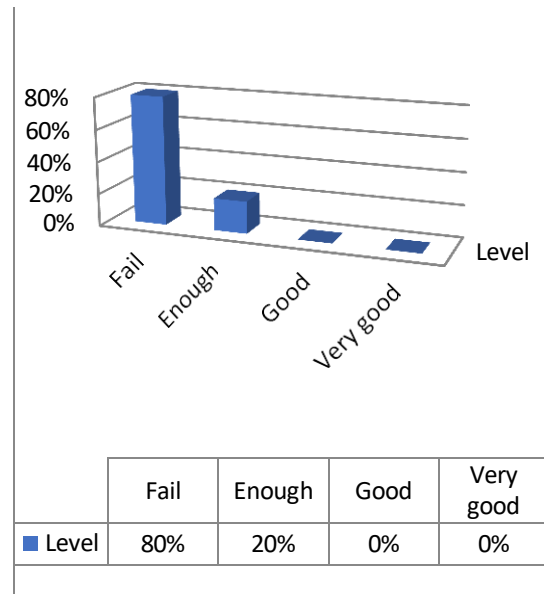


Table 4.2, The Students Ability in Reading Comprehension by Applying Technology Based Learning Media in First Cycle

Cycle	Level	Frequency	(%)
I	Fail	8	80%
	Enough	2	20%
	Good	0	0%
	Very good	0	0%

According to the preceding table, the students' test results in Cycle I were still unsuccessful. No students achieved the minimum competency criteria set by the school which 70%. None of the students achieved a classification in the good and very good level. 8 students (80%) were categorized as "fail". 2 students (20%) as "enough level,".

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Cycle II

Table 4.3, The Result of Classification or The Way to Asses Reading Comprehension in Cycle II

No.	Name of the Students	Score
1	Borianus Halawa	85
2	Charisman Lase	85
3	Daniel D. Waruwu	85
4	Fitri Jayanti Halawa	75
5	Hepi Lestari Lase	75
6	Lisda Halawa	75
7	Maria Jelisna Halawa	80
8	Niscanni Lase	85
9	Satiani Lase	85
10	Warni Halawa	85

Graphic 4.2 : The Students Ability in Reading Comprehension by Applying Technology Based Learning Media in Second Cycle

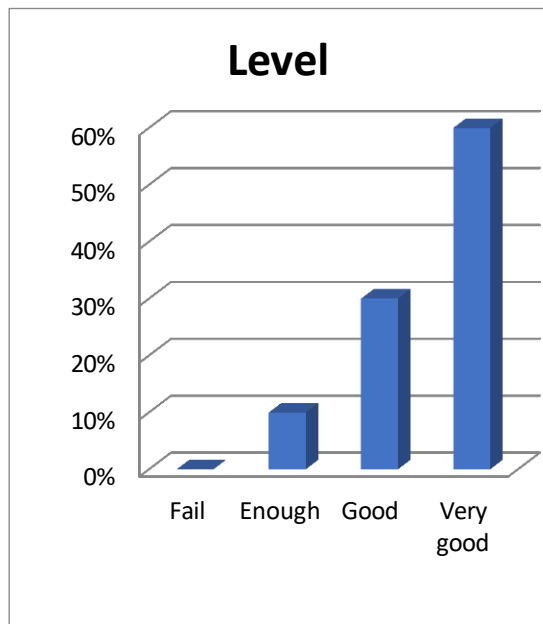


Table 4.4, The Students Ability in Reading Comprehension by Applying Technology Based Learning Media in Second Cycle

Cycle	Level	Frequency	(%)
II	Fail	0	0%
	Enough	1	10%
	Good	3	30%
	Very good	6	60%

Based on the table above, student test results in Cycle II were successful. all students achieved the minimum competency criteria. 6 students (60%) categorized “very good level”, 3 students (30%) categorized “good level” and 1 student (10%) categorized “enough level”.

b. Discussion

Drawing from the data above, the researcher discusses the findings of the research.

1. The Common Response of the Problem

How might the use of technology-based learning materials enhance students' reading comprehension in the tenth grade at SMK Negeri 1 Botomuzoi in 2023–2024? is the study's main concern. The researcher searched for a remedy based on the findings of first research on the grades of English students who did not participate in MCC.

based on the findings of the study, which was conducted in two cycles. Every cycle has two meetings. In English classes, the MCC is 70. The average student score for the first cycle of exams was 60. The average student score for the second cycle is 85. The researcher's technology-based instructional materials can help pupils become more proficient readers.

2. The Analysis and Interpretation of the Research Finding

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To improve the outcomes, the researcher ran two rounds. Every cycle has two meetings. The researcher just carried out one cycle at first, but the findings were still unsatisfactory. Therefore, the researcher proceeded to the second cycle, which involved up to two sessions, and only produced positive results and higher percentage scores. The average student score in the first cycle was below 65 because, according to the researcher's findings, a number of students were still having trouble adjusting to the technology-based learning materials. As a result, the average score was still lower than the MCC. Additionally, the investigator proceeded to the second cycle, The average score for reading comprehension in the second cycle was 85.

3. The Research Findings versus the Latest Related Research

Previous research has consistently demonstrated that teaching reading comprehension through technology based learning media can improve students' abilities, particularly in reading comprehension. This discovery is related with prior research on technology based learning media and assessments of reading comprehension (Subaidi bin Abdul Samat, M., & Aziz, A. A. (2020); Elleman, A. M., & Oslund, E. L. (2019); Hidayati, D. (2018); Moge, T. (2019); Ritakumari, S. (2019) have indicated that application of technology based learning media can improve students reading comprehension. These findings are consistent with the results of this research, which demonstrated that technology based learning media could increased students' scores in reading tests. The findings are followed :

- 1) The initial finding is Hence explain that multimedia learning was effective in enhancing indigenous pupil's comprehension skills as it helps them visualize the information quickly without relying much on their existing knowledge. As cited in Subaidi bin Abdul

Samat, M., & Aziz, A. A. (2020). This indicates that technology based leaning media can improve students reading comprehension.

- 2) Secondly, The idea led to the cognitive theory of multimedia learning, which suggested that the use of technology in learning can increase pupils' comprehension skills in understanding and visualizing the lesson.

Utilizing technology within the classroom is usually closely connected with the term multimedia learning, and the advancement of technology has to make the incorporation of multimedia easier and more complete.

4. The Research Findings versus Theory

The study's conclusions demonstrated how using technology-based learning resources might improve students' reading comprehension. Firmadani asserts that educational media can enhance the caliber of learning results for students (Kemp and Dayton 1985). Technology-based learning materials can be implemented to improve the clarity and interest of the learning process. Additionally, Samat et al. (2020: 299) found that multimedia learning improved the understanding abilities of indigenous students by enabling them to rapidly comprehend the material without heavily depending on their prior knowledge.

The research findings differ from the above theory. Researchers studied reading skills, particularly reading comprehension, during the time of using technology-based learning materials. Thus, the researcher came to the conclusion that learning media can assist students read texts fluently in addition to improving learning outcomes, making learning clear and engaging, and helping them visualize knowledge fast.

5. The Research Findings Implication

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Based on the result of the research findings, the researcher found the implication of the research, as follows:

- 1) Application of technology based learning media could supported the learning process, including in teaching learning process.
- 2) Application of technology based learning media could increased students ability in reading comprehension especially in reading the text.
- 3) By using technology-based learning media, especially power point could, encouraged students to read fluently.

5. The Research Findings Limitation

During conducted the researcher, there were some limitation of analysis the research finding, namely:

- 1) Researcher was limited by the weakness of students' English vocabulary skills.
- 2) Researcher was limited by time
- 3) Researcher was limited by uncontrollable situations.
- 4) Researcher need more preparation in applying learning media.

5. CONCLUSION

The researcher came to the following conclusion based on the data analysis, research findings, and discussion in the previous chapter: The two cycles of this study were finished. Students were still unable to pass MCC in the first cycle, with average marks falling below 65%. Students in cycle II can pass the MCC with an average score of 85%. The researcher came to the conclusion that technology-based learning materials can enhance students' reading comprehension in the tenth grade at SMK Negeri 1 Botomuzoi in 2023/2024 because of this "Very Good" improvement in average score.

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