

**THE EFFECT OF NEWSELA APPLICATION TOWARD STUDENTS'  
READING COMPREHENSION ON EXPLANATION TEXT OF SECOND  
GRADE AT SMAN 2 TAMBANG**

**A THESIS**

*Intended to Fulfill One of Requirement for the Award of Sarjana Degree in  
English Language Teaching and Education*



**By:**

**NISA HASANAH PULUNGAN  
(166311291)**

**ENGLISH LANGUAGE EDUCATION**

**FACULTY OF TEACHER TRAINING AND EDUCATION**

**UNIVERSITAS ISLAM RIAU**

**2020**

**THESIS APPROVAL**

**TITTLE**

**THE EFFECT OF NEWSELA APPLICATION TOWARD STUDENTS'  
READING COMPREHENSION ON EXPLANATION TEXT OF SECOND  
GRADE AT SMAN 2 TAMBANG**

Name : Nisa Hasanah Pulungan  
Students Number : 166311291  
Place/date : Padang Sidempuan, 15 Mei 1998  
Faculty : Teachers Training and Education Faculty  
Study Program : English Language Education

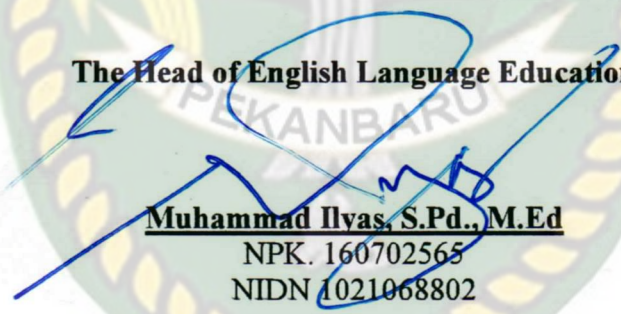
**Advisor**



**Miranti Eka Putri, M.Ed**

NIDN 1005068201

**The Head of English Language Education**



**Muhammad Ilyas, S.Pd., M.Ed**

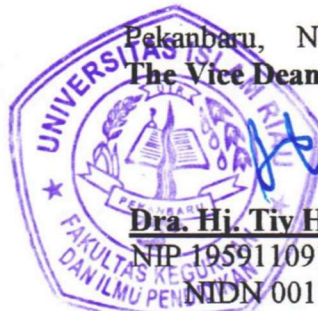
NPK. 160702565

NIDN 1021068802

This Thesis has been accepted to be one of requirments for the Award of Sarjana Degree in English Study Program Faculty of Teaching Training and Education Islamic University of Riau.

Pekanbaru, November 2020

**The Vice Dean of Academic**



**Dra. Hj. Tiy Hastuti., M.Pd**

NIP 195911091987032002

NIDN 001109590411

THESIS

THE EFFECT OF NEWSELA APPLICATION TOWARD STUDENTS'  
READING COMPREHENSION ON EXPLANATION TEXT OF SECOND  
GRADE AT SMAN 2 TAMBANG


Name : Nisa Hasanah Pulungan  
Student Number : 166311291  
Study Program : English Language Education  
Faculty : Teachers Training and Education Faculty

THE CANDIDATE HAS BEEN EXAMINED

THURSDAY, 5<sup>th</sup> OCTOBER, 2020

THE EXAMINER COMMITTEE

ADVISOR



Miranti Eka Putri, M.Ed  
NIDN 1005068201

EXAMINERS



Dra. Betty Sailun., M.Ed  
NIDN 0027046002

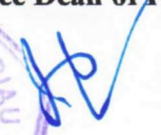


Fauzul Eftita, S.Pd., M.Pd  
NIDN. 1030098901

This thesis is submitted in partial fulfillment of the requirements for the Degree of Sarjana of Education in Universitas Islam Riau

Pekanbaru, November, 2020

The Vice Dean of FKIP UIR



Dra. Hj. Tity Hastuti., M.Pd  
NIP. 195911091987032002  
NIDN. 001109590411

## THE LATTER OF NOTICE

We, the sponsor hereby notice that:

Name : Nisa Hasanah Pulungan

Index Number : 166311291

Place/date : Padang Sidempuan, 15 Mei 1998

Faculty : Teachers Training and Education Faculty

Study Program : English Education

Has completely written a thesis entitled:

**THE EFFECT OF NEWSELA APPLICATION TOWARD STUDENTS'  
READING COMPREHENSION ON EXPLANATION TEXT OF SECOND  
GRADE AT SMAN 2 TAMBANG**

It ready to examine

This letter is made to be used,as it is needed

Pekanbaru, 21 September 2020

Advaisor

  
**Miranti Eka Putri., S.Pd., M.Ed**

**NIDN. 1005068201**

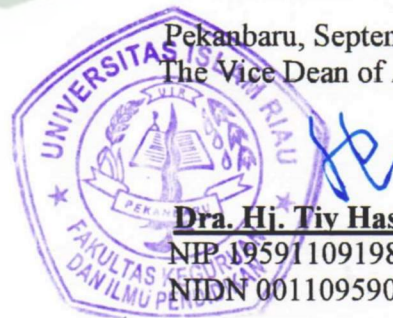
## THESIS GUIDANCE AGENDA

Thesis guidance has been done to:

Name : Nisa Hasanah Pulungan  
Students Number : 166311291  
Study Program : English Language Education  
Faculty : Teacher Training and Education  
Advisor : Miranti Eka Putri S.Pd.,M.Ed  
Tittle : The Effect Of Newsela Application Toward Students' Reading Comprehension On Explanation Text of Second Grade At SMAN 2 Tambang.

No	Date	Guidance Agenda	Signature
1.	23/10/2019	Revised Tittle	
2.	28/11/2019	Revised Chapter I & II	
3.	09/12/2019	Revised Chapter I, II,III And Conceptual Framework	
4.	27/01/2020	Revised Chapter I, II,III And add some theory and checking framework	
5.	28/01/2020	Revised Chapter I,II,III, and references, and typing	
6.	27/04/2020	Join to Seminar	
7.	25/08/2020	Revised Chapter IV	
8.	10/09/2020	Revised Chapter IV	
9.	15/09/2020	Revised Chapter IV & V	
10.	21/09/2020	Approved to Join the Thesis Examination	
11.		Join the Thesis Examination	

Pekanbaru, September 2020  
The Vice Dean of Academic



**Dra. Hj. Tiy Hastuti., M.Pd**  
NIP. 195911091987032002  
NIDN 001109590411

## DECLARATION

Name : Nisa Hasanah Pulungan  
Index Number : 166311291  
Place/ date of birth : Padang Sidempuan/ 15 mei 1998  
Study Program : English Language Education (S1)  
Faculty : Teacher Training and Education

I hereby declare this thesis is definitely from my own ideas, except the quotations (directly or indirectly). Which were taken fro various sources and mentioned scientifically. The researcher responsible for the data and facts provided in this thesis.

Pekanbaru, 19 September 2020

The Researcher

NISA HASANAH PULUNGAN  
NPM 166311291

## ACKNOWLEDGEMENT

Bismillahirrahmanirrahim

Alhamdulillah Rabbil 'Alamin, I would like to thank Allah SWT who has given me the chances and opportunity to finish this thesis in pandemic era.

Researcher faced some obstacles at process completing this thesis, one of my obstacles is virus corona. Virus corona maked all school closed and it is thus impossible for researcher finish this thesis without any help from the following people, for the valuable guidance, correction, suggestion, advice, and support when researcher feel down it was surprise for all people around the researcher to complete and finish this thesis of any assistance of the following people. Therefore, I want to thanks:

1. Muhammad Ilyas S.Pd., M.Pd as the Head of English Language Education and Sri Wahyuni S.Pd., M.Pd., as the Secretary of English Language Education who gave support and permission to write and allowed this thesis until examination.
2. Miranti Eka Putri S.Pd., M.Ed as the supervisor who always encouraged me to complete my obligations in this thesis. Thank you for your advice, criticism, support, time, dedication, guidance and all idea in completing this thesis. For my judge at examination Dra. Betty Sailun., M.Ed, Fauzul Etvita., S.Pd., M.Pd who always give me a chance for make this thesis be better. All lecturers in English Language Education of Teacher Training and Education Faculty of UIR who gave me so many lessons and experience during this course.
3. My beloved parent, Alm. Bengkas Angkola Pulungan, Masrianun Siregar who have given me support in moral and material all the time after finishing academic year in UIR Pekanbaru, thank you for the prays, loves, effort and who always believe in me and always say that quickly please and make us

pound of you.. Hopefully, I will do my best at this thesis and after my graduate

4. The researcher would like to say to her siblings, Layla Fadilah, Indah Mutiara. Fajry Sadrio Pulungan and Dessy Khofifah for the give me support and energy. And all member in my Pulungan, Nasution, Siregar, and Hasibuan family always support and help me.
5. The researcher would to say thanks for all AKLaMASI member give me chance, support and grow up my soft skill. Thanks for all guys. And to all member of A class 2016 English, who accompany and help the author better in collecting data, the ups and downs in completing this thesis.

Eventually, I realize that the thesis is still far from being perfect. Therefore, the constructive criticism and corrections from the examiners will be highly appreciated. Last but not least, I just wants to say thank you very much for their helping, Allah bless them and English teaching and learning at UIR.

Pekanbaru, 19 September 2020

The researcher

**NISA HASANAH PULUNGAN**

NPM: 166311291



## ABSTRACT

### **NISA HASANAH PULUNGAN 2020: THE EFFECT OF NEWSELA APPLICATION TOWARD STUDENTS' READING COMPREHENSION ON EXPLANATION TEXT OF SECOND GRADE AT SMAN 2 TAMBANG**

**Keywords: Newsela Appliation, Students' Reading Comprehension**

The purpose of this reseach to find out the effect of newsela application toward students' reading comprehension on explanation text of the second years at SMAN 2 Tambang. The researcher gave some treatments using newsela application.

The researcher used true experimental design which the sample taken by using cluster sampling technique. The subject for collecting data ware the first one is experimental class and the second one is control class. The experiment class given the treatment about newsela and material while the contral class didn't got the treatment about newsela application and material. The research started at 27th july 2020 until 26th august 2020. The class participant of SMAN 2 Tambang o this research were students of XI Science 1 there were 36 students 13 males and 23 females and XI Science 2 there were 36 students 14 male and 22 female. The reseacher used Spss 24 version to analysis the data and the researcher has 2 hypothesis: H0 (Null Hypothesis) means there is no significant effect by using newsela application and Ha (alternative hypothesis) means there is significant effect by using Newsela application toward students reading comprehension on explanation text of second grade at SMAN 2 Tambang.

The result of this research showed the mean score in the pre-test was 54,44 and there was nobody students who got the score  $\geq 80$  and the average score in post-test was 79,86, and there was 63,89 % ( 23 students) who got score  $\geq 80$ , it indicated that the scores and the mean in post-test were better than pre-test. From table using paired t test showed Sig. (2-tailed) = 0.000. It made that null hypothesis rejected and alternative hypothesis accepted which may be conclude that there is a significant effect using Newsela Application toward student reading comprehension on explanation text of second grade of SMAN 2 Tambang.

## ABSTRACT

### **NISA HASANAH PULUNGAN 2020: PENGARUH PENERAPAN APLIKASI NEWSELA TERHADAP PEMAHAMAN MEMBACA SISWA PADA TEKS EKPLANASI KELAS DUA SMAN 2 TAMBANG.**

#### **Kata Kunci : Aplikasi Newsela, Pemahaman Membaca Siswa**

Tujuan dari penelitian ini adalah untuk mengetahui pengaruh aplikasi newsela terhadap pemahaman membaca siswa pada teks ekplanasi kelas dua SMAN 2 tambang. Peneliti memberikan beberapa kali percobaan belajar menggunakan aplikasi newsela.

Peneliti menggunakan rancangan eksperimen sebenarnya dimana subyek dari penelitian ini diambil dengan teknik pengelompokan homogen yang sama. Penelitian ini melibatkan dua kelas yaitu kelas eksperimen dan kelas yang dikontrol. Di kelas eksperimen siswa mempelajari belajar menggunakan aplikasi newsela dan beberapa materi di dalamnya. Sedangkan kelas yang dikontrol tidak mendapatkannya. Penelitian ini dimulai pada tanggal 27 juli 2020 dan berakhir ditanggal 26 agustus 2020. Kelas yang menjadi bahan penelitian yaitu kelas XI IPA 1 yang berisi 36 siswa dimana ada 13 laki-laki dan 23 perempuan serta di kelas XI IPA 2 memiliki 36 siswa juga dengan 14 laki-laki dan 22 perempuan. Peneliti menggunakan aplikasi SPSS versi 24 untuk menganalisis data. Peneliti memiliki dua perkiraan:  $H_0$  (perkiraan Nol) yang berarti tidak ada pengaruh yang begitu pesat dalam penggunaan newsela. Dan  $H_a$  (Perkiraan tambahan) ada ada pengaruh yang begitu pesat dalam penggunaan newsela terhadap pemahaman membaca siswa pada teks ekplanasi kelas dua SMAN 2 tambang.

Hasil yang didapatkan oleh peneliti menunjukkan bahwa rata-rata nilai siswa saat melakukan tes percobaan adalah 54,44 terlihat bahwa tidak ada siswa yang memperoleh nilai  $\geq 80$  dan rata-rata nilai saat beberapa percobaan telah dilakukan menghasilkan nilai siswa 79,86. Dalam tes ini ada 23 siswa yang mendapatkan nilai  $\geq 80$ . Dari tabel yang dihasilkan dari paired t test bahwa Sig. (2-tailed) = 0.000. Dari hasil ini dapat disimpulkan bahwa ada pengaruh pengaruh yang begitu pesat dalam penggunaan newsela terhadap pemahaman membaca siswa pada teks ekplanasi kelas dua SMAN 2 tambang.

## TABLE OF CONTENT

THESIS APPROVAL .....	i
THE LETTER OF NOTICE .....	ii
THESIS GUINDACE AGENDA .....	iii
DECLARATION.....	vi
ACKNOWLEDGEMENT .....	vii
ABSTRACT .....	ix
TABLE OF CONTENT.....	xi
LIST OF TABLES .....	xiii
LIST OF FIGURES .....	xiv
LIST OF DIAGRAM .....	xv
LIST OF APPENDICES .....	xvi
<b>CHAPTER I. INTRODUCTION</b>	
1.1 Background of the Research .....	1
1.2 Setting of the Research .....	7
1.3 Limitation of the Research.....	9
1.4 Formulation of the Research.....	11
1.5 Objective of the Research .....	11
1.6 Need of the Research .....	11
1.7 Definition of Key Term .....	12
<b>CHAPTER II. THEORITICAL FRAMEWORK</b>	
2.1 Definition Newsela Application .....	13
2.1.1 Purpose of Newsela Application.....	16
2.1.2 Component of Newsela Application.....	17
2.1.3 Advantages & Disadvantages of Newsela .....	18
2.1.4 Procedure of Newsela Application.....	20
2.1.5 Feature of Newsela Application.....	24
2.2 Reading .....	25
2.2.1 Definition of Reading.....	25
2.2.2 Definition of Reading Comprehension .....	27
2.2.3 The Principle of Reading Comprehension.....	30
2.2.4 Indicator in Reading Comprehension .....	32
2.2.5 Factor of Reading Comprehension .....	35

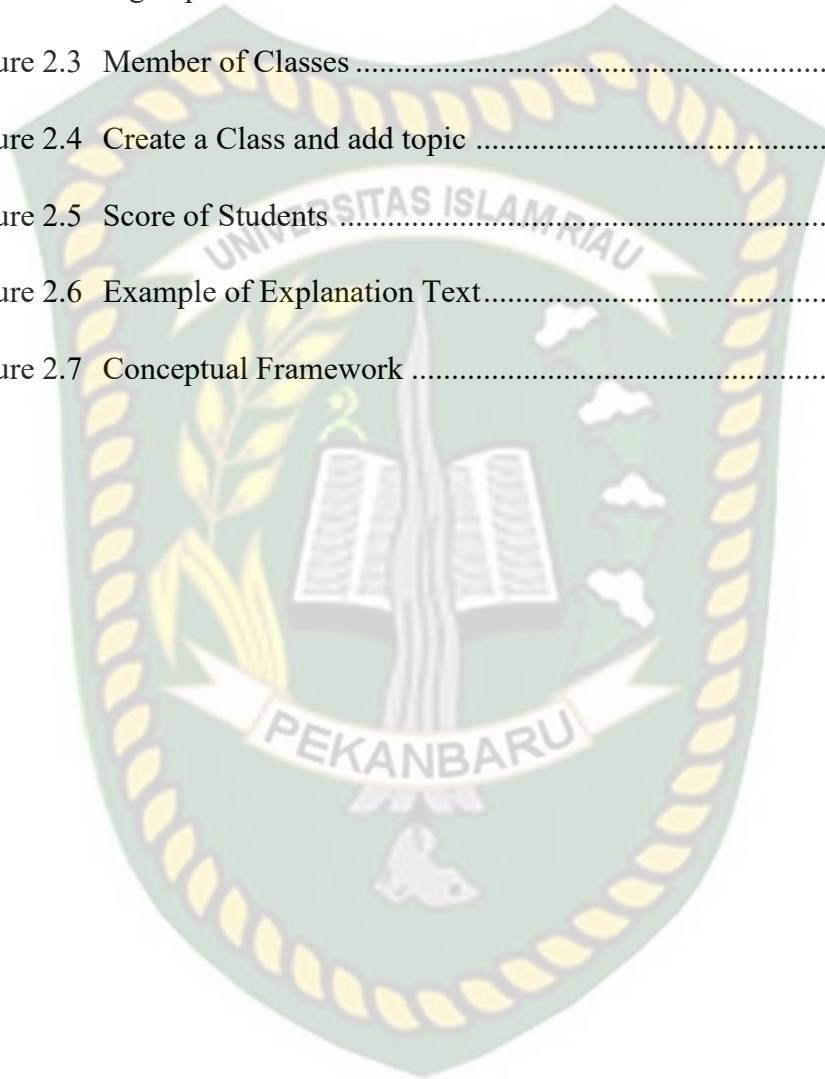
2.2.6	The Techniques of Reading Comprehension .....	36
2.2.7	The Problem of Reading Comprehension .....	37
2.3	Explanation Text.....	39
2.3.1	Definition of Explanation Text .....	39
2.3.2	Component of Explanation Text .....	40
2.3.3	Purpose of Explanation Text.....	42
2.4	Hypothesis.....	43
2.5	Conceptual Framework.....	44
<b>CHAPTER III. RESEARCH METHOD</b>		
3.1	Research Design.....	47
3.2	Location and Time of Research .....	48
3.3	Population and Sample of Research .....	49
3.4	Instrument of Research .....	50
3.5	Data Collection of Technique .....	50
3.6	Data Analysis Technique .....	51
<b>CHAPTER IV. RESEARCH FINDING</b>		
4.1	Data Presentation .....	59
4.2	Hypothesis Testing.....	67
4.3	Data Interpretation .....	71
4.4	The Procedure of the Research .....	73
4.5	Challenges and Advantages by Using Newsela Application during Pandemic Corona Virus (COVID-19) .....	77
<b>CHAPTER V. CONCLUSION AND SUGGESTION</b>		
5.1	Conclusion .....	80
5.2	Suggestion.....	81
<b>References .....</b>		<b>82</b>
<b>Appendix 1 .....</b>		<b>86</b>
<b>Appendix 2 .....</b>		<b>92</b>
<b>Appendix 3 .....</b>		<b>101</b>
<b>Appendix 4 .....</b>		<b>142</b>
<b>Appendix 5 .....</b>		<b>179</b>

## LIST OF TABLES

Table 3.1	Research Design .....	45
Table 3.2	Time of Research.....	45
Table 3.3	Population of Research.....	47
Table 3.4	The calcification of Student's score .....	52
Table 3.5	Blue Print of Pre-Test.....	53
Table 3.6	Blue Print of Post-Test .....	54
Table 4.1	Students Score in Pre-Test.....	58
Table 4.2	Students score in Progressing.....	61
Table 4.3	Students Score in Post-Test.....	64
Table 4.4	Increasing of each Indicators.....	67
Table 4.5	Students score in Average Level .....	69
Table 4.6	Paired Sample Statistics .....	70
Table 4.7	Paired Sample correlations .....	71
Table 4.8	Paired Sample t Test.....	71

## LIST OF FIGURES

Figure 2.1 Newsela Website .....	18
Figure 2.2 Sign up.....	19
Figure 2.3 Member of Classes .....	20
Figure 2.4 Create a Class and add topic .....	22
Figure 2.5 Score of Students .....	23
Figure 2.6 Example of Explanation Text.....	39
Figure 2.7 Conceptual Framework .....	43



## LIST OF DIAGRAM

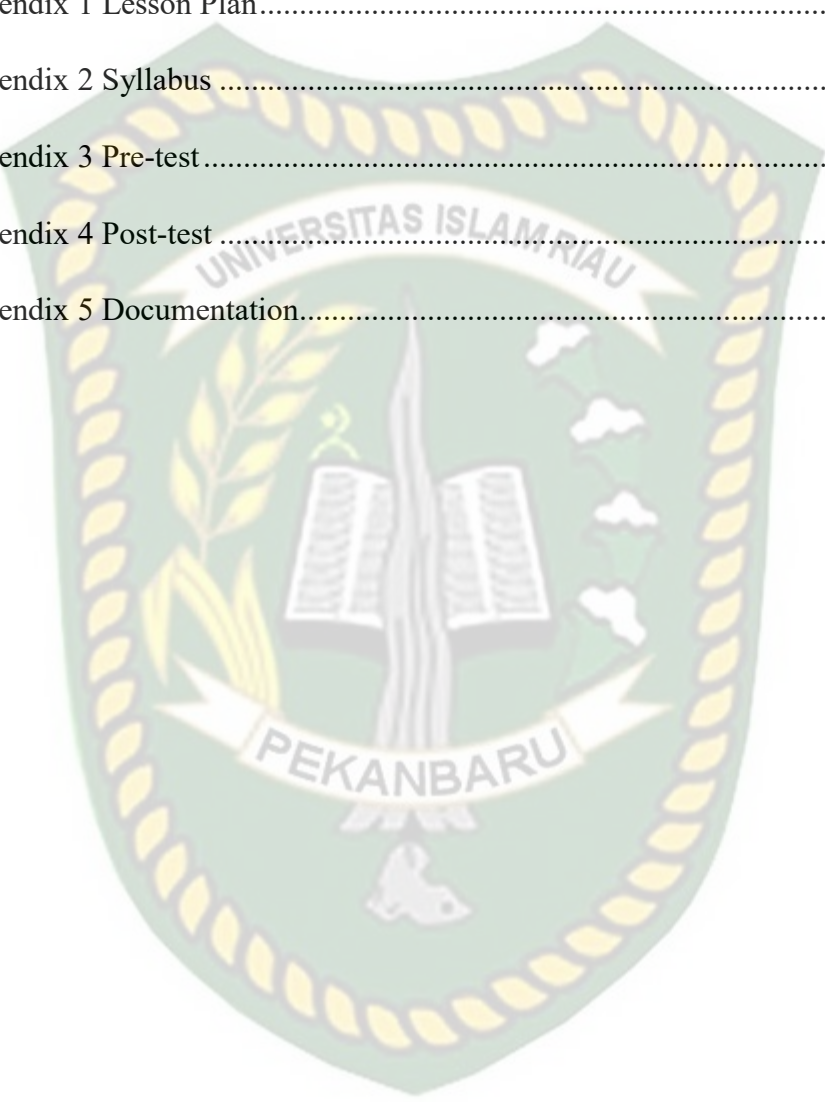
Diagram 1 The Increasing of Pre-test and Post-test ..... 70



Dokumen ini adalah Arsip Milik :  
**Perpustakaan Universitas Islam Riau**

## LIST OF APPENDICES

Appendix 1 Lesson Plan.....	86
Appendix 2 Syllabus .....	92
Appendix 3 Pre-test.....	101
Appendix 4 Post-test .....	142
Appendix 5 Documentation.....	179





## CHAPTER I

### INTRODUCTION

#### 1.1 Background of The Research

Now, the English language becomes one of the most spoken languages by world citizens. As an international language, English has been playing an important role in many aspects of life such as trade, education, international relationship, and so on. That is why English grows connector language chosen by people who come from different countries, including Indonesia. Learning English as early as possible for Indonesian people can help them face global competition. One of the most important things that should be prepared is the ability of the people to communicate in the international language.

Why English so popular right now? It is because English as the powerful language has been determined by; the powerful British colonialism and the skyrocketed business growth of the United States of America. These factors have driven English to be the communication medium in most world regions as a native, second or foreign language. This also led to the flourish of many different styles of English than the native one because English speakers came from various backgrounds and cultures. In Indonesia English as a foreign language and teach English to get some difficulty.

In Indonesia, Teaching English has progressed dramatically in recent years because of globalization's impact and everyone should understand English as their international language. The student in Indonesia learns English begins to be taught earlier to a young learner. English as a foreign language has been taught as a compulsory subject in all senior high schools in Indonesia. The aim of its teaching and learning process according to the curriculum is to develop students' communicative competence in reaching the informational level which is already prepared for senior high school students to access information.

Teaching English at this level is to introduce and socialize the English language, and build an English concept. The student should be a master speaking, listening, reading, and writing skills. Besides the four English skills, to support the mastery of the four language skills the students should have a well acknowledge of English components such as vocabulary, pronunciation, and grammar.

Reading is the key to learn in English as a Foreign Language. It is one of the language skills that have to be mastered by second language learners. All English skill is related to each other that make it cannot be separated. The role of reading skills here is improving the other skill in English. For instance, to train our speaking skill we need to read the text that served information first, without reading the text it is impossible to speak up the information. The same when students are learning English, they will get the information or knowledge by reading

The acquisition of reading skills needs several processes. Moreover, Reading has the potential to help English language learners become better readers and make

improvements in other aspects of their English skills. There are many kinds of readings and each of them has its own characteristics. In order to be able to comprehend a reading text, the students also need to understand the characteristics and kinds of reading.

In a foreign language setting, reading comprehension faces several challenges. English language learners need several steps before they can understand a text in a target language. One of the challenges is the transition from the first language to the target language. This transition has an important role in reading comprehension since it helps the learners to understand the content of reading.

The United Nations Educational, Scientific, and Cultural Organization (UNESCO) announced September 8th as literacy international day. UNESCO collaboration with some institution to get the rank of country in this world. The first, result research for International Student Assessment (PISA) by Organization for Economic Co-Operation and Development (OECD) in 2015. Indonesia at 62 ranks from 72 countries joins this research. The second result research the title 'World's Most Literate Nations' product by Central Connecticut State University (CCSU) in this research include in some aspects in the country like the facility of a library, and interesting students read some books. Indonesia at 60 ranks from 61 countries joins this research in 2018 (Janan Winanto: 2018).

The result means on reading comprehension in Indonesia has announced that students' comprehension in reading is low. At the teaching-learning process, the

teacher only taught the students to read the passages, finding the meaning of difficult words, and answering exercises at the book. . Indonesia school has a system about determining the Minimum Mastery Criterion-Kriteria Ketuntasan Minimal (KKM). That, in English subject every student must got 80 score every test.

In SMA Negeri 2 Tambang, the passing score of learning English in reading text is 78. However, based on the data, obtained by interviewing the teacher of English in SMA Negeri 2 Tambang, showed that there were only 13 students from 35 students who could pass the minimum score (KKM). Meaning that 22 students could not pass the minimum score (KKM). Even though the students have been taught about reading in English at school for three years at elementary school, three years at junior high school, and again a year in senior high school, it seems, they are still not enough for students to master reading English. Their reading comprehension is still far from expectation as required by the curriculum (K13).

This era internet or digital media is not currently something new or strange for most people in the world. Everyone has their gadget, especially smartphones. People can do many things using this kind of gadget; play games, communicate with others, search for information, and even assist them in getting their work done. It is not shocking that many people from young to old become addicted using the smartphone for pleasure though if it is being used properly, it will give big advantages for the user in the way other than just for fun.

The development of the internet since only can access information until the user can do anything with their phone can change the Indonesia student habitual. The young learners who try in reading comprehension may use the Internet or application to increase their opportunities to infer, connect, predict, and ask questions. It is assumed to be the key to producing successful readers.

Based on researcher seen when observation in second grade English class at SMAN 2 Tambang, there is any text that students must understand and recognize like explanation and narrative and others. Now, the implementation of English learning that begins when students sit in junior high school. From the first learning they will learn general things first and then study the text slowly but surely students must comprehend tenses too. the amount of text they learned from the beginning made them confused about identifying one text from another because of their similar tenses.

It is realized that the realization of the instructional objectives of the teaching reading skill is complicated, either for the teacher or for the students. Based on the researcher's observation in classroom activities there were some problems which students met in the learning reading skill. The First problem; most students just had the ability to recognize the word but they could not draw a conclusion of what the author extends. Second, student confused how to analysis the text like which one generic structure and language feature. And when the student examination there must be read a text 3 for 4 paragraph and it so difficult to student find out the correct answer if they didn't know anything in English. The Third; the researcher found that the teaching-

learning process was less interesting, so the students were noisy in class. When research did the observation some of student only focus on their technology and don't give interested learn English. Because of that the researcher thing in this era easier to get student interested using media.

The researcher thinks that to change UNESCO research about Indonesian reading habitual and make students can get a higher score in English class. Using favorite things every day like smartphones makes some people happy to do it. And bring to reality the teacher must be used any application can be installed in smartphone or gadget and teaching and learning process more interested in the teacher used some media as familiar for the student. There is a common focus on raising student achievement while integrating technology as a tool. The researcher thinks Technology has a positive impact on student learning. Technology causes students to be more engaged; thus, students often retain more information. Because of the arrival of new technologies rapidly occurring globally, technology is relevant to the students. Technology provides meaningful learning experiences. Technology also provides hands-on learning opportunities that can be integrated into all school curricula areas, including reading, mathematics, and so on.

The researcher found Newsela application to improve student reading comprehension. Newsela is a digital tool that allows teachers and students to access articles on a variety of topics at different reading levels. The first part of this section will describe the benefits and drawbacks of incorporating technology into literacy

instruction. The second section will focus more specifically on the digital tool. One specific digital tool in this era that is learning a fandom in education is the website Newsela. The main purpose of Newsela application is to support students' reading ability of text. Because by using Newsela students can read and answer questions about their' reading and the results can be known directly by the teacher.

From the explanation above, the researcher is interested in conducting the research with the title “The Effect of Newsela Application toward Students’ Reading Comprehension on Explanation Text of the second years at SMAN 2 Tambang”

## **1.2 Setting of the Research**

The student in Indonesia thinks that learn English as foreign language so difficult. The success one school based on the grows of curriculum to make student more comfortable when them learn the subject in school (Dr. Geoffery Broughton 1999: 10). But in Indonesia students must learn or memorize definition of the text, kind of the text, generic structure of the text etc. especially for senior high school based on Peraturan Menteri Pendidikan Dan Kebudayaan Nomor 21 Tahun 2016 about Standart isi Pendidikan Dasar Dan Menengah students in Senior High School student must be master to identify the text.

When researcher did observation in SMA 2 Tambang find some problem, the student gets when them learn English at school, the first problem is; the student difficult

to identify the main idea of text, their only understand some sentence in the text and them difficult get point of the text. In senior high school student learn about descriptive text, narrative text, recount text and report text, exposition, explanation text. And at second grade at senior high school there are 4 kind of text; narrative, procedure, exposition and explanation. 4 of the text can long text and when the student infrequently read the text cannot get the idea from the text. And the student will get some difficult word and cannot finished read the text.

The second problem research get in observation is student difficult to analysis the text like what this text generic structure and what is the language feature from one text. When the student learns about one text teacher only give them material like definition of the text, generic structure, language feature and the function of the text. And if the student gets the point teacher give them task like what the students understand so the researcher think that make student confused when their get some text in one examination their confused. Be better student can analysis one article and make the article become one text for example; explanation text, procedure, narrative text, etc.

The third problem researcher get when did observation is student didn't interest learn English only using at book or sometime searching for something at internet. It is habitual some English teacher just give the text for the student and the student must be translated and answer the question in the textbook. The researcher thinks it is way student hate to learn English. The researcher thinks if using technology has great potential to help both teachers and students. The use Newsela for teaching learning



process in explanation text. In teaching this text so difficult because some student confused to identify the text. Using technology as application can get the student interested learn English because when student read the article in Newsela they will get the score and it is making student have enthusiasm when they read learn English.

### 1.3 Limitation of Research

Based on the curriculum 2013 there are some texts that have to be mastered by students on senior high school. There is recount text, descriptive text, narrative text and explanation text. According to curriculum 2013, explanation text is one of text that have to master in the senior high school. It stated in the KI and KD 3.8, *membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks explanation lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau social yang tercakup sesuai dengan konteks penggunaannya*. Thus, the students should master in reading and writing explanation text. An explanation text is a kind of text that aims to describe how something happens or why it is made. (Rizka Ana Safitri:2019).

As we know, Explanation is a factual genre used to explain the sequenced, cause or theoretical understanding of a phenomenon or event. The purpose of explanation is to explain and describe the events happening in our world logically. The structure of an explanation text includes: First, general statement which is introducing the topic or process being explained. Second, sequenced explanation is written in order how and

why something works or occurs. The last is conclusion which provides a final explanation.

Explanations are written to explain how something works or occurs. The process of the events is explained sequentially and with the time related information. In this research, the researcher focusses on how the way student explain the story based on their assumption. The researcher want using Newsela Application in teaching reading comprehension in students' reading skill in second class in senior high school Tambang, researcher believes that reading skill of student in senior high school can be improve and, in this application, can make student more get the energy to more read a text like a narrative, descriptive, recount or explanation text.

In Newsela Application has many articles and the student can used that to improve their analysis at explanation text. The researcher wants to research about how student analysis one article become explanation text. Student must get the general statement and language feature from article at Newsela application.

#### **1.4 Formulation of the problem**

Based on the limitation of problem above, formulation of problem follows: “is there any significant effect by using Newsela application toward reading ability on explanation text of the second-year students' at SMAN 2 Tambang?”

### **1.5 Objective of the Research**

Based on the formulation of the problem above, the purpose of this research is to find out the effect of Newsela application toward students' reading ability on explanation text of the second years at SMAN 2 Tambang.

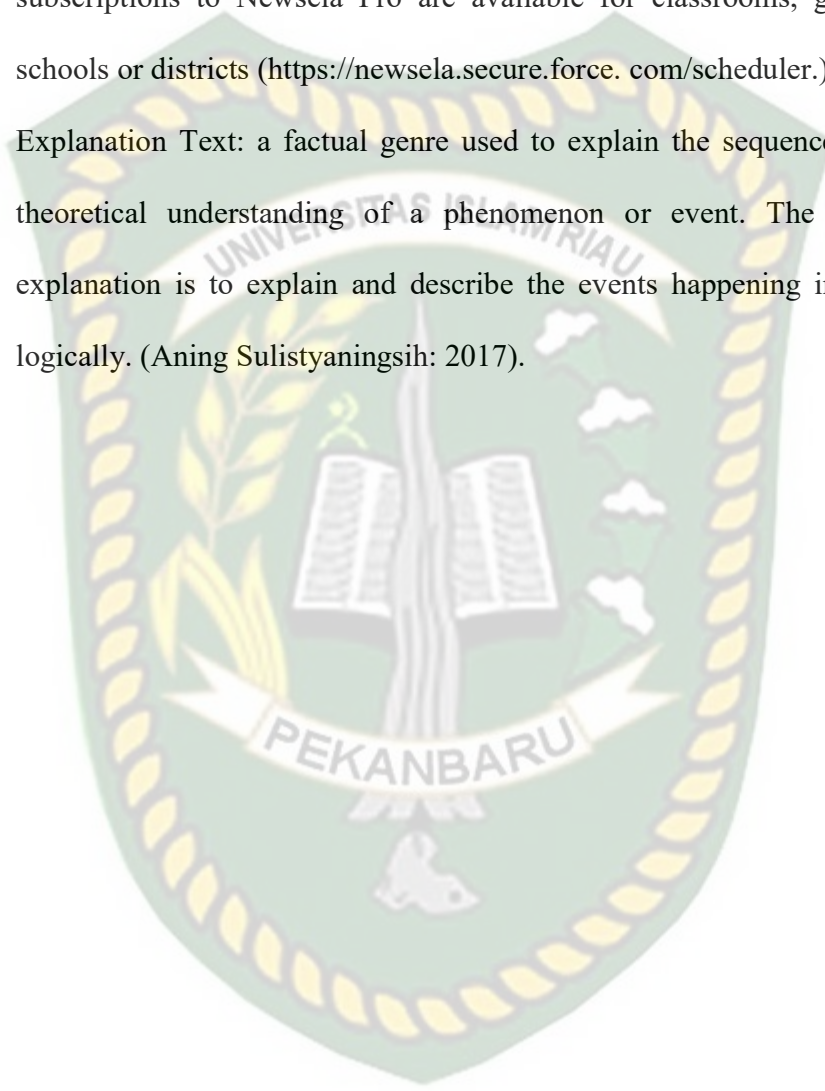
### **1.6 Need of the research**

The results of this research can help the students to overcome their problems in reading text especially using Newsela application. To give some information to teachers and students about useful information in teaching and learning process and also give ideas to teachers about using of this application. It also makes the teacher easier to use the application to motivate the students and make the situation in teaching and learning process more interesting and the students think that English is fun. Also, the research is to fulfill the requirements to get the sarjana degree in Islamic University of Riau.

### **1.7 Definition of Key Term**

In this research the researcher used some word in order to avoid misunderstanding and misinterpretation about the term used, it necessary to define the following terms:

- 1) Newsela: offers a free version as well as a paid, Pro version. Annual subscriptions to Newsela Pro are available for classrooms, grade levels, schools or districts (<https://newsela.secure.force.com/scheduler>.)
- 2) Explanation Text: a factual genre used to explain the sequenced, cause or theoretical understanding of a phenomenon or event. The purpose of explanation is to explain and describe the events happening in our world logically. (Aning Sulistyarningsih: 2017).



## CHAPTER II

### THEORETICAL FRAMEWORK

#### 2.1 Definition of Newsela Application

Beyond 21st century, teaching and learning process cannot get rid of traditionally. The era has changed with rapid movement, but the education moved slowly. The technology has been discovered. Yet, the development of it is also a challenge to improve the educators' performance to keep up with it (Rosalinda, Nunuk, & Deni, 2019). The slow growth of the utilization of technology in classroom which is not equal with the rapid movement of the changing era can be measured with the question whether both the teachers and students are sufficiently equipped with the technology and have the ability to operate it.

The application of technology has considerably changed English teaching methods. It provides so many alternatives as making teaching interesting and more productive in terms of advancement. Blended Learning State of The Nation book by Dr Ebba Ossiannisson (2017) describe that in traditional classrooms, teachers stand in front of learners and give lecture, explanation, and instruction through using blackboard or whiteboard. These methods must be changed concerning the development of technology.

In education 4.0 use of technology has become an important part of the learning process in and out of the class. Every language class usually uses some form of

technology. Technology has been used to both help and improve language learning. Technology enables teachers to adapt classroom activities, thus enhancing the language learning process. Technology continues to grow in importance as a tool to help teachers facilitate language learning for their learners at class.

The usage of multimedia texts in classroom assists learners in become familiar with vocabulary and language structures. The application of multimedia also makes use of print texts, film, and internet to enhance learners' linguistic knowledge. The use of print, film, and internet gives learners the chance to collect information and offers them different materials for the analysis and interpretation of both language and contexts. In Indonesia there are many famous applications used by student; Google Classroom, Edmodo, padlet, etc.

Matthew Gross (2016) made a one application toward student reading comprehension the site offers both a free version and a more extensive paid version called Newsela PRO to grow up United Nation Educational, Scientific, and Cultural Organization (UNESCO) aim that in 2030 for every teaching learning process use blended learning method. Newsela most popular at Amerika but unfamiliar in Asia. Newsela is an education website focused on building student reading comprehension by providing high-quality news articles and real-time assessments for students in grades 2–12 (Shannon Garrison: 2017).

Newsela is an Instructional Content Platform that improved reading engagement and learning in every subject that's happened in this world. It is an

application and web which provide reading digital platform to help people to read some articles. It provides some articles from a variety of genres. Each article is available in a number of Lexile's or reading levels, and each article is attached to a comprehension quiz and writing prompt.

The Newsela application can help the teachers also the students to add references to enrich science as a provision for learning. While the Newsela website has been around since 2012 and over 1,000,000 teachers have joined the site, there's little research about the effective ways content area teachers are using Newsela in the classroom (Chandra Leonardo, 2018).

Students can read assigned articles, select their own articles to read, comment on the articles, and explore the different text sets that Newsela develops. In first experienced the tool Newsela it will not be presented to a beginner at a professional development setting, but rather thrust in direction during teacher as a tool that was obtained by the school in order to increase until twelfth-grade Reading scores.

More specifically, the teacher structured a unit in which students were asked to explore articles of their choice on a regular basis with the purpose of taking the associated quizzes. While the students enjoyed selecting their own articles to read, they were uncertain of how to determine which Lexile, as there are several offered for each article, at which to read the articles.

### **2.1.1 Purpose of Newsela Application**

Based on Caitlin Tucker research experience at 2018 the main purpose of Newsela application is to support students' reading ability of text. Using Newsela students can read and answer questions about their' reading and the results can be known directly by the teacher. Once students begin to take the quizzes, and populate complete scores, the website helps them locate articles that best meet their individual instructional level, so they can assume the articles but also be challenged to continue progressing (Melody Aroba Team: 2017: 8). When put to the test, Newsela did not disappoint in levels of effectiveness as well. And the aim of Newsela application is toward reading comprehension the reader because by reading an article from Newsela give them a piece of additional information and Newsela also has much content to improve their reading.

### **2.1.2 Component of Newsela**

The main component of Newsela is its database of articles. The website provides articles in 14 different categories, including a world category, that is updated daily and organized by topic, genre, or into pre-built text sets that focus around major themes, some topics, or book titles (Mersand, 2016). In Newsela, it has so many sections. Sections here mean that the genre of every article which is available. Such as war and peace, kids, science, law, health, sports, arts, and opinion. Every section discusses anything in those sections. In this website, each of these articles is



differentiated to different understanding Levels, which are a form of label that determines the level of hardness of a text.

The availability of different text levels is a part that has shown great success when used with English Language learners or striving readers. Teachers can also take benefit of the quizzes, which can be assigned to an entire class or selected individually, that are connected and already created for each text to check their students for understanding (Weller, 2016). While the quizzes seemed to be a beneficial tool, the students were challenging to keep track of because teacher did not set up the classes correctly, and also did not provide the students with any time to really share out about what they were reading.

### **2.1.3 Advantages and Disadvantages of Newsela**

Matthew Gross as a Founder & CEO of Newsela said at interview (2015) that on the website with the title “*What Is Newsela?*” that from it we are aiming to improve reading comprehension, knowledge acquisition and reading motivation among students of all abilities. Every teacher knows that students often harmonize out when reading at school. Young people are so used to interacting with great digital content outside of the classroom, but their experiences of reading static textbooks in school rarely measure up.

Jonathan Budd (2017) explain there are many Advantages are learning with Newsela, first; reading can be every teacher's most powerful learning tool. This

instructional content platform solves the problem of reading engagement holistically for students, teachers, and principals. Newsela offers fresh, adaptive reads for each subject, combined with assessment tools such as quizzes, commentaries and writing prompt.

Second; Learners can access dynamic, game-changing content from premier sources such as the Washington Post, Smithsonian, and Biography.com, covering topics students care about. Every article comes in 5 reading levels, tailored to the skill level of each reader. As learners pick up new literacy skills, the language becomes more sophisticated.

Third; Assessments are integrated directly into articles to help students engage with the content and to give teachers and principals actionable insights on students' activity and progress that can be used to improve learning outcomes. The platform's most important function is to enable teachers to assess students' abilities in real-time and then adjust their instruction right away.

Fourth; As well as improving reading skills in general, Newsela aims to boost learners' media literacy. By pairing news consumption with reading comprehension practice, Newsela helps students to develop the higher-order critical thinking skills they need to vet information on their own.

Not all advantages in Newsela found some disadvantages while Newsela covers articles from across the globe, it is very U.S. cantered and has high quality of language

then if Indonesia' student will be confused and difficult to understand We found it difficult to search for articles that applied specifically to Indonesia but Newsela give teacher opportunity can make story by themselves. The next disadvantages of Newsela Application are the teacher cannot make the due date of students' task. And student must be typing their answer from teacher' direction. As the online platform, using Newsela need to have a strong connection of Internet (arid, Delin, &Yusiana: 2019)

#### 2.1.4 Procedure of Newsela

Newsela may still be unfamiliar for some people in Asia but the education of Amerika is so popular. Therefore, here is a guideline of how to use Newsela properly for a better understanding based on (www.Newsela.com, 2018). The first step is to create own account. This account allows user to log in to Newsela each day to create classes, assign articles and track the students' progress.

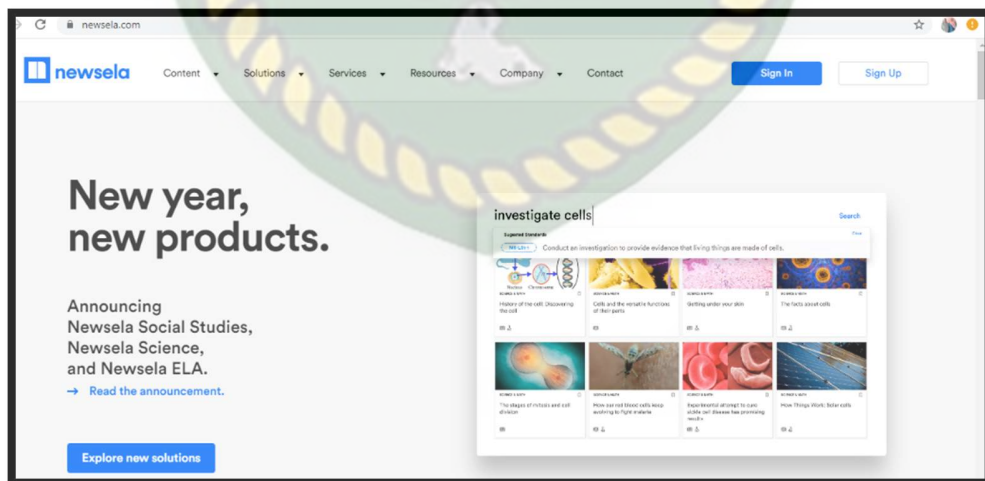
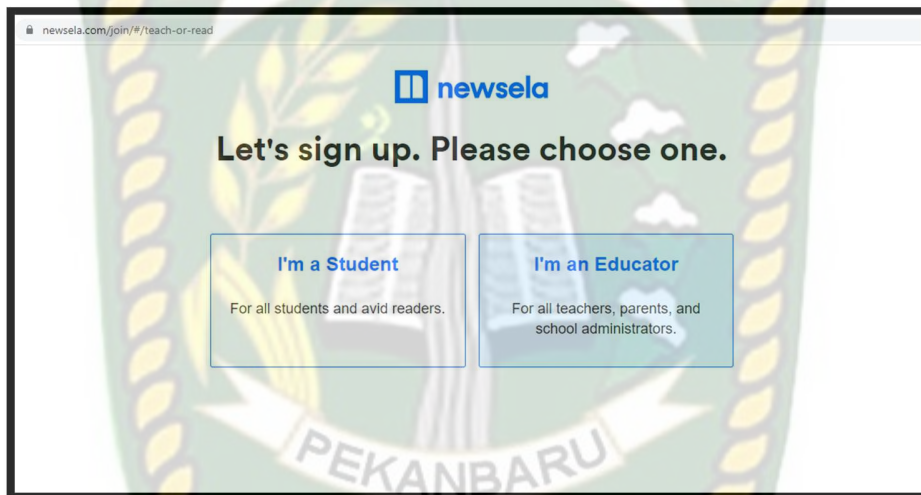


Figure 2.1 Newsela website

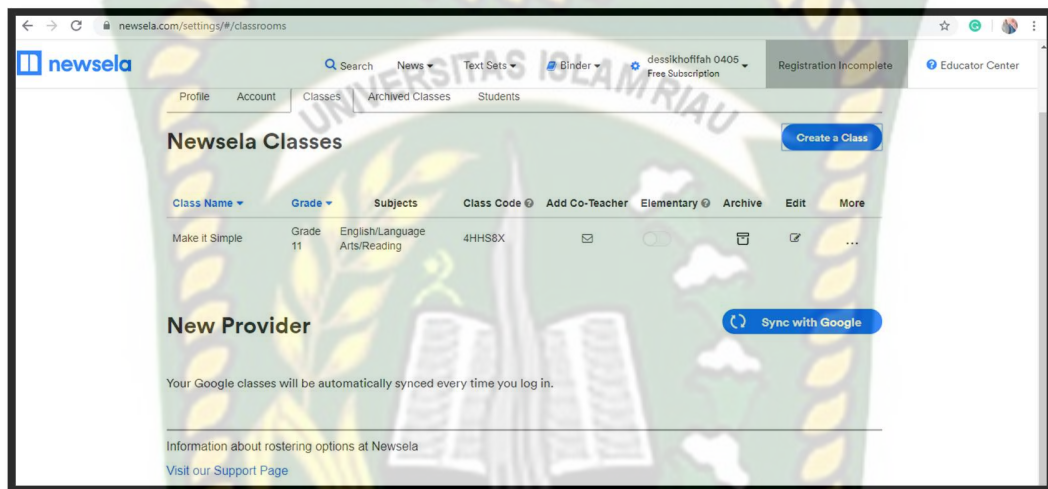
First Step, to register for Newsela Visit [www.newsela.com](http://www.newsela.com). In the top-left corner of the page, click on the Sign In/Register link. And Click on the I am Faculty/Staff icon. Then, Follow the instructions to create your account. Second Step Create classes and add students for each class teachers teach, will create a class in Newsela. This will allow teacher to manage the students, articles and quizzes by class.



**Figure 2.2** sign out as educator/student

If you as a student please click I'm Student at the left and you can login with student email and got the code classes from teacher. And if as a teacher create a class, In the top-left corner of the page, click on your name. The Settings page will appear. And Scroll to the Classes section. In the Enter class name here field, type a class name. From the drop-down menu, choose a grade. Click on the Add Class button.

Newsela will generate a unique class code. To add students, teacher can; Print the Quick Start Guide for Students. In the top-right corner of the guide, write the class code next to Sign-up code. Provide a copy of the guide to each student.

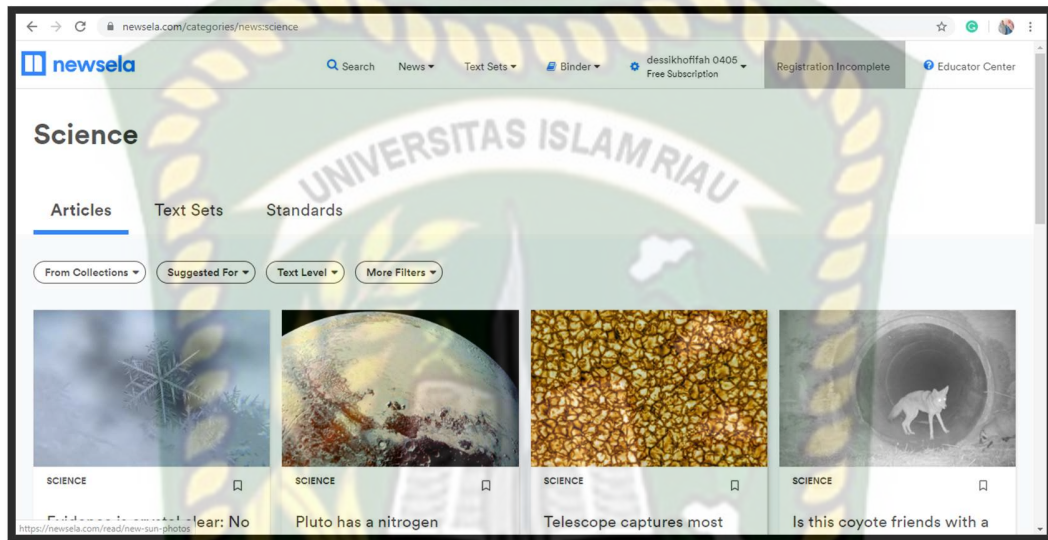


**Figure 2.3** member of classes

Third Step is to Assign articles, each day, review the new articles in Newsela. When you see an article that you think may interest your students, assign the article to your class. Newsela will automatically assign the appropriate reading level based on the grade level of your class. To assign an article to the class Open the article that you want to assign. At the top of the page, there are buttons for each of your classes. Click on the button for the class you want to assign the article to. The button turns blue, to show that the class has been assigned to read this article.

The fourth Step is Show students where to begin Now that you have everything set up, your students can start reading articles and taking quizzes. To show students

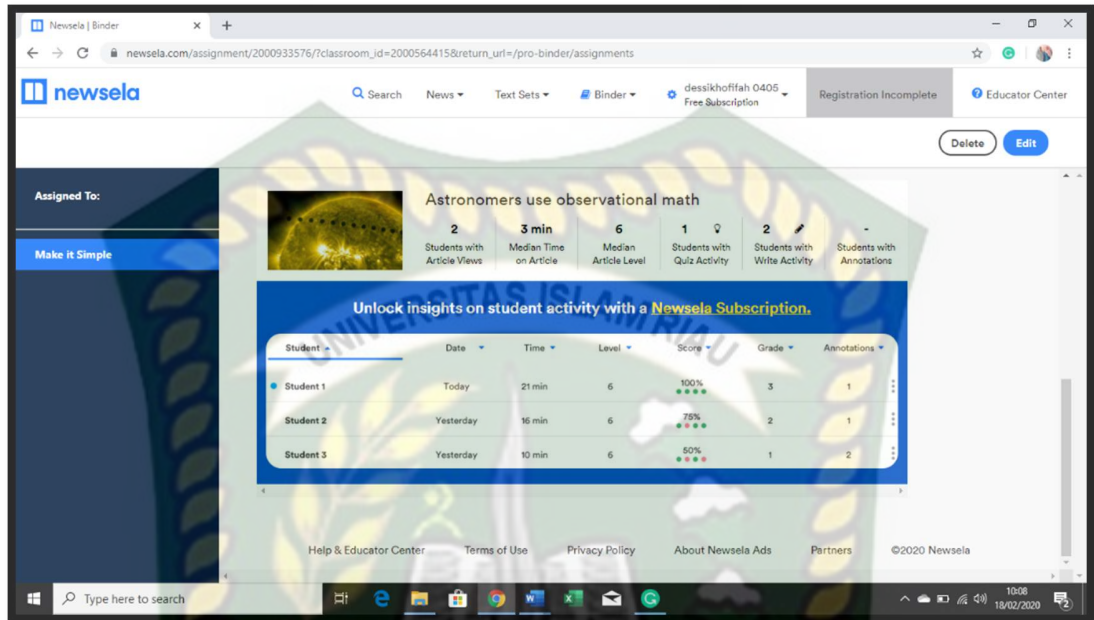
where to begin; instruct your students to do the following: In the sign-in bar (black), click on the Binder link



**Figure 2.4** create a class and add topic

A list will appear, showing all articles assigned for the student's classes. Scroll to the Your Work section to view all assignments for all classes. And Click on an article. If an article has a quiz associated with it, remind students to take the quiz after they've read the article.

The fifth step is Monitor student progress the binder shows an overview of your students' performance on articles you've assigned. You can view the class average score on a quiz, as well as individual scores for each of your students. The binder also shows which students have annotated an article, reminding you to check out what your students have to say.



**Figure 2.5** score of students

To monitor student progress; In the sign-in bar (black), click on the Binder link. Your binder will appear, showing student performance data for each class. Scroll to the assignment for which you want to view quiz scores. Click on the name of the class. The class section expands, showing the full class roster, student progress and quiz scores. Click on the student's name to view his or her specific answers on the quiz.

### 2.1.5 Feature of Newsela Application

Lots of activities we can do with Newsela when the class is operated. First, one can create an announcement. A teacher can give announcements about the information about the material class in this section. A teacher Can assign files and class materials

as well. Secondly, create an assignment. This is the most important feature in Newsela. A teacher can upload assignments for the student.

The student also can download materials that have been uploaded by the teacher to finish their task. Third, create a question. In this section, the student can create a question to be discussed with a teacher or other students if allowed by the teacher. Fourth, re-use posts. Important posts can be used by a teacher in this section, such as announcements, assignments, and questions. Not only collect the task, in Newsela students can read some articles and can easily the teacher to give homework with the article. there are some articles the teacher can give and also have some questions from the writer's article.

## **2.2 Reading**

### **2.2.1 Definition of Reading**

Most people cannot get the term “reading” because it has many definitions. It is possible that one simple definition will not be enough, for those reasons; different people would be described and defined this term in different ways. That’s because of different purposes, different basic knowledge, and different importance of reading itself. In general, people think reading is one of the basic skills in learning a language. One of the major problems in reading instruction skill is the definition of reading itself.



Harmer (1997; 210) said that reading is an activity that uses the eyes and the brain in which the eyes has a function to get the information and to send a message to the brain, and then the brain gets the message from the eyes and manage the message. In addition, Harmer stated that reading is not a passive skill. Reading is an active rule. It involves many skills as guessing, predicting, checking, and asking oneself questions. To do it successfully, we have to understand the words mean, see the pictures the words are painting, understand the arguments and work out if we agree with them.

D. Ray Reutzel (1999; 5) stated in his book that “Reading is a commonplace of teacher education that teachers tend to teach by the methods which were used by the teachers who taught them. In no area of language teaching is this valid than in that of reading. It means, generally reading is a complex process of human’s activity.

Reading can be mean aloud, a complicated skill, which involves understanding the black marks first and then the production of the right noises. Most people, if they are asked to read something aloud, like to have an opportunity to ‘glance over’ what it is they are being asked to read. In the actual process of reading aloud too, they usually find that their eyes are several words if not lines ahead of their tongues. And some readers do not do these things, then the reader just scratches the surface of the text and quickly forget it. Therefore, it can be said that reading includes many aspects of skills and it is a complex process in getting meaning or in understanding the message.

Robert B. Cooter, Jr (2012: 14) stated that as English learner foreign there is taxonomy reading skill in English: student low difficult to identifying word meaning,

drawing conclusions, identifying writer's technique, recognizing the mood of passage, finding answers to question, recognizing script of the language, deducing meaning & use of familiar lexical items. And the higher difficult for Indonesian is to understanding explicit and implicit information, conceptual meaning, the communicative value of sentences, relations within a sentence and between parts of the text, and recognizing discourse indicators and main information.

Based on the opinions given by the experts, the researcher presumes that reading is a complex process of human's activity. As they are reading, they use their eyes and brain to get the meaning of the author's message. In addition, reading is a kind of activities to understand a written language. It is not only how to get the meaning of each word or sentences but the important one is how the reader can get and understand what the author tries to convey through his words. It is a complex process because the readers obviously needed a great number of skills and integrated their skills in getting meaning or in understanding the message.

### **2.2.2 Definition of Reading Comprehension**

Reading is a process that always has a purpose, so it is important for the readers to be aware of what they should do. Reading can also be defined as the process in which readers learn something from what they read and involve it in academic context as a part of education. Comprehension is the process of building a connection between what the reader knows and what he or she doesn't know, between the new and the old.

Comprehension can be defined as the process of constructing meaning from a connected text involving the word knowledge by having such skill, the readers combine their background knowledge with the additional information from a text, draw the meaning of words, and connect it to construct meaning.

Snow (2002: 11) defines reading comprehension as the process of extracting and constructing meaning involving the written language. In line with Snow, Johnson (2008: 110) states reading comprehension as the use of strategies in reading in retrieving information and constructing meaning of texts done by the readers. Strategies that are used by the readers may be different from one another. It depends on the readers' aim in reading comprehension.

Hence, reading comprehension can be defined as the process in which the readers construct meaning from a text being read connected to the background knowledge they have. In addition, this reading comprehension existence has a very important role in the process of reading. It can show whether or not they monitor comprehension through the reading process.

Reading comprehension is essentially defining as the ability to understand the information which has been read. Clarke (2014: 2) states that reading comprehension is situated within the text itself, a developed understanding comes from the interaction between the text and the reader's response to the text. Clarke state that reading is central to teaching and learning and it is vital to consider the circumstance in which the developing students is required to extract and apply meaning derived from text. Reading comprehension skills become more important as children progress through the

educational system.

On Reading For Understanding book we can find that comprehension entail three elements the first The *reader* who is doing the comprehending so as a reader must have a wide range of capacities and abilities. The second element is the *text* that is to be comprehended, the features of text have a large effect on comprehension. Comprehension does not occur by simply extracting meaning from text. During reading, the reader constructs different representations of the text that are important for comprehension. The Third element is *activity* in which comprehension is a part. Reading activity involves one or more purposes, some operations to process the text at hand, and the consequences of performing the activity. Prior to reading, a reader has a purpose, the purpose is influenced by a cluster of motivational variables, including interest and prior knowledge. The initial purposes can change as the reader reads. That is, a reader might encounter information that raises new questions that make the original purpose either incomplete or irrelevant.

However, reading comprehension has focused on the knowledge that the reader brings to the process of understanding. Understanding is important to recognize that reading can be a transformative experience influencing the thinking and learning of the reader. New words, concepts and perspectives can be encountered that challenge and enhance existing knowledge.

It can be said that reading comprehension is the capability to understand or grasp the ideas of one passage. Reading comprehension refers to reading with comprehension. Reading comprehension is a complex process which comprises the

successful or unsuccessful use of many abilities. When we read, we should be able to recall information after wards in reading text, there is process that the readers passed. The process of reading comprehension, the readers will integrate two of kind; that is text-based knowledge with prior knowledge. Reading comprehension also defines as comprehending the written text to get information from the text reading. Reading is the process, and the result of reading is the comprehension. The process of reading has a big influence in the result of reading comprehension.

### **2.2.3 The Principle of Reading Comprehension**

In Harmer's book (2007: 201 - 202) there are 6 principles of reading first; Reading is not a passive skill means that reading is an active activity. Readers need to decode the words first, to relate to the context (e.g. see the pictures), and to create meaning of the text. Moreover, to get the meaning of a text, readers need to relate the context of the text with their background knowledge. If they just translate the passages into their first language with dictionary without relating their existing background knowledge about the text, then the meaning does not make any sense.

The second; Students need to be engaged with what they are reading. Before a teacher asks students to read an English text, she/he should consider the topic of the text. Students of junior high school are interested in different topic compare to the higher level or the lower level. Therefore, the teacher should choose the topic of the text based on their interests and their proficiency level. An interesting topic of a text

will motivate them to read and will engages them in the reading activity and the learning process.

Third; Students should be encouraged to respond to the content of a reading text, not just to the language. Actually, the main purpose of reading is to get information or message of the text itself. Translating the meaning of the text into the readers' first language is an effort to understand the meaning of the text. Therefore, after getting the meaning, teachers must give opportunities to the students to express their feeling and to respond the information of the text.

The Fourth Prediction is a major factor in reading. Prediction is important in reading a text. Meaning of a word in a text sometimes depend on the context of the text rather than meaning that written in a dictionary. To get the meaning, readers need to predict the meaning by looking at the previous sentences or relating it to their knowledge about the text. For example, a big school and a school of fish, the meaning of school in these phrases are different. A big school is a big place where children go to be educated. Meanwhile, a school of fish is a large number of fish. Therefore, prediction is needed in reading.

The Fifth the task much be matched to the topic. In the teaching and learning process, a teacher should match their task with the topic. Setting an interesting activity in reading lesson such as games, puzzle, and song. It will help the students in understanding the reading material well.

And the last is as a good teacher exploit reading texts to the full. Reading activity is not only to comprehend and to get the information in the text but also to use the vocabulary in the text to respond the information as well. Using the vocabulary of the text helps us to improve our vocabulary. Adapting the sentences structure or the choice of words in the texts in our writing will help us in writing a text.

#### **2.2.4 Indicator in Reading Comprehension**

As stated by King and Stanly in Darlis (2004:8) state that reading has five components contained in reading texts, the first indicator is Factual information it is requires readers to scan specific details. The factual information questions are generally prepared for students and those which appear with WH question word. There are many types of questions; reason, purpose, result, time, comparison, etc in which of the answer can be found in the text.

The second indicator is Finding main ideas. Recognition of the main idea of a paragraph is very important because it helps you not only understand the paragraph on the first reading, but also helps you to remember the content later. The main idea of a paragraph is what the paragraph develops. An efficient reader understands not only the ideas but also the relative significance as expressed by the writer. An efficient reader understands not only the ideas but also their relative significance, as expressed by the author, in other words, some of the ideas as super ordinate while another subordinate.

The third is Finding the meaning of vocabulary in context. It means that the reader could develop his or her guessing ability to the word which is not familiar with him or her, by relating the close meaning of unfamiliar words to the text and the topic of the text that is read. The words have nearly equivalent meaning when it has it or nearly the same meaning as another word.

The fourth is Identifying references. In English, as in other language, it would be clumsy and boring to have and repeat the same word or phrase every time you used it. Instead of repeating the same word or phrase several times, after it has been used we can usually refer to it than repeat it. For this purpose, we use reference words. Recognizing reference words and being able to identify the word to which they refer to will help the reader understand the reading passage. Reference words are usually short and very frequently pronoun, such as; it, she, he, they, this, etc.

The last indicator in reading is making inferences. Inference is a skill where the reader has to be able to read between lines. King and Stanley divide into two main attentions, draw logical inferences and make accurate prediction.

Mc Neil (1980:144) also states that to comprehend well, one must have schematic or cognitive patterns that can be filled in with specific content and embedded upon each other. It means that the schema theory in reading comprehension suggests that good readers have a set of scenarios in their head, so that they can relate the information to a single concept, idea or symbol.



Actually, the relating information to the schema is the basis for understanding. Reading comprehension as discussed above indicates that it is a complex process by which a reader tries to reconstruct a message encoded in graphic language by a writer. It is an interaction between reader and author. In conclusion, comprehension will occur if the textual information activates expectation about what is in the text and the interactive process will continue until the reader is satisfied with the match between background knowledge. Comprehension of written text is at the very heart of the reading process. Background knowledge of the reader, the reader's purpose for reading and the text itself all interact to ensure that reading is a meaning getting activity.

#### **2.2.5 Factors in Reading Comprehension**

Clarke (2014:15) states five factors which influence the students' score in reading comprehension. The first factor is language skills: Language skills can be derived into four areas: phonology (the sounds of the words), semantics (the meaning of the words), grammar (the structure of words and sentences) and pragmatics (the social use of language).

The second factor; Understanding the meaning of words Student's understanding of individual word meanings is closely related to their ability to understand connected text. Understanding word meanings is often measured by student's ability to define vocabulary items. The third is working memory: Working memory refers to the ability to hold information in mind while simultaneously performing other attentional demanding activities. Working memory processes may be

important for text comprehension, because reading involves holding information in mind about what just been read while continuing to decode upcoming word and to integrate this new information with what has gone before.

The fourth is Working with text: The ability to draw an inference and thereby link pieces of information together in a text is critical to successful reading comprehension. Students must not only integrate information in a piece of text but they also use their knowledge of words to support understanding. The last factor is Environment influences: Motivation and enjoyment are key influences on the development of reading comprehension skills. Motivation to read can be linked to a number of environmental influences including teaching methods, reading at home and exposure to a range of books. In the factors of reading comprehension, there are some factors that influence in the comprehending of a text.

#### **2.2.6 The Techniques of Reading Comprehension**

The techniques of reading classified by Beatrice S. Milkulecky/ Linda Jefferies (1996: 179) are: skimming scanning, extensive reading and intensive reading.

##### **a) Skimming**

Skimming is used to get general idea or in formation of a passage. According to Maxwell viewed skimming as “the ability to process large quantities of materials very rapidly in order to read for a specific purpose, the location of main idea.” Skimming would be helpful when we want to find out quickly about the writer’s point

of view. We may want to find out what the writer thinks about something. Readers skim to gain a general impression of a book, story, essay, or article and to determine whether to read it more carefully. For example, good readers can read a newspaper headline and the first paragraph or two to determine what the story is about and whether they want to read the article.

b) Scanning

Scanning refers to the ability to locate specific information. For instance, to locate a number in the phone book or file from a list on a computer screen. In addition, scanning is a unique technique for reviewing to make sure that the reader has mastered and understood the relevant supporting details in one paragraph or one text.

c) Extensive Reading

Extensive reading commonly involves the fast reading of large quantities of material or longer readings for common understanding, with the focus generally on the definition of what is being read than on the language. The goal of extensive reading is to improve reading skills by processing a quantity of materials that can be comprehended and pleasurable.

d) Intensive Reading

Intensive reading is means approaching the text under the direction of a teacher or a task which makes the student focus on the text. The aim is to come at an understanding, not only of what the text means but of how the meaning is presented.

### 2.2.7 The Problem of Reading Comprehension

The student's problems of reading based on Jeremy Harmer (1997), he classified the problems of reading into some ideas:

a. Language

Students will be more difficult to understand in reading a text with longer sentences and longer words rather than with the shorter one and they will have great difficulty in understanding the whole text when they face many unfamiliar words which text contains. Then, they will have success in reading if they recognize many vocabularies without consciously thinking about it. It is clear that sentence length and the percentage of unknown words are problems in comprehending the text.

b. Topic and genre

Sometime student maybe feel the topic is not appropriate or they are not familiar with the genre of the text. It caused the student may be reluctant to engage fully with the activity. The lack of schematic knowledge may be a major problem to successful in reading.

c. Comprehension tasks

Comprehension is the major purpose in teaching receptive skills. Sometimes in teaching reading, the teacher gives tasks to be testing for students rather than helping them to understand the text. Just testing them is not appropriate way to build their

comprehension and sometimes tasks or text that given for students are far too easy or far too difficult.

d. Negative expectations

The students predict that they will not understand with the passage because they think that so difficult for them and make them frustration and de-motivating. They have no interest and bored in reading activity.

In addition, Rubin and thompson stated that reading problems for foreign language learners often encounter are:

- a) There are too many unfamiliar words
- b) Read too slowly
- c) The sentences are too long or don't make sense

The researcher sumps up that reading have some problems. The problems are: the readers feel difficult to recognize vocabulary, the readers are unfamiliar with the text, the readers do not have background knowledge to relate with the text, the readers feel unconfident because they judged that reading is difficult.

## 2.3 Explanation Text

### 2.3.1 Definition of Explanation Text

The text in the 2013 curriculum is not interpreted as a form of written language. The text is a complete expression of the human mind in which there are situations and contexts). At the eleventh grade, student will be learnt about explanation. In case explanation similarity with procedure text. Text will give the detail description on something, phenomena, goods, product case or problem (Siti Masitha:2014). Explanation text contains the process or activity of an event. Blake Education (2006: 50) when the writer starts writing explanations, the writer first sets the phenomenon then explains why or how the phenomenon occurred. Explanations are written to explain how something works or occurs. The process of the events is explained sequentially and with the time related information (Istiqomah. 2016).

The researcher concludes that explanation text is a text used to explain the process of a phenomenon, events or action. It is also used to share the fact of knowledge and understanding. Explanation genre requires students to demonstrate knowledge and understanding, and to answer questions, and additionally expect students to explain how something works or function. The explanations themselves are intended to demonstrate current shared knowledge and understanding. And the researcher think that explanation text is the text how the way to explain or summarize the article of text. Generic structure of explanation text is general statement and explanation.

### 2.3.2 Component of Explanation Text

Explanation text has language characteristic state below; a. Use of general nouns, that is, an object (be it alive or dead) of a general nature. b. Use of relating verbs to describe features, the grammar is also called linking verb. As to be (is, am, are: present), seem, look, taste, etc. c. Some use of action verbs when describing behavior. d. Some use timeless present tense to indicate usualness, is one time in the simple present markers such as “often, usually, always” and others. e. Use of technical terms. f. Use of paragraphs with topic sentences to organize bundles of information; repeated naming of the topic as the beginning focus on the clause.

Language feature is something that related to the text. In report text there are some of language feature, beginning from use general noun to describe object, use relating verb to describe features, action verbs to describe behavior, use technical terms, and use paragraph topic sentences to organize the information. Example of explanation text:

#### A. Generic Structure Analysis

General statement; stating the phenomenon which daylight in summer is longer than in winter. Explanation; it is the tilt of the earth that determines the amount of daylight not the distance of the earth from the sun.



**Figure 2.6** Example of Explanation Text

B. Language Feature Analysis

Focusing generic participant; daylight. Using chronological connection; then, so, but. Using passive voice; you would be forgiven. Using present tense; the earth is actually closer to the sun.

### 2.3.3 Purpose of Explanation Text

The explanation text tells how or why something occurs. It looks at the steps rather than things. The purpose of an explanation is to tell each step of the process (the how) and to give reasons (the why). Mark Anderson (1997:82) state the



purpose of explanation text is to explain the processes involved in the formation and working of natural or socio-cultural phenomena. Kathy Anderson (1997: 81) state that explanation text tells processes related to forming of natural, social, scientific, and cultural phenomena. Furthermore, they say that the explanation text type is often used to tell how and why thing (phenomena) occurs in nature. Some examples of explanations are: How something occurs, why something happened, why things are a like or different, how to solve a problem, etc.

The explanatory text aims to explain how and why something in the world happens. This is about actions not about things. Explanation provides a valuable role in building and storing our knowledge. Technical and scientific writings are often expressed in the form of explanatory texts. Kosasih further (2014: 191), stated an important thing that needed to get the main attention in compiling explanatory texts is that explanatory texts are texts that explain a phenomenon, whether it is related to nature, culture and social. The development can be patterned chronologically or causality.

## 2.4 Hypothesis

There is significant effect of using Newsela application in teaching reading explanation text. **Ho= Null Hypothesis means** There is no significant effect using Newsela application in teaching reading on explanation text of eleventh grade students

at SMAN 2 Tambang. The second hypothesis is **H<sub>a</sub> = Alternative Hypothesis** means There is positive significant effect using Newsela application in teaching reading on explanation text of eleventh grade students at SMAN 2 Tambang.

## 2.5 Conceptual Framework

The concept of using Newsela application toward students' reading comprehension have been explored in the previous discussion. A conceptual framework derived from those concepts above will be presented as follows.

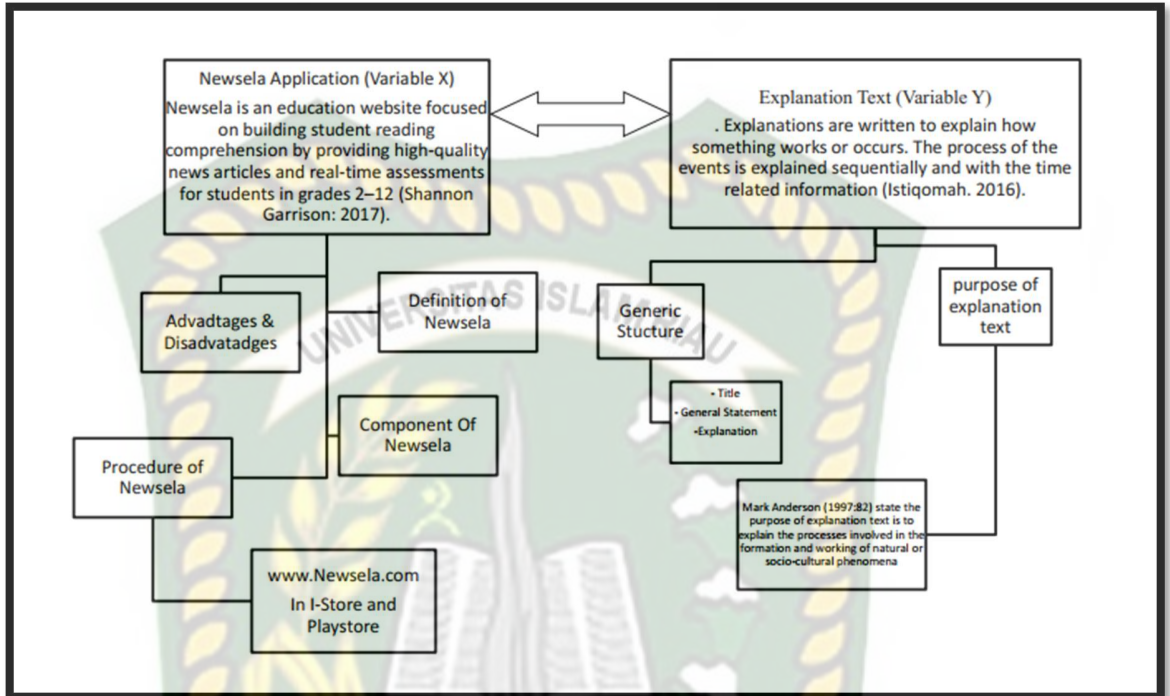
Most people cannot get the term "reading" because it has many definitions. It is possible that one simple definition will not be enough, for those reasons; different people would be described and defined this term in different ways. In a school case, Reading is one of the important things to get any information, reading is an essential skill because the students face written text in their textbooks almost every day.

In fact, the students' faces difficulties in learning process, especially in learning English. The difficulties caused by a monotonously technique, and the higher of Minimum Mastery Criterion (KKM) which is used in the learning process. It is a serious problem because the difficulties influence other teaching and learning components. The students are not able to comprehend a passage well so that they cannot grab information of the passage comprehensively. And based on UNESCO

research Indonesia in the second lower rank in this world about reading habitual. There should be a solution to solve this problem

From the previous theoretical review, the researcher had discussed a term of Newsela Application. There were several advantages of the use of the Newsela Application in the learning process. When used Newsela Teacher can control students' reading habitual, students can analysis of Explanation text from the article and can get the score of students have been get. Newsela Application of reading a written text is one of effective ways to comprehend the text.

Therefore, used Newsela is a good application to solve the problems identified by the researcher in the class XI Science I and XI Science II SMAN 2 Tambang. This application is considered appropriate with the condition of the students there. It can make the students feel comfortable with the learning activities and achieve the aims of the reading skills. The following is a schema of the conceptual framework of this research.



**Figure 2.7** Conceptual Framework

## CHAPTER III

### RESEARCH METHOD

#### 3.1 Research Design

The increase in the amount of the knowledge that learning needs because of the out-of-date knowledge made it necessary to change the perspectives of learning and learning environments. Reading on the screen is becoming a must because of the rapidly developing information technologies; because, the texts are transferred to the computer pages and they are published through computers. The readers should read on the screen in order to access the new information. Learning through screen reading method made it possible to design and develop learning environments that take the differences among the individuals into account and that could be modified according to the personal needs of the users.

The lower rank from UNESCO and some problem that researcher found, the researcher wants applied experiment using Newsela toward students' reading comprehension on explanation text of second grade at SMAN 2 Tambang. In this research used quantitative approach was design is Experimental research. Experimental is a test an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable (Crewell 2014:86). In addition, an experiment is the quantitative approach that provides the greatest degree of control over the research procedures. In this research, the researcher used true-experimental design, which the sample taken by using cluster sampling technique.

There were two variable independent variable (variable X) and dependent variable (variable Y). This research intended to identify cause effect between both variables. In this case Newsela Application used as independent variable to know whether it influence dependent variable or not and student reading comprehension skill as the dependent variable. The design of this research was using pre-test and post-test control group design, where the experimental class gives treatment by using Newsela and the control class was not. This research conducted within 3 meetings.

**Table 3.1** Research Design

Control Class	Pre-Test	No treatment	Post-test
Experimental Class	Pre- Test	Treatment	Post-Test

### 3.2 Location and Time of The Research

This research conducted in SMAN 2 Tambang. It is located in Jalan Bupati kecamatan Tambang Kabupaten Kampar. The research started in 27<sup>th</sup> july until 26<sup>th</sup> august 2020.

**Table 3.2** Time of Research

No	Meeting	Activity
1	Pre-test/ 27 July 2020	The researcher introduce and give students pre-test and give information about Newsela
2	Treatment I/ 29 july 2020	Researcher make sure the students understand about newsela and describe about making paper from woodchip as explanation text.
3	Treatment II / 5 august 2020	The researcher explain about How is kite as explanation text. And give the quizzes for student.

4	Treatment III/ 12 august 2020	The researcher explain about Acid Rain as explanation text. And give the quizzes for student
5	Treatment IV/ 19 august 2020	The researcher explain about Digestion as explanation text.
6	Post-Test/ 26 august 2020	The students will answer the explanation question consist 20 multiple choice.

### 3.3 Population and Sample of Research

#### 3.3.1 Population of Research

Population refers to all subject of the research as Sugiyono (2015:297) population is defined as a generalization region consisting of subject or object that have certain qualities and characteristics set by the researcher to be studied and then drawn conclusion. Suryani and Henriyadi (2015:190) population is a group of people, events or object, which have certain characteristics and be the object of research.

The population of this research were the second-year student of SMAN 2 Tambang. The population of this research consisted of four classes within science and social class. The subjects of this study the science eleventh-grade students of SMAN 2 Tambang in academic year of 2019/2020. This study conducted in the second semester. And the sample in this research use 2 classes.

**Table 3.3** Population of Research

No	Classes	Population	No	Classes	Population
1	XI Science 1	35	6	XI Social 1	32
2	XI Science 2	35	7	XI Social 2	32

3	XI Science 3	36	8	XI Social 3	31
4	XI Science 4	36	9	XI Social 4	31
5	XI Science 5	34	10	XI Social 5	30
				Total	332

### 3.3.2 Sample of Research

SMAN 2 Tambang has 332 students it was big population and made researcher choose to apply cluster random sampling. Cluster random selection in procedure where entire group and not individual are randomly selected (Ladico, Spaulding & Voegtle 2006:145). The participants of the research were the students of XI Science 1 and 2 class of SMAN 2 Tambang. There were 36 students in XI Science 1 class. They were 13 males and 23 females. And XI Science 2 class were 36 students. They were 14 male and 22 females.

### 3.4 Instrument of Research

According to Fraenkel and Wallen (2009: 261) explain experimental study is an effect of at least one independent variable on one or more dependent variables. The independent variable is also frequently referred to as the experimental or treatment. The dependent variable refers to the results or outcomes of the study. The researcher gives pre-test and post-test to students, both pre-test and post-test are given by the same material and specific goals, but given in different time. In this test students use



smartphone as a technology which is Newsela application to help student reading comprehension. In this research, there were two variables as follows:

#### **3.4.1 Independent Variable (Newsela Application)**

Independent variable is variable that influence another variable. According to Sugiyono (2015: 61) the independent variable is the variable that influences or is the cause of the change or the emergence of the dependent variable. For some researcher Independent variable more familiar called variable X. In this research the independent variable is Newsela application. Newsela is a website that acts as a digital platform for non-fiction articles from a category of genres. And this application has a quiz and the teacher can control the reading comprehension of the student.

#### **3.4.2 Dependent Variable (Explanation Text on Reading)**

Dependent Variable is variable that affected by existence or treatment of independent variables. The dependent variable that is affected or which is due to the existence of an independent variable, (Sugiyono:2015: 61). For some researcher dependent variable more familiar called variable Y. In this research the dependent variable is Student reading comprehension on explanation text. Explanation text is the text how the way to explain or summarize the article of text.

### 3.5 Data Collection of Technique

In this research, the procedure collecting data was divided in two phrases. There were some procedures of the research, it the steps:

1. Experimental Class Procedures:

- a) Meeting I :  
Teacher gave the pre-test to ensure students' reading comprehension before giving treatment after got the pre-test the researcher will explain about newsela and student must be download the application in their phone or click the website.
- b) Meeting II : After students understand how to using newsela, teacher begin explain about teaching explanation text and how to use Newsela application in teaching classroom. The first steps, teacher selected the text to the students. Teacher gives some example to make student more understand. And the end of meeting student will got the quizzes.
- c) Meeting III : Give the reward for students who get higher score in quizzes last meeting, the student will be more understand about Newsela application. If student confused teacher will explain. And teacher will give direction to understanding a text already upload in newsela. And students answer the questions. And the end of meeting student will got the quizzes
- d) Meeting IV : Give the reward for students who get higher score in quizzes last meeting, the teacher will control the progress of students' reading

comprehension use Newsela application and give direction to understanding a text already upload in newsela. And students answer the questions And the end of meeting student will got the quizzes

- e) Meeting V : Give the reward for students who get higher score in quizzes last meeting The teacher will give student direction to understanding a text already upload in newsela. And students answer the questions And the end of meeting student will got the quizzes
- f) Meeting VI: the researcher will give the task as post-test

## 2. Control Class Procedure

- a) Meeting I :  
Teacher gave the pre-test to ensure students' reading comprehension before giving treatment.
- b) Meeting II : Teacher introduce Newsela to the students. Teacher begin explain about teaching explanation text and how to use Newsela application in teaching classroom. The first steps, teacher selected the text to the students. Teacher gives some example to make sure student understand.
- c) Meeting III : The teacher will the researcher will give the task as post-test.

### 3.6 Data Analysis Technique

To analyze the data, statistical analysis was used after presenting the class by using Newsela. In order to know if the result was statistically significant, the data analyzed by using pretest and posttest.

- a. Pre-test was the beginning of the treatment. The purpose is to find out the students' prior knowledge before treatment done, and the score of this Pre-test will be a data of the research.
- b. Treatment given for the students after the pre- test taken. The treatment is learning reading explanation text by using Newsela application. Treatment will give for experimental class and will be have 4 meeting.
- c. Post-test was conducted after all of treatment done, and the score will be compared to the Pre-test score. The post-test will be administered in the last meetings of instruction. Post-test will be given after treatment. The reading test consists of 20 questions by using Newsela application. Every question will be given score 5 if correct. Therefore, the total score if the students can answer the

**Table 3.4** the Calcification of Student's Score

Score	Categories
80 -100	Excellent
67 – 79	Good
56 – 65	Enough
40 – 55	Less
30 – 39	Fail

(Adopted from Arikunto 2009:223)

### 3.6.1 Test

The test in this research, the researcher used is a multiple choice to do the test. Multiple-choice item can be used to measure both simple knowledge and complex

concepts. In this test, students must to choose the best answer from some answers. Since multiple-choice questions can be answered quickly, researcher can assess students' mastery of many topics on an hour exam. In this test, the researcher give 20 questions to students and the researcher ask students to answer on Google form and newsela. There were two kinds of test that given to the students, are pretest and posttest.

**Table 3.5** Blue Print of Pre Test

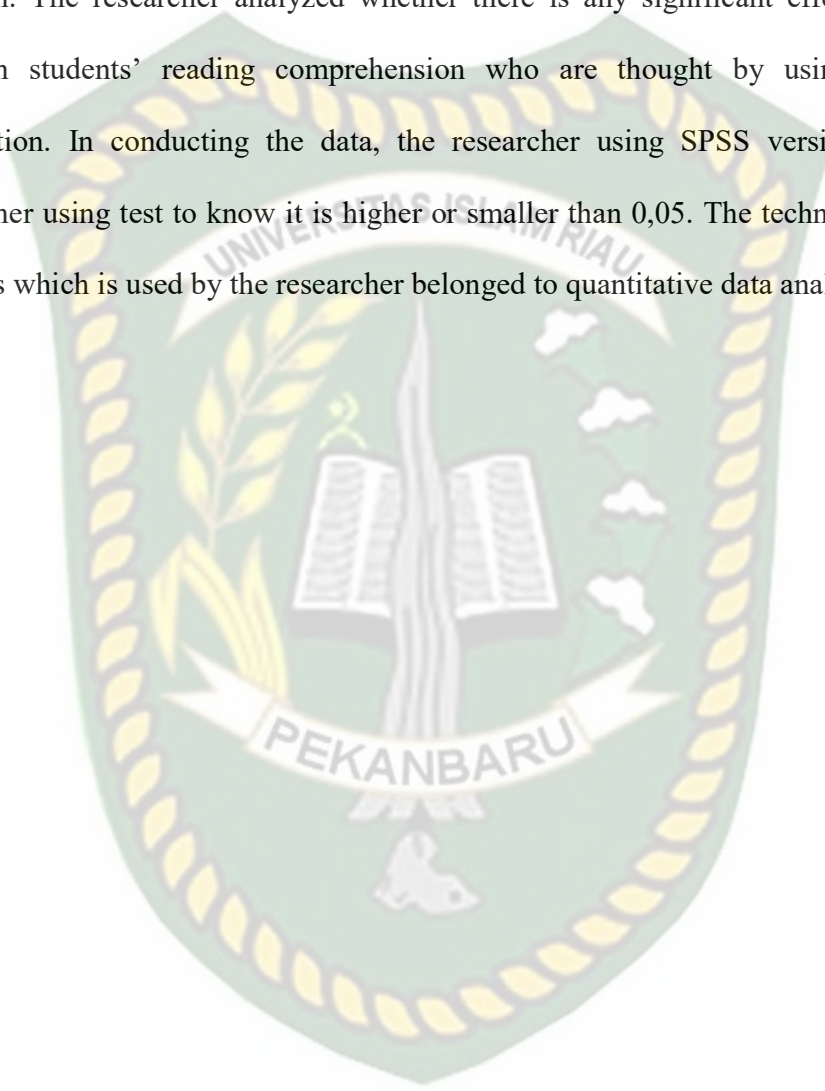
No	Type	Topic	Indicator	Item
1	Theoretical	Acid Rain	Finding Factual Information	1
			Finding Main Idea	2
			Vocabulary in context	3
			Identifying Reference	4
			Making Inference	5
2	Factorial and consequential	Making Paper from Woodchip	Finding Factual Information	7
			Finding Main Idea	8
			Vocabulary in context	9
			Identifying Reference	10
			Making Inference	6
3	Casual	Biodiesel	Finding Factual Information	11
			Finding Main Idea	12
			Vocabulary in context	13
			Identifying Reference	14
			Making Inference	15
4	Sequential	Recycling	Finding Factual Information	16, 18
			Vocabulary in context	17
				19

			Identifying Reference Making Inference	20
--	--	--	--	----

**Table 3.6** Blue Print of Post Test

No	Type	Topic	Indicator	Item
1	Theoretical	How cell phone work	Finding Factual Information	1
			Finding Main Idea	2
			Vocabulary in context	3
			Identifying Reference	4
			Making Inference	5
2	Factorial and consequential	The sense of Taste	Finding Factual Information	7
			Finding Main Idea	8
			Vocabulary in context	9
			Identifying Reference	10
			Making Inference	6
3	Casual	How Is A Kite Flying?	Finding Factual Information	11
			Finding Main Idea	12
			Vocabulary in context	13
			Identifying Reference	14
			Making Inference	15
4	Sequential	Digestion	Finding Factual Information	16, 18
			Vocabulary in context	17
			Identifying Reference	19
			Making Inference	20

Data analyzing is a process of analyzing the acquired from the result of the research. The researcher analyzed whether there is any significant effect different between students' reading comprehension who are thought by using Newsela application. In conducting the data, the researcher using SPSS version 24. The researcher using test to know it is higher or smaller than 0,05. The technique of data analysis which is used by the researcher belonged to quantitative data analysis.



## CHAPTER IV

### RESEARCH FINDING

This chapter was purposed to present the data of students' reading comprehension by using Newsela application to know the significant effect toward students' reading comprehension by using Newsela application. The data was obtained from students' pre test and post test scores in the experimental research. Pre-test and post-test used explanation text which contained some indicators of reading comprehension. The test was used to find out the effect of using Newsela application for reading comprehension.

When conducting this research in pandemic era, the students were given two kinds of online test there is pre-test and post-test and also treatment online using some application e.g.: what's up for communication, Newsela application for treatment the student. Pre-test was given in the first step and also in the first meeting, treatment was given in second meeting until fifth meeting, and the last meeting is given the post test that was aimed to know there is any significant effect of using Newsela application toward students' reading comprehension.

Based on the result of the scores from pre-test and post-test, it would be comparison between scores before using Newsela application and after using Newsela application. The about finding the data could impossibility in the following information.



#### 4.1 Data Presentation

The data was obtained from score of pre-test and post-test. The eleventh science grade students of SMAN 2 Tambang were asked to answer 20 questions of Explanation text in multiple choice. The answer would determine their reading comprehension.

##### 4.1.1 Data Presentation in Pre Test

Pre-test was conducted in the first step of the first meeting. It would be evaluate their prior knowledge in reading especially reading comprehension.

**Table 4.1** Students Score in Pre-Test

No	Number of Students	Aspect of Reading Comprehension					Total Score	Level of Students Score
		FFI	FMI	FVIC	IR	MR		
1	1	3	1	2	3	2	55	Less
2	2	3	1	3	3	3	65	Enough
3	3	2	1	2	4	3	60	Enough
4	4	1	2	1	2	2	40	Less
5	5	3	1	2	1	3	50	Less
6	6	3	2	0	3	2	50	Less
7	7	1	2	3	2	4	60	Enough
8	8	2	1	2	1	3	45	Less
9	9	2	2	3	2	2	55	Less
10	10	2	2	1	2	1	40	Less
11	11	2	3	1	2	2	50	Less

12	12	2	1	3	3	2	55	Less
13	13	3	2	3	0	2	50	Less
14	14	4	1	2	1	2	50	Less
15	15	2	3	2	3	3	65	Enough
16	16	3	0	3	2	2	50	Less
17	17	1	3	4	2	2	60	Enough
18	18	3	1	2	3	2	55	Less
19	19	3	1	3	4	2	60	Enough
20	20	3	2	1	3	2	55	Less
21	21	2	3	2	1	3	55	Less
22	22	1	3	1	4	3	60	Enough
23	23	2	1	3	2	1	45	Less
24	24	3	2	2	3	2	60	Enough
25	25	3	2	3	3	3	70	Good
26	26	2	3	1	2	3	55	Enough
27	27	3	2	3	2	1	55	Enough
28	28	3	4	2	1	2	60	Enough
29	29	3	2	3	1	2	55	Less
30	30	2	3	1	2	3	55	Less
31	31	2	3	1	3	1	50	Less
32	32	3	2	3	1	2	55	Less
33	33	2	3	1	3	1	50	Less
34	34	1	3	2	1	3	50	Enough
35	35	3	2	3	2	2	60	Enough

36	36	3	1	2	1	3	50	Less
	Total	86	71	76	74	80	1.960	
	Average	2,39	1,97	2,11	2,05	2,22	54,4	Less

Table 4.1 showed the score of student's when pre-test was 54, 4. It can be said that the students' reading comprehension was less and can be seen twenty one students got less score, fourteen students got enough score and only one students who got good score. It would be serious problem.

#### 4.1.2 Data Presentation in Progressing

**Table 4.2** Students Score in Progressing

No	Number of Students	Aspect of Reading Comprehension					Total Score	Level of Students Score
		FFI	FMI	FVIC	IR	MR		
1	1	3	2	2	3	3	65	Enough
2	2	3	2	3	3	4	70	Good
3	3	3	2	2	4	3	70	Good
4	4	2	3	2	2	3	60	Enough
5	5	3	2	2	2	3	60	Enough
6	6	3	2	2	3	3	65	Enough
7	7	2	3	3	2	4	70	Good
8	8	2	2	2	2	3	55	Less
9	9	3	2	3	3	2	65	Enough

10	10	2	3	2	2	2	55	Less
11	11	3	3	2	2	3	65	Enough
12	12	2	2	3	3	3	65	Enough
13	13	3	2	2	3	2	60	Enough
14	14	4	2	2	2	3	65	Enough
15	15	3	3	2	3	3	70	Good
16	16	3	2	3	2	2	60	Enough
17	17	2	3	4	2	3	70	Good
18	18	3	2	2	3	3	65	Enough
19	19	3	2	3	4	3	75	Good
20	20	3	3	2	3	3	70	Good
21	21	4	3	2	2	3	70	Good
22	22	2	3	2	4	3	75	Good
23	23	3	2	3	2	2	60	Enough
24	24	3	3	3	3	3	75	Good
25	25	3	2	4	3	3	75	Good
26	26	3	3	3	2	3	70	Good
27	27	4	3	3	3	2	75	Good
28	28	3	4	3	2	2	70	Good
29	29	3	2	3	2	3	65	Enough
30	30	3	3	2	3	3	70	Good
31	31	3	3	2	3	2	65	Enough
32	32	3	3	3	2	2	65	Enough
33	33	3	3	2	3	2	65	Enough

34	34	3	2	3	3	2	65	Enough
35	35	4	3	3	2	2	70	Good
36	36	3	3	2	2	3	65	Enough
	Total	105	92	90	93	98	2.605	
	Average	2,91	2,56	2,5	2,58	2,72	72,36	Good

Table 4.2 showed the score of student's when during treatment was 72, 36. It can be said that the score of students' reading comprehension was got increase from 54, 4 to 72, 36. From 36 students only two students got less score and can be seen that eighteen students got enough score and sixteen students who got good score. It would be said that Newsela application can be give effect for students' reading comprehension.

#### 4.1.3 Data Presentation in Post Test

After pre-test was given to students and treatment were carried out to assist students for their reading comprehension, post-test was the last steps of this research. The students' score of post-test could be seen in following information.

**Table 4.3** Students Score in Post Test

No	Number of Students	Aspect of Reading Comprehension					Total Score	Level of Students Score
		FFI	FMI	FVIC	IR	MR		
1	1	4	3	3	3	4	85	Excellent

2	2	3	4	3	3	4	85	Excellent
3	3	4	3	2	4	3	80	Excellent
4	4	3	4	3	3	4	85	Excellent
5	5	4	3	2	3	3	75	Good
6	6	3	3	3	3	4	80	Excellent
7	7	3	3	3	3	4	80	Excellent
8	8	3	3	3	3	3	75	Good
9	9	3	3	3	3	3	75	Good
10	10	2	3	2	3	3	65	Enough
11	11	3	3	4	3	3	80	Excellent
12	12	4	3	3	3	3	80	Excellent
13	13	4	3	3	3	2	75	Good
14	14	4	3	2	3	3	75	Good
15	15	3	4	3	3	3	80	Excellent
16	16	3	3	3	3	3	75	Good
17	17	3	3	4	4	3	85	Excellent
18	18	3	3	4	3	4	85	Excellent
19	19	3	3	3	4	4	85	Excellent
20	20	3	4	3	3	4	85	Excellent
21	21	4	3	3	3	3	80	Excellent
22	22	3	3	3	4	3	80	Excellent
23	23	4	3	3	3	3	80	Excellent
24	24	3	4	3	3	4	85	Excellent
25	25	3	2	4	3	3	75	Good

26	26	3	3	4	3	4	85	Excellent
27	27	4	3	3	4	3	85	Excellent
28	28	4	4	3	3	3	85	Excellent
29	29	3	2	3	2	3	65	Enough
30	30	3	3	4	3	4	85	Excellent
31	31	3	3	2	3	2	65	Enough
32	32	3	4	3	2	4	80	Excellent
33	33	3	4	3	3	3	80	Excellent
34	34	3	3	3	3	3	75	Good
35	35	4	3	3	3	2	75	Good
36	36	3	3	3	4	3	80	Excellent
	Total	119	112	114	116	117	2.875	
	Average	3,30	3,11	3,167	3,22	3,25	79,86	Good

Table 4.3 showed the score of student's post-test was 79, 86. It can be said that the students' reading comprehension was good and can be showed nine students got good score, and twenty five students got excellent score and only two students who got enough score. It means that score in post-test better than pre-test.

**Table 4.4** Increasing of Each Indicators

No	Indicators	Pre Test	Post test	Increasing
1	Finding Factual Information	2,38	3,30	0,92
2	Finding Main Idea	1,97	3,11	1,14

3	Finding Vocabulary in Context	2,11	3,16	1,05
4	Identifying Reference	2,05	3,23	1,18
5	Making Reference	2,22	3,25	1,03

Table 4.4 showed that increasing average of students' score between pre-test and post-test in reading comprehension based on the indicators; Finding Factual Information, Finding Main Idea, Finding Vocabulary in Context, Identifying Reference, and Making Reference. In pre-test score, it could be seen that the average score of finding factual information was only 2,38, finding main idea was 1,97, finding vocabulary in context was 2,11, identifying reference was 2,05, and making reference was 2,22. This result showed their prior knowledge in reading comprehension. This result was achieved before they got the treatments.

After the students getting treatment by using Newsela application, in post-test, the students' score increased. It made the percentage of each indicators of reading comprehension higher than pre-test. According to the data, seen finding factual information was 3,30, finding main idea was 3,11, finding vocabulary in context was 3,16, identifying reference was 3,22, and making reference was 3,25. It means that students got improvement after learning by using Newsela application.



## 4.2 Hypothesis Testing

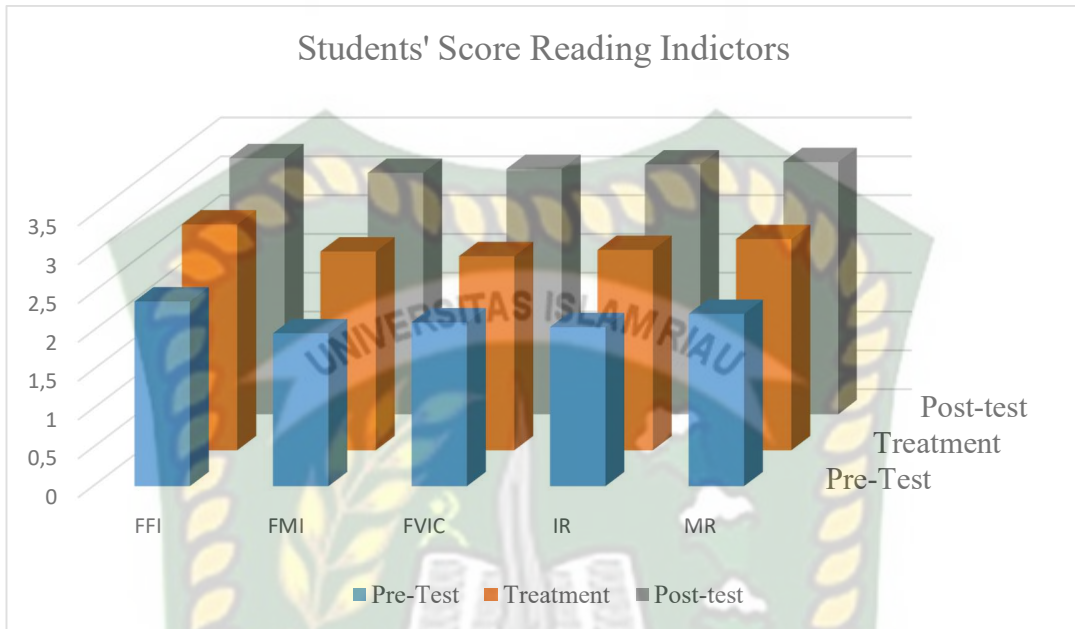
Based on the calculation of the data presentation, it was known any increasing score from pre-test, treatment test and post-test. The score of students' test could be seen in following information.

**Table 4.5** Students' Scores in Average Level

No	Test	Average	Level
1	Pre Test	54,4	Less
2	Progressing	72,36	Good
3	Post Test	79,86	Good

Table 4.5 showed the increasing average of students' score between pre-test and post-test. In pre-test, it could be seen that finding score was only 54,4, with less level. This result showed their prior knowledge in reading comprehension and this result was obtained before they got treatments. Furthermore in post-test, there is any increasing, the students' score was 79,86 as the highest score test. It made the students got improvement after they learning by using Newsela application.

From the diagram 1 below, it showed the improvement of students' reading comprehension according to the reading indicators. Then, it can be said that there was an increased from students' score before using Newsela and after using Newsela application in their reading activity in English section.



**Diagram 1.**the Increasing of Pre Test and Post Test

**Table 4.6** Paired Samples Statistics

		Paired Samples Statistics			
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre- Test	55.0000	36	6.09449	1.01575
	Post- Test	80.0000	36	4.62910	.77152

Paired sample test is the one of part parametric test, Paired Samples Statistics gives univariate descriptive statistics (mean, sample size, standard deviation, and standard error) for each variable entered. On table 4.6 Notice that the sample size here is 36; mean at pre-test is 55 and at post-test 80. From this table can see that during the pre-test the stress level students was higher. However, this result cannot conclude directly from descriptive statistics, because it could be that the mean difference is only

due to the sampling error, therefore we must look at the t-test analysis significance test bellow.

**Table 4.7 Paired Samples t Correlations**

		N	Correlation	Sig.
Pair 1	Pre- Test & Post-Test	36	.253	.136

The table of Paired sample T test correlations showed that the correlation score between pre-test and post-test is 0,253 and the sig 0,136 > 0,05 it's mean that there is a significant positive correlation between measurements at pre-test and post-test. This shows the alignment of the pre-test and post-test data.

**Table 4.8 Paired Samples t Test**

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Pre-Test - Post-Test	-25,0000	6,65475	1,10913	-27,25164	-22,74836	-22,540	35	,000

From table 4.8 It can be concluded that there is a significant difference in stress levels between the pre-test and the post-test ( $t = -22,540$   $p < 0.01$ ). The mean shows the difference between the mean pre-test and post-test. From the results of the analysis, the mean is -25, so because the value is positive, the value of variable1 (pre-test) is higher

than variable 2 (post-test), or in other words, when the pre-test, the stress level is higher than during the post-test. It also showed that one sample test score to find out which hypothesis can be accepted and rejected based on the sig. tailed score. It could be seen the finding score of sig. (2 tailed) = 0,00.

This research there is two hypothesis, Ho (Null Hypothesis) means there is no significant effect by using Newsela application toward students' reading comprehension on Explanation text of second grade at SMAN 2 Tambang, and Ha (Alternative Hypothesis) mean there is any significant effect by using Newsela application toward students' reading comprehension on explanation text of second grade at SMAN 2 Tambang.

If sig. (2 – tailed) score  $< 0,05$  null hypothesis will be rejected and alternative hypothesis will be accepted. Then, if sig. (2 – tailed) score  $> 0, 05$  means alternative hypothesis will be rejected and null hypothesis will be accepted. From table 4.8, it showed sig. (2 – tailed) = 0, 00. It made the null hypothesis is rejected and alternative hypothesis is accepted. So from the table above, can concluded that there is any significant effect in students' reading comprehension by using Newsela Application in teaching-learning process.

### **4.3 Data Interpretation**

The data showed that, the total score of pre-test was 1960 with average score was 54, 4. Furthermore. After giving some treatments, the total score of students

progressing was 2.605 and average was 72, 36. Until the end of meeting the students were given post-test and total score was 2.875 with average was 79, 86. The increasing between pre-test and post-test was 25, 46. This evidence will refer to the increasing toward students' reading comprehension after used Newsela application for their teaching learning process in English class.

#### **4.3.1 Finding Factual Information, Finding Main Idea, Finding Vocabulary in Context, Identifying Reference, and Making Reference in Pre-Test**

When during the pre-test from 36 students, indicators of reading comprehension gets a different score. The highest score is finding factual information 86 point and the average 2,38 while the other indicators making reference 80 point and average 2, 22, finding vocabulary in context was score 76 with average 2, 11, identifying reference score was 74 with average 2, 11, and the lowest score is finding main idea 71 point with average 1,97.

#### **4.3.2 Finding Factual Information, Finding Main Idea, Finding Vocabulary in Context, Identifying Reference, and Making Reference in Progressing**

In treatment the researchers give some test for students, there is any increasing of each indicators. Finding factual information got a high score than others, was 105 with average 2, 91. The other indicators are making reference was 98 with average 2,72, Identifying reference was 93 with average 2, 72, finding main idea was 92 point with average 2, 56 and the lowest point is finding vocabulary in context making

inference was 55 with average 2,8, finding vocabulary in context was 90 with average 2, 50.

#### **4.3.3 Finding Factual Information, Finding Main Idea, Finding Vocabulary in Context, Identifying Reference, and Making Reference in Post Test**

After the students got the treatment, the researcher did the post-test and in the post test, the most highest is still finding factual information was 119 point with average 3, 30, while the other indicators making reference was 117 point with average 3, 25, identifying reference score was 116 with average 3, 22, finding vocabulary in context was score 114 with average 3, 16, and the last finding main idea was score 112 with average 3, 11.

#### **4.4 The Procedure of the Research**

In this part, it was explained about teaching and learning process by using Newsela application in pandemic era schools are closed by the government related the virus that happening, researcher cannot conduct research directly, therefore researcher conduct online learning by using what's app group class for communication and Newsela application for material section. It explained the researcher's online activities during conduct the data from the first meeting until sixth meeting. It was described as a follow:

##### **4.4.1 Meeting I**

The first meeting was conducted in July, 27<sup>th</sup> 2020. In this meeting, before giving a pre-test the researcher was introduce to students video call via what's app

group. After introducing, the researcher were given the pre-test to students. The pre-test consist of 20 questions about explanation text in multiple choice on the Google document. Then, taking a pre-test, the researcher introduced to the students about Newsela application and how to use and make the schedule about English time.

#### **4.4.2 Meeting II**

The second meeting was the first treatment. The first treatment was in august, 29<sup>th</sup> 2020. In early minutes, the researcher checking attendance list to know the students name and who do not join the online class, and also give the motivation about the material to students via Google document. In this meeting, the students joined online class in Newsela application by used class code and the researcher explained to the students about the material that they are going to learn in that day, and the material was explanation text with the title Making Paper from Woodchip.

In whilst teaching, the researcher explained to students about explanation text such as generic structures, language features and the purpose of the text. And students have to made summary and send to researcher by Newsela application and learned about the new vocabulary and read the text to know how pronounced. After students understand about the text, the researcher gave students questions in Newsela application. In the end meeting, the researcher gave a conclusion about the lesson in that day and close the online class.

#### 4.4.3 Meeting III

The third meeting was the second treatment. The second treatment was conducted in August, 5<sup>th</sup>2020. Therefore new normal but SMAN 2 Tambang still used online class, researcher conducted online learning by using WhatsApp group class for checking attendance list to know the students who do not come in second section, and also gave the motivation about the material to students. In this meeting, the students were asked to open the Newsela application to open the material for that day. The material about explanation text was how is kite?

It was not different with the previous meeting, On Newsela application, there were any questions that should be read and answered by students if the students confused about the question they can ask the researcher. In the end meeting, the researcher gave a conclusion about the lesson in that day give the home-quiz and will submit on 3 day after close the online class.

#### 4.4.4 Meeting IV

The fourth meeting was the third treatment that was conducted in August, 12<sup>th</sup>2020. In early minutes, the researcher checked attendance list to know the students who do not join in the online class by use Google document, and also gave the motivation about the material to students. Then, the researcher will announce who's got higher score in home quiz last week and send the reward for student number 5. In this meeting, the material about explanation text was Acid Rain. The students were still used Newsela application to open the text.



The researcher explained to them what they had to do in that day based on the text. It was not different with the previous meeting, on Newsela application, there were any questions that should be read and answered by students if the students confused about the question they can asked the researcher. In the end meeting, the researcher gave a conclusion about the lesson in that day give the home-quiz and will submit on 2 day after close the online class and give student direction for searching another explanation text and the next meeting will be discuss together.

#### **4.4.5 Meeting V**

The fifth meeting was the fourth treatment that was conducted in August, 19<sup>th</sup>2020. .In early minutes, the researcher checking attendance list to know the students who do not join in the online class via Google document, and also gave the motivation about the material to students. Then, the researcher will announced who's got higher score in home quiz last week and send the reward for student number 18. After announced the winner the researcher will submit text from students.

In this meeting, the material about explanation text was Digestion. The students were still used Newsela application to open the text. The researcher explained to them what they had to do in that day based on the story. It was not different with the previous meeting, on Newsela application, there were any questions that should be read and answered by students if the students confused about the question they can asked the researcher.

After students understand about Digestion, the researcher give students text and student's analysis the text and give reward for best analysis. In the end meeting, the researcher gave a conclusion about the lesson in that day give the home-quiz and will submit on 6 day after close the online class.

#### **4.4.6 Meeting VI**

The sixth meeting was the last meeting for the researcher to get data. The last meeting was conducted in August, 22<sup>th</sup> 2020. In this meeting, the researcher gave the post-test to students and the test consists 20 questions about explanation text in multiple choice on the pdf and the student will send via what's app document. They were given 60 minutes to answer the questions. The resolve of post-test was to see the significant effect toward students' reading comprehension. After giving the post-test, the researcher say thank you to students because giving the researcher time and opportunity to conduct the data in their class.

#### **4.5 Challenges and Advantages by Using Newsela Application during Pandemic Corona Virus (COVID-19)**

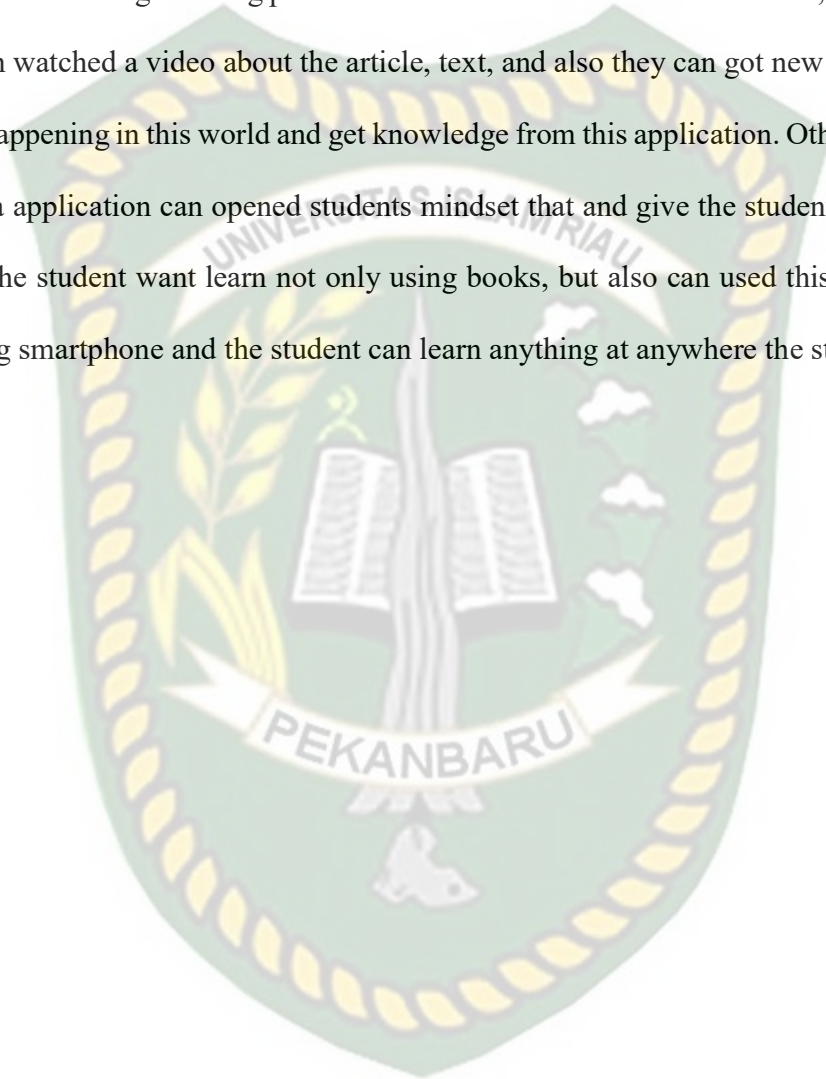
In March 2020 until august 2020 our earth attacked corona virus and nobody knows when this pandemic will gone from our earth. Based on the rules by government (ministry, president, and WHO) in pandemic situation, schools were closed to minimize virus feast in school environment. One of the ways carried out by the government in education world so the learning process keep it running, then the

solution teaching learning via any online media to support online class. Especially when conducted the data for this thesis, the researcher keep continue did the research and keep using this application when teaching learning by using online class.

When researcher collecting the data in new normal life from pandemic covid-19, the researcher used Newsela application for material section and what's app for communication with the students. Newsela application gave challenges and advantages in teaching learning process especially in English section when during research. When conducted the research by using Newsela application, the researcher got challenges when applied this application. In face to face video call via what's app, when the researcher explained them about Newsela application, some of students are less interested for using this application, because they have any application must download to support another subject. Newsela application can access in website then, the students can access using website.

When during the research by using online class, in second meeting some students are not focus on the material in that day, it is took time so long to students to read, understand and evaluate the text so they need more time to submit the task. Besides that, the researcher got pre-test data in control class, but it is different with post test data, because the data of post-test got during using online class, so there is a possibility that students are helped by other parties in doing their task.

However, Newsela application also has advantages online class. Students are satisfied in teaching-learning process because beside can read the material, the students also can watched a video about the article, text, and also they can got new information about happening in this world and get knowledge from this application. Other than that, newsela application can opened students mindset that and give the student motivation that if the student want learn not only using books, but also can used this application by using smartphone and the student can learn anything at anywhere the student need.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 Conclusion

Based on theoretical, method and research finding reading by using Newsela application can help students to improve their reading comprehension. Students can read the text as well as students skill in comprehend students ability. It also can increase their ability to understand overall the text. By using Newsela application, students can read the material that teacher already make and the students can open this application wherever the sudents need. It also encourages teachers to integrate technology and education in their teaching-learning process.

In pandemic era teacher must be master using technology to support teaching-learning online process and this application can be help teacher as a supporting media, because by using this application, the teacher can create text based on the material at syllabus and newsela application can got the new information about our earth.

Moreover, the result of experiment showed the improvement of students' reading comprehension after getting treatment by using Newsela. It can conclude that newsela application can be one of innovation for a media to support teaching learning process. Then, the students become more interest and active in teaching and learning process and big hope for teacher and student in Indonesia can got the update information and to increase the rank of UNESCO research in the next years.

## 5.2 Suggestion

Related the conclusion , the researcher has some the suggestion can be given for some people will be read this thesis as follows:

The researcher hope that teachers at SMAN 2 Tambang should continue the learning process by using Newsela application. And the students should keep read the article, text by using Newsela Application since it will ease them to access the text which related with the material. The students can use Newsela application to getting more knowledge and information to increase understanding to comprehend the text and to increase UNESCO rank about reading habitual of students in Indonesia. The researcher also expected that this thesis will give a significant contribution the next researcher who will be interested in carrying out the research as similar topic of discussion. The researcher hopes that newsela application can get further researcher in order to promote Newsela application in teaching and learning process. It includes all English subject skill at school.

## REFERENCES

- Anderson, M., & Kathy, A. (1998). *Text Type in English 3*. South Yarra: Macmillan Education Australia PTY Ltd.
- Anderson, N. (2018). *The Impact of Newsela on Disciplinary content area Literacy to Improve Vocabulary Instruction*. Hamline University: Saint Paul. Minnesota.
- Armbruster, L., & Osborn, et al. (2003). *Put Reading First: The Research Building Blocks for Teaching Children to Read 3rd Edition*. Nation Institute for Literacy at AD pubs.
- Aroba, M., et al. (2017). *The Right Tool for The Job: Improving Reading and Writing In The Classroom*. Fardham University: America.
- Boardman, A., et al. (2007). *Teaching Reading Comprehension to Students with Learning Difficulties*. New York: The Guilford Press.
- Brown, H. D. (2002). *Language Assessment Principle and classroom practices*. Sanfrancisco: Sanfrancisco State University Press.
- Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (4th ed)*. Lincoln: Sage.
- Crystal, D. (2003). *Language and Internet*. Cambridge University. New York.
- Devewianka, B. (1995). *Exploring How Texts Work*. Australia: Primary English Teaching Association.
- Ebba, O. (2017). *Blended Learning State of the Nation*. International Council for Open and Distance Education – ICDE: Norway.
- Geoffery, B., et al. (1999). *Teaching English as Foreign Language Second Edition*. Routledge & Kegan Paul Ltd: New York.
- Geoffery, R., & Roberst. (1999). *Learning to Teach Read*. Paul Chapman Publishing: London.
- Harmer, J. (2001). *The Practice of English Language Teaching*. London: Longman.
- Harmer, J. (2007). *How to Teach English*. Harlow. Pearson Education Limited: London

- Istiqomah. (2016). *The Development of Learning Material: Explanation Text Based on Multimodal by Using Sway App in 11th grade of SMAN 1 Batu*. International Journal Education and Research
- Lodico, M. G., et al. (2006). *Method in Educational Research: From Theory to Practice*. San Francisco: Jossey-Bass.
- Masitha, S. I. (2014). *An Analysis On Text Types of Reading Texts in National Examination*. Malang: UIN Maulana Malik Ibrahim.
- Mersand, S. (2016). Newsela. Tech & Learning, 36(7), 25. <https://www.teachlearning.com/resources/newsela>.
- Milkulecky, B. S. (1996). *More Reading Power*. Longman: United State.
- Mickulecky, S. B. (2008). *Teaching Reading in a Second Language*. Person Education.
- Moreillon, J. (2007). *Collaborative Strategies for Teaching Reading Comprehension*. Chicago: American Library Association.
- Nation, I. P. (2009). *Teaching ESL/EFL Reading and Writing*. New York: Routledge.
- Nurhayati, D. A. W., & Fitriana, M. W. (2018). *Effectiveness of Summarizing in Teaching Reading Comprehension for Efl Students*. Institute Agama Islam Negeri Tulungagung, East Java Indonesia. IJOLTL, Vol. 3, No. 1, January 2018.
- Robert B. C. J. (2012). *Teaching Children to Read the Teacher Makes Difference Six Edition*. Pearson. Baston.
- Reutzel R. (2012) *Teaching Children to Read the Teacher Makes Difference Six Edition*. Pearson. Baston.
- Safitri, R. A. (2019). *The Effectiveness of Using Clustering Technique Towards Students' Ability in Writing Explanation Text at the Eleventh Grade of MA Darul Hikmah Tawang Tulungagung*. Tulungagug. IAIN Tulungagung.
- Sugiyono. (2015). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta.
- Sulistyaningsih, A. (2017). *Improving The Students' Writing Skill in Explanation Text by Using Guided Discovery Learning Method and Teacher's Corrective*



*Feedback (A Car Of The Eleventh Grade Students Of Smkn 2 Salatiga In The Academic Year Of 2016/2017)*. Salatiga. IAIN Salatiga.

Suryani & Henriyadi. (2015) *Metode Riset fan Kuantitatif Teori dan Aplikasi Pada Bidang Manajemen dan Ekonomi Islam*. Jakarta: Kencana

Warner, W., & Jones, J. (2011). The wonder of words: Using technology to support vocabulary instruction. *Agricultural Education Magazine*. 83(6), 7-9.

[www.newsela.com](http://www.newsela.com)

[www.meriamwebter.com](http://www.meriamwebter.com)

