



INNOVATIVE: Journal Of Social Science Research

Volume 3 Nomor 5 Tahun 2023 Page 3887-3898

E-ISSN 2807-4238 and P-ISSN 2807-4246

Website: <https://j-innovative.org/index.php/Innovative>

Improving English Language Testing Using Babbel Application On The fourth Semester Students' At Universitas Bhinneka PGRI

Ika Rakhmawati^{1✉}, Yulia Nugrahimi²

Universitas Bhinneka PGRI

Email: ikarakhmawati696@yahoo.co.id[✉]

Abstrak

Penelitian ini bertujuan untuk meningkatkan Tes Bahasa mahasiswa semester IV Universitas Bhinneka PGRI dengan menggunakan Aplikasi Babble, maka desain penelitian ini adalah penelitian tindakan kelas dengan model siklus. Penelitian tindakan adalah jenis penyelidikan refleksi diri kolektif yang dilakukan oleh partisipan dalam situasi sosial untuk meningkatkan rasionalitas dan keadilan praktik sosial atau pendidikan mereka sendiri, serta pemahaman mereka tentang praktik tersebut dan situasi di mana praktik tersebut dilakukan (Carr dan Kemmis 1988: 5-6 dalam Smith, 2007). Berdasarkan hasil Tes Siklus I diketahui bahwa 21 siswa (84%) mampu mencapai nilai ketuntasan, sedangkan 4 siswa (14%) tidak mampu.

Kata Kunci: *Peningkatan, Pengujian Bahasa, Penerapan Babble*

Abstract

Since this research is intended to improve students' Language Testing in the fourth semester of Universitas Bhinneka PGRI using the Babble Application, the design of this research is a classroom action research with a cycle model. Action research is a type of collective self-reflective inquiry carried out by participants in social situations to improve the rationality and justice of their own social or educational practices, as well as their understanding of those practices and the situations in which they are carried out (Carr and Kemmis 1988: 5-6 in Smith, 2007). According to the results of Test Cycle I, it was discovered that 21 students (84%) were able to achieve a passing grade, whereas 4 students (14%) were unable to do so.

Key Words: *Improving, Language Testing, Babble Application*

INTRODUCTION

English is particularly significant in technological and scientific achievements in Indonesia; tools such as computers and the internet use English. In the meantime, many textbooks, periodicals, and magazines are published in English. English is also utilized for international trade and business communication. As a result, students who want to use them must be fluent in English.

However, issues arise when pupils from various environments, cultures, and backgrounds meet and talk in different languages. When they need to interact and collaborate, they run into a problem: they don't understand each other. As a result, they must learn a language so that they can communicate with one another. In this instance, individuals must be fluent in an international language.

Literacy is much more than being able to read a menu, fill in a simple form, or recall details from fiction or nonfiction text. It is about making connections with the text. Students who have mastered thoughtful literacy can do more than merely regurgitate the text: they can read, write, listen, speak, view, and represent in complex ways. Teachers whose focus is thoughtful literacy will invariably help their students to be critically literate: to question the attitudes, values, and beliefs that lie beneath the surface of written, spoken, and visual texts. Their students become aware that all texts are created from a certain perspective or bias and examine each text to see how it positions them as they read, listen, or view.

In other words, learning English means that they are capable of creating texts. Reading is good thing in life because it is a factor of great importance in the individual development and the most important activity in school. It is needed in every level of field of study. Particularly in cases when students have to read English materials for their own special subject. Reading is really crucial our knowledge is usually broadened and informed by reading activities, and the activity of reading can be found in the internet, book, etc.

Based on the statement above the writer decides to make a research with the title "Improving English Language Testing Using Babbel Application On The fourth Semester Students' At Universitas Bhinneka PGRI " The problem of the research is formulated as follows : "How can Babbel Application improve the students' Language testing at the fourth Semester Students' At Universitas Bhinneka PGRI". In relation to the research problem, the objective of the study is to improve the students' Language testing at the fourth Semester At Universitas Bhinneka PGRI through Babble Application. Practical significant : for the students, the English teacher, and the future researchers. For the students it is expected to assist them to improve their Language testing. So they never get difficulty to study English in the higher level. For the English lecturer the finding of the research offers the new

technique to the teachers in teaching Language Testing . For Future researchers the finding of this research can be used for the next research as a reference.

RESEARCH METHOD

This study employs a classroom action research design. It is intended to increase students' reading comprehension through the use of the Babble Application. The research is carried out in cycles according to the technique described by Kemmis and McTaggart (see Nunan, 1989), which includes planning, implementing, observing, and reflecting. Figure 3.1 depicts a possible action procedure. Following the phases of defining the problem and its characteristics, the procedure was carried out. During the planning stage, preparations are made for the processes for carrying out the practice (lesson plan), media and the practice schedule, success criteria, and observation devices. The entire technique for carrying out the practice is implemented during the implementation stage. The stage of observation.

The design of this research is a classroom action research with cycle model since this research is planned to improve the students' reading comprehension at the second semester of Universitas Bhinneka PGRI using Babble Application. Action research is a form of collective self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices, as well as their understanding of those practices and the situations in which the practices are carried out (Carr and Kemmis 1988: 5-6 in Smith, 2007).

Action Research can be defined as a combination of the terms "action" and "research." Action research puts ideas into practice for the purpose of self-improvement and increasing knowledge about curriculum, teaching, and learning. The ultimate result is improvement in what happens in the classroom and school (Kemmis & McTaggart, 1982). The function of an action research is basically as a tool for improving the quality and efficiency of the application of educational activity.

Applying the principle of an action research design, this study involves the spiral of planning, acting, observing and reflecting. The actions will be continued to the next cycle if the result is not achieved the standard score based on the criteria of success. However, if in the first cycle the target can be fulfilled, it will not be necessary to continue the action. The researcher takes the model of an action research proposed by Kemmis and Targert in which each cycle consists of four steps. Those four main steps are preceded by preliminary study. Waters – Adams (2004) states, " For a start, you will probably not start with planning; there may be much monitoring and observation of existing practice (reconnaissance) before you are ready to plan and implement a change". The spirals of action can be seen below;

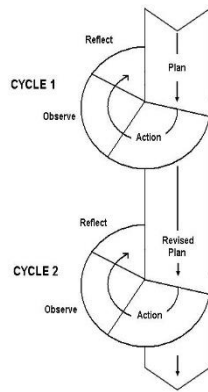


Figure 3.1 Action Research Procedure (adapted from MacIsaac, 1995 (in O'Brien, 1998))

The spirals of the action starts after the problems have been found and defined in preliminary study. The second step is making a plan of the action based on the findings in preliminary study. The next step is implementing the action based on the planning and preparation which has been made before. The observation is done during the action. To apply this step, the researcher needs collaborator to help him. Based on the observation, the researcher makes reflection to improve the action in the next cycle based on the reflection he has made. Hopefully, the students will get a significance improvement than the previous cycle.

This study is conducted at the second semester of students English Department in the academic year of 2022/2023. Located at jalan Mayor Sujadi Timur no 7 Tulungagung. There are 25 students in the class. In this session, the researcher describes preliminary study, planning, implementing, observing, reflecting and data analysis. Planning consist of preparation of the strategy, preparation of the lesson design, research instruments and criteria of success. Preliminary study is done to prove and find the real problems in reading comprehension. It has been done before the researcher starts the action research.

In this step, the researcher will conduct the test to measure the students' reading comprehension about main idea . The researcher will check to what extent the students were familiar with the topics that would be presented in action research and will observe the previous students' score of reading comprehension.

Criteria of Success

The criteria are set up in order to judge whether the implementation of the action is effective or not (Mc Niff, at.al. 1996:93). Thus, the criteria are used to see whether the implementation of game in teaching the vocabulary mastery succeed or failed in order to decide whether another cycle of the action is needed or not. There are criteria used in this research to measure the success of the action:

- a. On the first cycle 80% student must be has score more than 80, if they are not get more

than 80 so we have to go on cycle 2.

- b. All of 80% students reached the reading test score above 80 (minimum mastery learning score) in 0-100 scale
- c. The students are actively involved during the teaching and learning process.

The criteria are identified and analyzed based on the result from the preliminary study.

Implementing

The implementing stage is planning. It can be done by the teacher, the researcher, or the collaborator. In this research, the teacher acts as the observer, and the researcher as practitioner conducting the action in the class. The action should be in line with the planning that has been made before.

Cycle I will be conducted in two meetings. They are:

1. First Meeting

In the first meeting, the researcher as instructor explains reading about main idea. She explains about Babble Application and prepares tools of Babble Application. She guides the students how to practice this method. The students practice this method. She writes score of the students. She gives a feed back to the students and closes the teaching learning process.

2. Second Meeting

In the second meeting, the researcher focuses to get score by evaluation. In the beginning of meeting, the researcher reviews about Babble Application. The students continue to practice this method. The researcher writes score of the players. Then, she gives evaluation about main idea. The researcher gives a feed back to the students and closes the teaching learning process.

Observing

Observing is very important to do. The researcher uses instruments of the research. They are: (1) Observation guide in learning process. It is used to know whether the action is in line with the planning that has been made before. (2) test. It is used to measure the students' achievement in reading item. The test consist of multiple choice and fill in the blank. (3) Field notes. It is used to know the class situation and the students' participation during the teaching and learning process.

Reflecting

After analyzing the action, the researcher will do the reflection activity. In this step, the researcher compares the test score with criteria of success. If a class has passed the test less than 80 %, she makes reflection from the previous cycle to decide and plan the next cycle. She tries to prepare the second cycle to reach the criteria of success. The researcher will stop the action if the class passes the criteria of success. Following this activity, the researcher asks the students to fill the form of questionnaire to get information from the students after implementing Babble Application.

Data Analysis

Data analysis is an important aspect in action research. Data analysis is the process of looking at and summarizing data with the intent to extract useful information and develop conclusions (Wikipedia, 2008).

The researcher uses statistical analysis method to analyze the data. She uses Guttman Scale to analyze questionnaire's answers. "Yes" answer scored 1 and "No" answer scored 0 (Riduwan, 2005:17). She analyzes in every item. She finds the percentage of score by using the formula as follows:

$$\%S = \frac{1 \times Y}{1 \times N} \times 100\%$$

$\% S$ = percentage of score

Y = number of students who answer "Yes"

N = total of students

Then she compares the percentage with the criteria of interpretation score. It is shown as follows:

0% - 20% is very weak

21% - 40% is weak

41% - 60% is average

61% - 80% is strong

81% - 100% is very strong

To analyze the result of test, the researcher uses the formula of the percentage of success. The formula is:

$$\% X = \frac{X_1}{N} \times 100\% \quad (\text{Agustina, 1999:32})$$

$\% X$ = percentage of success

X_1 = number of students who passed the test

N = total of the students

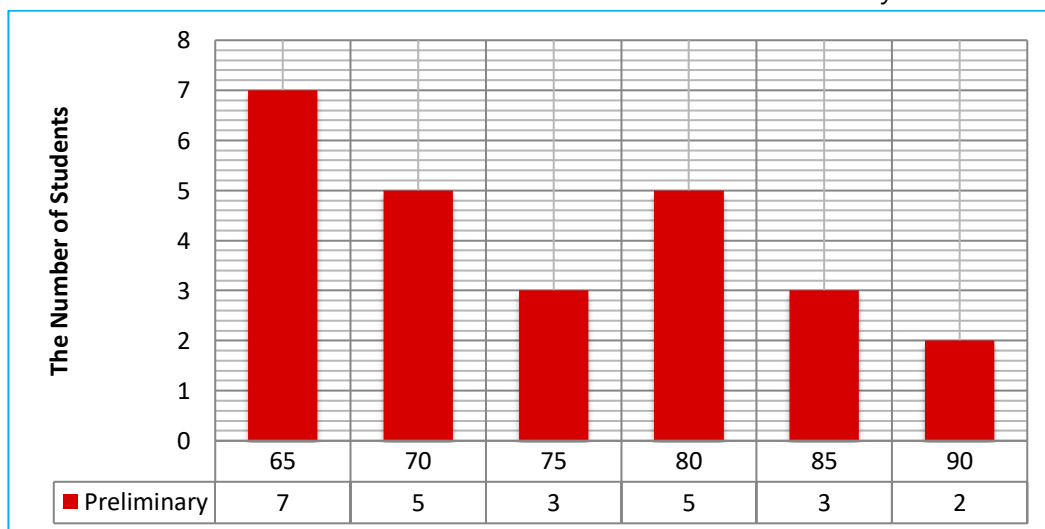
The Research Findings

The preliminary study was done before the researcher began the action research that was during the teaching and learning process to get the real condition about the students' problem in reading comprehension. In this preliminary study, the researcher observed the teaching and learning process and interview and giving questionnaire to collect the data. Based on the interview to the researcher, the students got some problems in learning reading comprehension. Most of the students said that learning reading comprehension was difficult. They were difficult to understanding the main idea and find it . The English became the most difficult subject. In addition, the researcher giving questionnaire to the students to get some information, the researcher concluded that the students felt bored in teaching and learning process. They had not motivation in learning reading comprehension. Most of them had negative response in learning reading comprehension. As the result, they had low motivation and the class became bored.

After getting qualitative data above, the researcher got the quantitative data through preliminary test. It was done on June 3th, 2023. In doing preliminary test, some students got difficulties to do test. In a great measure of the students were not pass the test. It was shown in the students' score on preliminary test, which presents in the graphic 5.1 below:

Graphic 5.1

The Result of Students' Score in Preliminary Test



Percentage of Passed (x1) = 38 %

Percentage of Failed (x2) = 62%

Based on the table, it was found that students' mean score of preliminary test was 73 and the students who could reach the criteria of success were 10 students (38%) and 15 students (62%) were failed.

The Implementation of the Action in Cycle I was carried out by the researcher with

the help from his collaborator who acted as an observer in teaching and learning activities. The cycle was accomplished in two meetings. Before doing the action, the researcher designed the lesson plan. It was used by the researcher to guide the students to implement the strategy. The plan on the first meeting was planning a lesson design, the teaching media, the materials students' worksheet, the observation sheet, and the questionnaire. The researcher also made some instruments to record the process during the action done and get data in cycle I. The researcher chose the theme and arranged the time. The theme was about "main idea", which this theme is commonly given and easy to learn. This section presented the description of activities during the researcher in each meeting. There were two meetings conducted in cycle I including first meeting for teaching and learning process and second meeting to give a test. According to the plan in cycle I, the researcher as the researcher implemented the teaching learning process in reading comprehension.

The first meeting was done on July 11, 2023. There were some activities in the first meeting. The first meeting of cycle I in teaching learning process was divided into two phases, namely, main activity and post activity. In the main activity, the researcher explained about main idea. Then the researcher explained the students about Babble Application. It contained the rules and implementation of the method. After explaining the material, the researcher asked the students to get pair-work with their friends. After the students got their pairs, the researcher gave some instruction about implementation about Babble Application. Then the researcher asked the students whether they were ready or not to practice this game. After students were ready, the researcher started the method. The researcher gave some question and then students answered the question. After finishing the practice the method, the researcher and students discussed the students' work together. Then the researcher decided the winner and the loser. In the post activity, the researcher checked the students' understanding about material of the topic. The researcher asked the difficulties about the material. After that, the researcher concluded the material that had explained. Finally, the researcher closed the teaching and learning process in first meeting.

The second meeting of cycle I was done on July 18, 2022. In this meeting was focused in giving a test to the students. In the beginning of meeting, the researcher opened the lesson by greeting and checking the students' attendance list. No one was absent that day. And then the researcher reviewed the last material. Finally, the researcher gave assessment (Test Cycle I), the students submitted their work to the researcher. After that, the researcher checked students' understanding about material and asked about difficulties of material. Then the researcher concluded material in this meeting. And then the researcher closed the class.

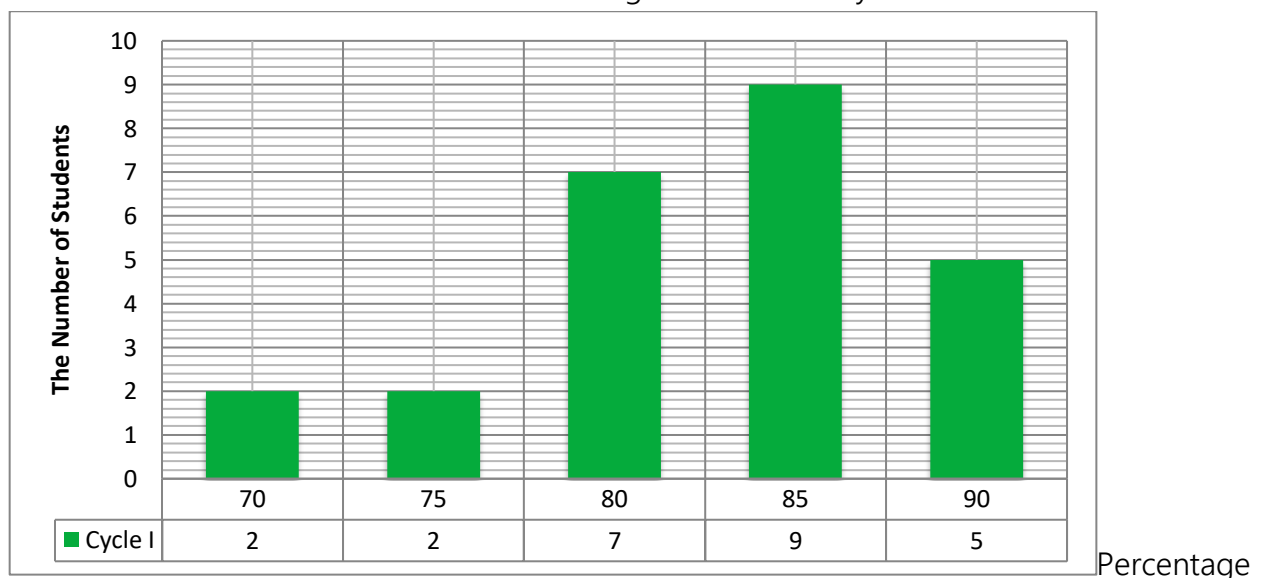
According to the result of Test Cycle I was done in cycle I, it was found that he students who could reach the passing grade were 21 students (84%) and 4 students (16%) were failed. The criteria of success which had been determined was 80% of the students and the standard value was 80. So, the action in cycle 1 was successful.

The Result of Students' Test in Cycle I

The test was conducted at the second meeting in cycle I on July 11 2023. Test was done to measure the students' reading comprehension after the action of teaching and learning reading by using Babble Application. Here, the researcher gave 20 questions in multiple choices form. The test could be seen on the appendix 3. The time allocated to conduct this test was 60 minutes. The result of the the test on cycle I was compared with the criteria of success. The result of the students' test in cycle I is presented in graphic 5.2 below:

Graphic 5.2

The Students' Reading Test Score in Cycle I



of Passed (x1) = 84%

Percentage of Failed (x2) = 16%

According to the result of Test Cycle I was done in cycle I, it was found that students who could reach the passing grade were 22 students (84%) and 4 students (16%) were failed. So the action in cycle I was successful.

The reflection was done after analyzing the results of the observation and the reading test in cycle I. The reflection evaluated the researcher and the students' activities based on observation sheet.

Based on the observation sheet, the activities of the students and the researcher were

success. The aim of the study was achieved. The researcher and the observer also made some note. The note was as follow:

1. The students had enthusiasm and active in practicing using Babble Application.
2. The students look fun and enjoy with this method.
3. The students can easy to understanding the material.
4. Only a little of students did not active in teaching and learning process.

Based on the reading test, the researcher compare the result of test on cycle I to the criteria of success. There was 85% of the students who passed the reading test. It means that the test was successful. It can be concluded that the students' reading comprehension has improved and the result of test could reach the criteria of success. So, the cycle stopped.

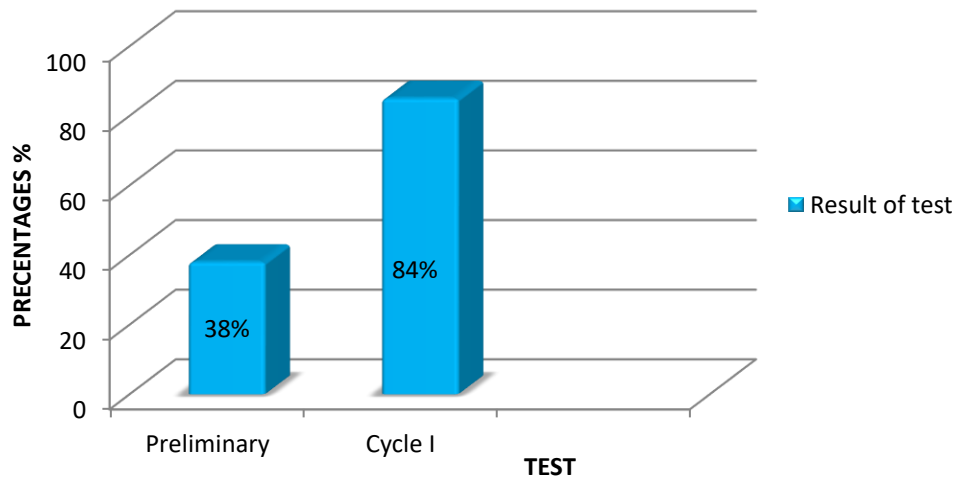
Discussion of the Findings

Based on the implementation Babble Application in the teaching and learning process of reading comprehension, the researcher found that the students had enthusiasm and active to follow the activity. Beside that, the students look fun and enjoy. In this research, the pair work was effective in implementing Babble Application. So, pair work will be effective. The researcher also found that during the explanation the material, the researcher should be clearly and carefully to explain the material. It could be done loudly when the researcher explained so the students could pay attention to the researcher explanation. The researcher also gave suitable assignment to the students. That had to support about reading comprehension.

Related to the application of Babble Application in teaching and learning process of reading, it could be seen that teaching reading by using Babble Application helped the students to memorize the words easily. By observing the students' reading comprehension from preliminary study, improving reading from the first cycle there was significance development of the success. Table 5.1 below shows the students' score on reading test from the preliminary study and cycle I

The diagram of the percentage of success on preliminary and cycle I can be seen as follows:

Percentage of Success



The Percentage of Success Test of Preliminary and Cycle 1 .

From the diagram above, it is clear that there is improvement of the students' reading comprehension from preliminary study to cycle I. On preliminary study only 10 students who passed the test, it means that just 38% from 25 students can reading comprehension. Then on cycle I, 22 students were successful on reading test. 84% of students could pass and 16% failed. It means that the test was successful.

Conclusion

The Classroom Action Research (CAR) was done to improve the second semester students' reading comprehension through Babble Application of Universitas Bhinneka PGRI. Based on the results of the research, the researcher finds that after the implementation of the strategy, the students' reading comprehension can be developed. So, it means that implementation of Babble Application can improve the second semester students' reading comprehension of Universitas Bhinneka PGRI in the academic years 2022-2023. It can be know from the students' result in preliminary study, and cycle I had increased.

Based on the students' score on preliminary study, it is shown that the students' reading comprehension needed improvement caused their scores were low. There were 38% of 25 students who passed the reading comprehension test. The success of this class was less than 80%. The result could not achieve the criteria of success. It means that the students' reading comprehension before the implementation of the strategy is quite weak. To improve the students' reading, the researcher did this classroom action research.

From first cycle, it is known that amount of the students who passed the reading test increased. The result of the study on this cycle was 21 students passed the reading test. 84% of the students were successful and it had achieved the criteria of success. It means that the

students' English Language Testing is improved after the strategy.

BIBLIOGRAPHY

- Adelina, R. (2017). *the Use of Roundtable Technique To Improve Students ' Wri Ting Skill of Narrative Text At Eleventh Grade in Senior High School 1 South Polongbangkeng English Education Department Tarbiyah and Teaching Science Faculty Alauddin State Islamic University of M.* 1–99.
- Anderson, R. C., & Freebody, P. (1979). *Vocabulary Knowledge. Technical Report No. 146.* 1–71. <http://eric.ed.gov/?id=ED177480>
- Fitriana, C. (2018). *the Effect of Story Impression Strategy Toward students' Reading Comprehension skill at Senior High School One Muaro Jambi.* 107.
- Kartikawati, D. (2018). *The Effectiveness of Story Mapping to Teach Reading to the First Semester of English Department Students at STKIP PGRI Tulungagung.* 2(1), 1–6.
- Khasinah, S. (2013). Classroom action research. *Jurnal Pionir*, 1(1), 30–40. <https://doi.org/10.17977/um013v4i12020p022>
- Nugrahini, Y. (2019). *LinguA - LiterA.* 2(2), 51–57.
- Qalby, N. (2014). Improving the Students' Reading Comprehension Through Explicit Teaching Strategy. *Exposure : Jurnal Pendidikan Bahasa Dan Sastra Inggris*, 3(2), 155. <https://doi.org/10.26618/ejpbj.v3i2.834>
- Saraswati, N., Dambayana, P., & Pratiwi, N. (2021). *Jurnal IKA Undiksha | 34 An Analysis Of Students of Study Reading.* 19(1), 1829–5282. <https://doi.org/10.23887/ika.v19i1.31826>
- Wikandari, Y. D. (2020). *Metacognitive Reading Strategies, Motivation, And Understanding Performa Reading of EFL Learners.* 4(2), 289–306.
- Yuliana. (2021). *LinguA - LiterA The Effectiveness of What ' s The Number Method in Students Reading Ability Yuliana* 4(1), 39–45.