



IMPLEMENTATION OF HYPERTEXT TO IMPROVE STUDENTS' UNDERSTANDING IN ENGLISH READING

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ABSTRACT

This research aimed to determine the implementation of hypertext which can improve students' understanding in English reading. This research is action research. conducted in a class by carrying out stages such as planning, implementing, and reflecting on collaborative and participatory actions to improve performance as a lecturer so that student learning outcomes can improve. Despondences are the students are in class E even semester of 2018/2019 academic year. The result showed the ability of students to understand English reading has increased through hypertext media where the highest score is 93, the lowest score is 60 with an average of 74.5. With the details of 8 students scoring 93, 10 students scoring 76, 6 students scoring 69 and 4 students scoring 60.

Keywords: Reading Understanding, Hypertext

INTRODUCTION

The era of the industrial revolution 4.0 requires each person to improve their potential in science and technology in order to compete for more prosperous life. Someone can understand and apply science and technology, especially internet-based technology in everyday life requires language skills ability for communication. So that he can face the demands of a globally competitive world. International languages are very important to know and use in global communication. One of the international languages is English. English is the language most widely studied and taught

throughout the world. As a world lingua franca, English is not only a global communication medium, English is also an academic need whose mastery is in the language aspect.

In a number of tertiary and private tertiary institutions, English courses in non-English or Literature study programs receive 2 or 4 SKS (semester credit units), this will certainly be an obstacle for students who do not have basic skills in English.

Learning English that is held from elementary school to tertiary level does not make students or graduates able to speak English well. This also seen in students on

elementary school teacher study program of Muhammadiyah University of Buton, where many of those students are not interesting and have a weak understanding in learning English. So, they are still unable to master English language skills.

Students of elementary school teacher study program are expected to be able to master English language skills because in their service practice later after graduating from college, their English skills can be applied into the work environment.

Competencies that should be mastered besides listening, writing, speaking are reading. Because students are faced with English language literacy assignment. And when they lose enthusiasm, they are given counselling so that their spirit of learning is maintained. In the teaching practice of the class lecturers often find obstacles in teaching and attract student enthusiasm to improve their reading ability in English, Therefore, in teaching reading, lecturers must be able to find the right strategies and media that can ultimately provide an understanding of reading English texts that will later have an impact on student achievement.

Kustanti (2016) "reading is bringing meaning to and getting meaning from printed or written material". This means that reading is a process carried out by someone who already has insight or a previous concept of something then processes words or sentences to make interpretations and meanings of a writing.

Then, Chuang, Joshi & Dixon (2012) "reading is a complex process with a goal of understanding and most important medium for acquiring skills and knowledge". This means that reading is not a simple process because it consists of several stages that are coherent, requiring special skills and knowledge to be able to draw information or meaning from the reading. Furthermore, Hall (2012) "reading comprehension that at basic level, reading comprehension refers to extracting and/or creating meaning from text and using information in some way". This means that reading comprehension is very important. Reading comprehension is fundamental, which determines whether the reader has obtained information or meaning from a reading. Reading comprehension is not only limited to obtaining information or meaning from the text but also applying what has been read by certain procedures.

Next Hermida (2009) said that reading is understanding the context of the text that is read. understanding the context of the text will be able to help students to know various things in the text, such as background, environment, and circumstances written by the author. Chall (Stahl & Heubach, 2015) said that reading ability is the skill to read using one's own point of view or single view point. This skill helps students to extract information from a reading or text independently or less guidance.

In carrying out English language learning at the university level, lecturers choose media in particular to provide support and motivation

so that reading skills can be improved. Klauda & Wigfield (2012) "reading support as behaviours and statements of reflecting involvement and approval of another individual's reading activities, emitted with or without the intention of promoting that individual's reading motivation and activity". Motivation to read is still given even though in reading activities someone is paying attention or not at all. Reading motivation will be born if the reader knows the benefits of the goal after reading. A positive form of motivation increases the amount of reading, which in turn increases the number of readings.

The reading ability test is intended to measure the ability of students to understand the content or information contained in the reading. As the purpose of reading stated by Aderson in Dalman (2013) "that there are seven reading goals: a) reading for fact, is to find out the truth in a text. b) reading for main idea, is to determine the main idea. c) reading for sequence or organization, d) reading for classify, is to classify certain types or groups. e) reading for inference, is to draw a conclusion. f) reading for evaluate, is to give an assessment".

To understand English text or discourse, can use hypertext application that utilizes technology media, namely the internet. Hypertext specifically provides a new text format and a way to quickly understand information, helping to extract meaning of text to achieve a higher understanding score and level of satisfaction. Kasper (Shang, 2015),

"hypertext that reading hypertext is naturally dynamic, recursive, and integrated process, which provides multiple opportunities for students to acquire, test, and reframe knowledge through cognitive reconstruction of text, intertextual analysis and exposure to varied perspectives on issues". Next Modir (2014) "hypertext is a kind of writing that offers multiple text fragments, text chunk, text unit, or reading pathways that are interconnected through hyperlinks". Bourina & Larisa (2019) "hypertext is a complex dynamic and multidimensional textual network, where language usage can be observed, making it possible to effectively form student's linguistic and communicative competence".

The application of hypertext media to improve reading skills. Hypertext contains a technique for managing textual information in a complex and non-linear way that can help humans explore a large body of knowledge and hypertext also contains 3 important elements and concepts. First, is the concept of nodes as a meaningful unit (semantic unit) in the form of full text and multimedia. Second. These dots are interconnected by links, so that people can move dots quickly. Third, an interface device that is interactive and dynamic is used by someone to explore information networks in their own ways and patterns. The application of hypertext learning media according to Rahayu and Iskandar (2009) is very useful for browsing information so it can be said browsing (browsing) through hypertext becomes very

interesting as long as the user has a level of computer literacy that accommodates. Hypertext with all its advantages in the 4.0 era that utilizes internet technology on a large scale then this media also needs to be introduced to students. In line with opinion above about the benefits of applying hypertext is also supported by Chaniago's opinion (2018) where he stated that the news text and images/photos on Kompas Online is a multimedia hypertext that gives readers many possibilities to interpret the markers captured by each of them.

METHODOLOGY

Research entitled "Implementation of Hypertext to Improve Students Understanding in English Reading" is an action research that aims to improve student understanding in English reading regular undergraduate students of primary school education study program at the Muhammadiyah University of Buton through hypertext media.

The research was conducted from May to July 2019 at the Muhammadiyah University of Buton. These students are in class E even semester of 2018/2019 academic year. Based on data obtained from each class, Students in E class were 28 students.

This research is an action research conducted in class by carrying out stages such as: plan, implement, and reflect on collaborative and participatory actions to improve performance as a lecturer so that student learning outcomes can improve. This

research was designed using classroom action research, its cyclical research which carry out collaboratively to find and solve the learning problems in the classroom and ultimately aimed to improve learning in the class. The main characteristics of class action research are: a) the problem solving process is carried out in a cycle, b) problems raised are from class where the research is conducted, c) have a goal to solve learning problems and to improve the quality of learning.

Based on the type of research described earlier, design of this action research is Kemmis & Taggart's research model which includes several steps: *first*, planning: at this stage the researchers prepare the things related documents such as syllabus, lesson plans, materials, tests and other supporting data to facilitate the implementation of this classroom action research. Preparation based on initial observations. *second*, carry out actions, apply hypertext in the learning process in accordance with the learning plan that has been prepared. *third*, carry out observations, make observations during the application of hypertext media to find out things that need to be improved so that improvements can be made in the next cycle. This observation also involves other lecturer colleagues as observers. *fourth*, hold reflection. the activity concludes the results of the implementation of the class action research, how appropriate the implementation is, the improvements that must

be made if found, whether an additional cycle is needed or not.

Research Instrument

Qualitative and quantitative data were used to describe the success and failure of research. Quantitative data was derived from the test results, while qualitative data described the process of learning outcomes obtained through observations as outlined in the observation sheet.

Data sources include: (a) 28 students of regular undergraduate students of primary school education study program in even semester of class E, amounting of 28 people, (b) several related documents (syllabus, lesson plans, material, tests and other supporting data).

The instrument to improve students' reading understanding in English reading used in research is short reading. The reading is connected directly to the internet. This short reading contains a variety of topics related to daily life in the work environment. Selected according to the criteria: (a) when accessing the specified reading, students only need to read about 150 words, (b) the predetermined reading is divided into different levels of difficulty (around the intermediate level), (c) the original text of the author, (d) expository genre or factual reading, and (e) have obtained a general description of the text to avoid misunderstanding of meaning. Each section is followed by three to five multiple reading

comprehension questions, with total 30 questions.

Research Procedures

Activities were carried out in this classroom action research are: (a) distinguished the level of ability between students, a simulation pre-test (written test) is conducted, (b) assign students to different efficiency of each groups, students read short reading test adjusted to intermediate ability level with time limit around 30 minutes to silently reading of short expository text and answer 30 multiple choice questions, (c) the introductory part of hypertext is reading text. The part of reading text is designed to be hyperlinked to the encyclopaedia as the background of world knowledge. Students are free to choose text-based screen information media by following hyperlinks marked in the content header, (d) text-based section direct students to link in text and between text. Text or discourse connected with hyperlinks, (e) conduct monitoring to assess students comprehension of the text by asking several questions after reading text or discourse, (f) making evaluation questions/post-test, (g) a sheet of student learning outcomes recap, (h) collaborating with English lectures as observers aims to maximize the validation of data taken by researcher during the implementation of the improvement.

FINDINGS AND DISCUSSION

Analysis of the data presented in the form data analysis. Qualitative data analysis explains the description of the learning process carried out to improve the ability to read English reading comprehension through hypertext media.

The description includes planning, action, observations, reflexes, and revisions carried out by the researcher and assisted by a collaborator. Qualitative data analysis also illustrates the activities carried out by students, as well as the feedback students give on learning activities that have taken place.

This qualitative data analysis was sourced from the researcher observation sheet, the observation sheet of the collaborator, and the student worksheet. Quantitative data analysis was obtained from the pre-test and post-test scores. The values are processed using statistical instruments in order to see the difference between the pre-test and post-test values.

The initial conditions of students before the research action can be obtained information from direct observation and analysis of pre-test results. Direct observation in class E is the first step taken by researchers to determine the mastery of students' reading ability in English. The initial step is taken to find the problems faced by students and lecturers when conducting teaching and learning activities. To determine the ability of students' understanding in reading English reading

through pretest. This is important because the scores obtained are an illustration of a student's English ability.

Preliminary observations of students of elementary school teacher education courses even semester E class 2018/2019 showed that the mastery of student reading skills is still not satisfactory.

Students are still experiencing problems in getting effective reading to understand the main ideas from passage/text. This is reflected when the researchers present a number of discourse. The discourse is in the form of a print out. After the discourse is presented, students are asked to answer 30 multiple choice questions related to the content of the discourse. Based on the results of the pre-test analysis before the implementation of these actions it was found that the highest value data obtained by the student participants was 60 and the lowest score was 26 with an average score of 43. With the details 4 students get a score of 60, 7 students get a score of 46, 5 students get a score of 40 and 12 students get a score of 26.

Cycle I

In planning cycle 1, researchers prepare things and steps to be taken during the first cycle of research. Action planning is adapted to the conditions and problems faced by students and lecturers in conducting learning that is found from the observations and results of the pre-test.

The first planning step undertaken by researchers is to determine the agenda of activities, starting from planning to the data analysis stage. Then the researchers arranged daily activities. This preparation is done by coordinating with collaborators. Next, the researchers compiled the material and conducted an evaluation.

In cycle 1, hypertext media began to be applied in learning to read in English subjects. The results of observations made by researchers during the implementation of actions in the learning process as well as student learning outcomes achieved after implementation in cycle 1, obtained data:

1. There are still many students who are not focused and active in learning because they lack of the portion and attention of the lecturer.
2. Many students are still not focused and active in learning because students are still not accustomed to using hypertext media.
3. Many students are still not focused and active because the division of 28 students into 7 groups is less effective.
4. Students have not interacted optimally because the opportunity to interact individually is not given.
5. Students cannot maximize the time allotted.

Based on the results of observations by researchers in the implementation of the first cycle of action has shown an increase in the ability of students to read English reading

although it can be said that in general it has not achieved the target in accordance with the objectives of implementing the action. For this reason, it needs to be corrected and followed up at the next cycle stage. To see the results of cycle 1, the posttest was conducted. Based on the results of the analysis of cycle 1 action, the highest value data obtained was 76, the lowest score was 46 with an average score of 60.25. With the details 5 students got score of 76, 7 students got a score 66, 10 students got a score 10, and 8 students got a score of 46.

Cycle II

Planning cycle II, actions are adjusted to the problems faced by students and lecturers in learning that are found from the observations and post-test of cycle 1.

From the results of the evaluation carried out, it is can be concluded that the results of the implementation of the actions obtained have increased significantly and achieved the results where there is an increase in the ability of students to read English reading. Indications of the maximum achievement can be seen in:

1. Students as participants have shown activity in the learning process optimally.
2. Learning material through hypertext media has given all students the opportunity to interact directly with computers.
3. Giving assignments individually makes it easier for students to use hypertext media.
4. Lecturers and students can interact well.

5. Time to interact with the computer can be done optimally.

Seeing the results obtained by students that the achievement of learning goals or targets through actions given in the second cycle has shown a significant improvement where the highest score is 93, the lowest score is 60 with an average of 74.5. With the details of 8 students scoring 93, 10 students scoring 76, 6 students scoring 69 and 4 students scoring 60. This shows a significant increase which means that the ability of students to understand English reading has increased compared to the results of previous tests so that the implementation of the action steps carried out until the second cycle or does not need to be continued in the next cycle.

CONCLUSION AND SUGGESTION

From this research, it is known that the use of internet media especially hypertext in learning English can improve student learning outcomes, especially reading comprehension in English. The conclusion of this research are:

1. In detail, the results of the study based on the results of data analysis and discussion can be concluded as follows:
2. Learning English using the Internet media greatly facilitates lecturers in teaching.
3. Learning English through hypertext media can improve students' ability to understand measured English reading from learning outcomes and the average value of scores obtained on tests given.

4. Internet-aided learning especially hypertext can improve the efficiency of learning English especially in reading English-language discourse.

5. The application of hypertext media can increase the attractiveness of learning for students.

Based on the findings in this study, suggestions can be made as follows:

1. The results of this study should be considered and can be used as a reference for English language lecturers, especially those who have the same problem in this research in carrying out English learning to improve reading skills.
2. In English language learning, reading can be implemented effectively.
3. Interesting and varied learning will make students motivated to participate actively in learning. Therefore, using strategies, methods or techniques that are diverse and interesting can motivate students to learn.

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