THE EFFECT OF USING COMPUTER-ASSISTED READING WITH INQUIRY BASED LEARNING ON STUDENT READING COMPREHENSION

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Abstract

Abstract. This study aims to determine whether there is a difference between students who read using computer-assisted reading and those who do not. Students' reading ability may depend on what they do every day. There are some students who understand vocabulary better by listening than what is written. reading while listening may be another way to overcome students' reading comprehension, There are some students who will memorize vocabulary for a long time because the vocabulary is often found in several sentences, and Some students will also easily memorize a lot of vocabulary because of the use of online dictionaries.

With this, the researcher used lexical-tutor where there are audio-assisted reading, concordance, and online dictionary. For the learning process, researchers use inquiry based learning which focuses on student activity. For data collection, the researcher gave a question sheet based on what had been studied previously. The teaching materials are taken from the corpus in the lexical-tutor application

 Research subject are selected from the student's representative on the basis of the student's English language skills. In order to understand whether students have an

impact on their reading understanding of second-grade students, researchers use one-on-one T-TT test samples, as well as independent sample tests, to see if students use survey-based computer-aided reading to understand scores that differ from non-users.

Based on the results of this study, the results of the study were then analyzed with paired TT-Test specimens, resulting in a Sig(2-Tailed) value of 0.052 > 0.05, while the data analyzed by the independent specimen test resulted in 679 >0.05. It can be concluded that there is no effect and no difference between survey-based learning with computer-assisted reading and reading without computer-assisted reading. In terms of individual scores, the findings suggest little progress. The researchers' monitoring results showed that not all students enjoyed reading while listening to audio. It is my hope that through this study, future researchers will be able to examine the learning process and the techniques used. In addition, more researchers can also take advantage of this research in the form of offline classes.

Keywords: *Teaching reading ,Computer-assisted reading, Inquiry based learning*

INTRODUCTION

Technology can be used as a tool to solve a problem or do a job.. Most humans cannot be separated from technology in terms of their daily activities. Gavin (2019) did a survey of 235 students in Chinese regarding online tools of their selections. In his finding, the students did the listening, reading, watching TV, social media, text chatting, voice messages, video chatting, website. All of them show that student activities can not be separated with the use of technology.

This shows how technology is for us. According to Afandi (2016) that the increasing development of technology resulted in changes in education. The changes were not only in the curriculum but also in pedagogy. In this situation we must be sensitive in progress. However, the development of internal education in Indonesia in the use of technology is still not evenly distributed and this is because there are still some areas of Indonesia that are classified as isolated (Syamsuar & Refliantor, 2018). it causes a sizeable disparity between urban and rural areas.   Technology has the way to be interesting in the learning process with the features provided. According to (Raunaq et al., 2021) The use of technology connected online will make students interested in reading it. In addition, it makes it easier for readers to understand.

There are several concepts about online learning, some can be said to be mixed (hybrid) and fully done online. essentially mixed online learning is combined with face-to-face classes and online classes (Hrastinki, 2019). According to Melor et al (2012. 2019), in online learning, the students who are capable of educational technology could get the benefits from their involvement. Focusing on student needs and developing language learning are the important characteristics of online learning (Pourhossein Gilakjani, 2014).

Of course, technological developments also have an impact on language learning, e.g. B. the use of computer-aided language learning. The use of computers in language learning is primarily intended for learners and teachers, as computers can handle some activities with applications (Primasari 2019). Another claim made by Kunlun (2007) states that the use of computer-assisted reading learning can add a new color to the learning process and improve interactions between students and teachers. . When carefully designed, computer-assisted learning can increase learner interactivity.

In order to achieve academic success, it can also be said that the teaching style affects the extent to which teachers use technology in the classroom. De Potter (2009) stated that the learning style was a filter for learning and communication. Then the style of learning is the process of getting and processing each person into the direction of learning that he receives.

The teaching style of the SEES transmission: a teacher as a source of knowledge and a student as a passive recipient of knowledge (Teo et al., 2008, p. 165). This contrasts with the construction style of teaching, which emphasizes student-centred learning, encourages

independent learning and makes sense for students. (Theo et al., 2008). On-line teachers are only intermediaries, not informants, in the online classroom. Of course, students are given a place to discuss and study in classes (Riasati et al, 2012).

One of the learning processes that offer student-centered learning is inquiry based learning. Inquiry learning also offers the importance of ideas, questions, observations, analytical, critical, systematic. In inquiry learning, education plays an active role throughout the learning process by building a culture in which ideas are challenged, tested, defined and move students from the questioning process to the prevailing position of understanding (Scardamalia, 2002).

According to Sanjaya (2008) that Inquiry based learning strategies are several learning activities that emphasize the process of thinking analytically and critically for how to find the answer to a problem created by them. One of Inquiry based learning characteristics is a method that prioritizes and requires teachers to help students find their own data, facts and information from several sources (Ahmad, 2011). In another definition, inquiry is a learning process that seeks truth, information, understands and uses all of them in this phase of life. The foundation of this learning is that both facilitators and students have and share responsibility for learning. Inquiry based learning is effective, but there are some things to note that this method will be very useful when it comes to how to solve problems.

The question-based learning process also trains students to come up with their own concepts. In learning reading there are several concepts such as reading aloud or silently and there is also reading accompanied by audio or what we call audio assisted reading. In addition, concepts such as providing concordance where there are several sentences that try to make it easier for students to understand the unknown word.

There is Computer-assisted reading where understudies can discover their reading concepts. At that point, the joining of request based learning and computer-assisted reading truly makes a difference understudies to discover the concept of perusing their English content since in computer helped reading there are audio-assisted reading which is appropriate for those who like to tune in instead of studied, concordance is nice for translating meaning and can help students to memorize within the long term, and the final is a web word reference where understudies can see up the meaning of words they do not get it rapidly. with a few of the highlights accessible in computer-assisted reading can offer assistance learning to be student-centered. In expansion, the utilize of computer-assisted reading that can prepare understudies to ended up independent learners is certainly congruous with inquiry-based learning which is based on student-centered learning.

For content accessible in computer-assisted reading, which is taken from the corpus where the corpus is composed content or in talked shape put away in a computer. This site is made by Tom Cobb from Quebec College in Montreal, Kanada. points to supply a few assets for English and French dialect analysts, learners, and instructors. The highlights are Text-to-speech (audio-assisted reading), concordance, and an internet lexicon given in lexical mentor

(http://www.lextutor.ca/hypertext). ready to press on one of the contents given to generate sound and for 2 clicks, the application will appear the concordance. The Compleat Lexical Guide gives an internet word reference to help students' understanding. Other than that, the use of corpus in the lexical guides can offer assistance to understudies to choose numerous bona fide writings in web-based. For the other web-based reading programs, which are curious, powerful, motivating you can discover by the creator of (Chen, 2004, yang, 2010, Sun, 2003).

Tom Cobb (2001) has conducted a study of vocabulary experiments with a series of French online resources with computer-assisted and it is necessary for other researchers to focus on reading. In his research, Tom Cobb stated (1999) that When students find words in various contexts, they will retain the words they find and will use them flexibly, and According to Keith Folse (2004), that the importance of giving students new words with explanations or explanations of new words that students find, so the words will move from short term memory to long term memory and this is what Tom Cobb said.

From all previous research which focused more on vocabulary aspects, it is necessary for further researchers to focus on reading. This kind of study will be on English research that is focusing on the use of Computer-assisted reading.

Mina C and Glenberg (2004) in their investigate, that the visualization and verbal technique have changed the destitute comprehenders' preparation in reading and helped their comprehenders. The reason for this ponder is to explore the utilize of Computer-assisted reading on students' perusing comprehension at one of the tall schools in Sumenep.

METHOD

1. Population and sample

The subject of research is taken from one of senior high schools in Sumenep. The sample taken is a representative of the class X11b and X11c at senior high school of Nurul huda. The number of students in grade XIIb is 23 students and grade XIIc is 25.

To take the sample, Researcher selects samples according to their English language skills. 3 people are taken from high scores, 3 people are taken from low scores, and 4 people are taken from the middle score. Then the researcher randomized according to their level to be placed in the experimental or control class.

2. Instrument

Corpus containing texts in computer is provided to the subject of research, and the computer is a tool that must be used for the treatment. Type of text in corpus is story text that emphasizes on language skills. For weight equalization, the readability is checked out in terms of flesh-kincaid provided in microsoft word.

a. Difficulty level of the questions

For the difficulty of the questions, The questions provided to students are not too difficult and not too easy that is the characteristic of good instrument. to determine the level of difficulty, researcher analyzed through SPSS. For difficulty level: 0.00-0.30 Difficult, 0.31-0.70 medium, 0.71-1.00 easy

b. Validity

1.) Validating 2 gregory experts

The validity test is carried out to determine whether the instruments compiled are truly capable of what the researcher needs. the purpose of validity is to measure how valid the instrument reveals the data from the variables under study

Before validating through SPSS, the researcher consulted with 2 English teacher experts at the school. which consists of teachers at both of classes and pamong teachers. After consultation by giving a questionnaire containing the relevant or irrelevant items, the researcher then analyzed them with the Gregory formula. Overall, the questions consist of 35 questions.

substance legitimacy was extending from 0.40-59. for tall substance legitimacy of 0.60-79. In the interim, the substance legitimacy is exceptionally tall, beginning from the coefficient of 0, 80-1,00. Based on the comes about of the investigation, the esteem appears 0.6 which suggests tall legitimacy as well as from the pre-test and post-test questions. So it can be proceeded with approval through SPSS

2) Validity test through SPSS

After the substance legitimacy utilized the Gregory equation, the analyst at that point collected a few individuals who graduated from the school to be tried for legitimacy. At that point, Testing the legitimacy of each thing utilizing thing examination, to be specific by connecting the score of each thing with the overall score (rectified thing add up to relationship) where the arrangement is helped by the utilize of SPSS. Legitimacy test by comparing between rhitung and rtable by utilizing the relationship coefficient equation, item minute proposed by Pearson with the taking after criteria.

a. If rhitung > rtabel then the statement can be said to be valid
b. If rhitung < rtabel then the statement can be said to be invalid

while to find rtabel done with the product moment table, which is determining alpha (a) = 0, 05 then n (sample) = 9 people so that the value is 0.666.

basically, the analyst made 35 questions for each pre-test and post-test, but the analyst chose questions that were as of now substantial from the comes about of the legitimacy test. at that point, balanced between the pre-test and post-test questions. based on the information displayed within reference section A, 15 things per pre-test and post-test can be announced substantial since the information is hitting > table. So, these questions can be utilized for inquiring about.

C.   Data reliability test

Reliability testing is utilized to decide in case an information collection apparatus can appear a level of exactness, soundness, or consistency. a solid instrument is one that's utilized more than once to degree the same protest will create the same information. Priyanto said that "a build or variable instrument is said to be solid, in the event that it gives a Cronbach's alpha coefficient esteem more noteworthy than 0.6 (as standard esteem for which the unwavering quality of a investigate instrument is acknowledged). The unwavering quality of research instruments is within the extend> 0.60 to 0.80. It can be said to be great in the event that it is within the extend> 0.80 to 1. 00 it is considered exceptionally great.

in reliability testing, it can also be done by comparing the value of rhitung coefficient contained in the Cronbach's alpha column with rtabel , product moment. if the coefficient value of Cronbach's alpha is greater than rtabel (rhitung > rtabel). Then, it can be said that the instrument is reliable.it means that the instrument can be the reliability requirements (Arikunto, 2006)

The data presented in appendix B has Cronbach's alpha above 0.60 (rhitung > rtabel) or rhitung > 0.666). This shows that all questions can be said to be reliable so that they can be used as a instrument

3.   Data collection procedures

a.   Primary Data

For primary data, the researcher scheduled the experiment from 26 july until 3 august by making reading questions whose text is taken from the Lexical Tutor web application corpus. Researchers collects students in one private school to conduct data collection or experiments. the school's computer lab is likely to be the location. if there is a problem, the second option is to collect the laptop according to the specified sample complete with connected wifi because this data collection requires an internet connection to connect to

the web. For the test, the researcher brought question paper that had been made and gave the students about thirty minutes to work on the questions that had been provided. For this treatment, students are only facilitated with question paper and pens brought by students, without a computer. Before the test, students have followed the previous learning process where the researcher is the teacher in each class

For the data collection stage which consisted of the learning and test process, the researcher divided it into six stages which included Pre-control learning process, Pre-experimental learning process, Test for pre-test, post-control learning process, post-experimental learning process, and test for post-test.

July 26 and July 27 2021, a learning handle was held for the pre-control lesson and the pre-experimental lesson. on the following day 28 july for a test from the pre-class. After holding a learning prepare for pre-class and pre-test, the analyst kept on hold a learning prepare for post-class with the test. July 30 and Admirable 2, a learning prepare was held for the post-control lesson and the post-experimental course. for post-test on Eminent 3rd. The learning prepare utilized request-based learning for post-experimental lesson. for the control class using the learning handle that's ordinarily used. lesson plans for both can be seen within the reference section C.

b.   Secondary data

For secondary data, researcher took data from the results of student achievement in reading English text. This data will determine the research sample.

4. Techniques of data analysis

Data analysis is an important thing in research which will be information to answer questions from the research. For assessment, The score of every question will be based on the existing formula and zero score for incorrect score. Then, 100 scores for the perfect answer. The form of the question is formed   by multiple choices where there are 4 choices The result of the students' score will be analyzed by paired sample T-test and independent sample t-test.to figure out the effectiveness of computer-assisted reading.

RESULTS AND DISCUSSION

1. Hypothesis test 1

After going through the prerequisite test with the homogeneity and normality test, the data can be tested for hypotheses. Hypotsis test used in this study is a parametric statistical test, namely (paired sample t-test) because it comes from two related variables. This test explains whether or not there is a difference in the mean between the two paired sample groups. the data used is usually an interval or ratio scale

The following are the results obtained from (paired sample t-test) listed below

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pre-test eksperimen	63,80	10	16,082	5,085
	post-test eksperimen	69,60	10	15,764	4,985
Pair 2	pre-test control	64,40	10	13,962	4,415
	post-test control	67,10	10	10,203	3,226

The mean value of the pretest experimental class was 63, 80. for the post-test experiment is 69.60 which means there is an increase.

		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 eksperimen - post-test eksperimen	-5,800	8,991	2,843	-12,232	,632	-2,040	9	,072
Pair 2	pre-test kontrol - post-test control	-2,700	9,499	3,004	-9,495	4,095	-,899	9	,392

The statistical hypothesis is :

Ha : Grade XII Students at MA Nurul Huda students in Sumenep district who read using computer-assisted reading with inquiry learning has a higher score than students who do not read by using computer-assisted and inquiry learning,

Ho : Grade XII Students at MA Nurul Huda students in Sumenep district who read using computer- assisted reading with inquiry learning do not get higher score than students who do not read by using computer-assisted and inquiry learning,

The statistical hypothesis in this study is :

Ha: $\rho \neq 0$

Ho: $\rho = 0$

Based on the yield of match 1, a sig (two-sided) esteem of 0.072 > 0.05 was gotten. it can be concluded that there's no distinction within the cruel learning comes about of understudies for the exploratory lesson sometime recently the test with the exploratory course after the test and based on the combine of 2, the sig esteem is gotten. (two sides) .392 > 0.50, it can be concluded that there's no contrast within the cruel learning comes about of understudies for the control lesson test and the control course test From the result of the yield of Combine 1, it can be concluded that there's no impact of computer-assisted reading-based request learning on students' reading comprehension. So, the table over appears that the importance is,072 >0.05, so Ho is acknowledged and Ha is rejected. meaning that the theory states that there's no distinction within the reading comprehension comes about of understudies utilizing computer-assisted reading with those who don't.

2. Hypothesis test 2

Ha: There is a difference in the reading scores of students who use computer-assisted reading with an inquiry learning style and those who use conventional methods

Ho: There is no difference in the reading scores of students who use computer-assisted reading with an inquiry learning style and those who use conventional methods

The statistical hypothesis in this study is :

Ha: $\rho \neq 0$

Ho: $\rho = 0$

The following are the results obtained from (independent sample t-test) listed below

Levene's Test for Equality of Variances		t-test for Equality of Means							
F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper
,587	,453	,421	18	,679	2,500	5,938		-9,975	14,975
		,421	15,415	,680	2,500	5,938		-10,127	15,127

Based on the over yield, the sig esteem is gotten. (2tailed) is ,679 > 0.05, it can be concluded that there's no contrast within the cruel learning results of understudies between perusing with computer helped perusing and ordinary perusing. Ho was acknowledged and Ha was rejected. means that the theory shows that there's no contrast.

Group Statistics

	Kelas	N	Mean	Std. Deviation	Std. Error Mean
hasil belajar siswa	post-test kelas ekperimen	10	69,60	15,764	4,985
	post-test kelas control	10	67,10	10,203	3,226

To see the noteworthy distinction in understudy learning results for the test lesson after the test and the control course after the test, we are able see it within the clear insights comes about of the test t-test. independence. The score for the course utilizing computer-assisted reading with request learning or the exploratory lesson is 69,60. whereas control lesson is 67,10. in this case, the post-test test utilizing computer-assisted reading was somewhat larger.

3. Discussion

The comes about appeared that there's a slight alter in spite of the fact that it does not show any impact. this could be seen from the normal esteem of the pre-test where the result is 63, 80 whereas the normal esteem of the post-test understudy learning results is 69, 60. for the post-test understudies have carried out a learning prepare with request based learning as well as computer-assisted reading. Based on the yield of match 1, a sig (two-sided) esteem of 0.072 > 0.05 was gotten. It can be seen that there's no distinction within the cruel learning results of understudies for the test lesson some time recently the test and the exploratory course after the test. Hence, Ho is accepted and Ha is rejected. implies that it is hypothesized that there's no contrast within the perusing comprehension comes about of understudies utilizing computer-aided perusing strategies compared with those who do not.

The learning process with the help of technology can make it easier for teachers and students. For teachers, teachers can transfer easily while students can receive them easily too, but anyway Reading with the help of technology always yields different levels of success. However Strong readers will benefit from the technology provided and can integrate text cognitively.

Many technological features can usually improve student learning outcomes because students have their own abilities. In the web lexical tutor there are several features such as audio-assisted reading, concordance, online dictionary. In Gibreel's research (2018) that tools such as lexical tutors can provide a better understanding of readers, especially about the nature of language. Another study from Yusniarsi Primasari (2019) that the use of computer assisted language learning can affect the reading comprehension of students in the informatics engineering study program.

Feature like Audio-assisted reading can improve students' reading comprehension where this finding is agreed by several researchers such as (Chang and Millett, 2013; Gorsuch & Taguchi, 2008; Taguchi et al., 2004, 2012)

For the concordance highlight, Cobb (2015) in his investigation said that understudies will keep in mind for a long time in the event that experienced in a few settings. That is, if understudies know one word in a few settings, it makes it less demanding to keep in mind it for a long time, can progress understudy understanding and learning results. In the expansion, the technological feature contained within the lexical mentor is a web lexicon. In investigating Liu and Lin (2011) and Alharbi (2016) appeared that understudy who written a few words into a web word reference, would learn more words than understudy who as it was read from words from reading, Hence, the presence of an internet lexicon can ordinarily influence understudy learning results.

According to De Boer (2013), the utilize of innovation highlights in moment dialect learning places as well much accentuation on the apparatuses and not sufficient on the method. Another supposition came from (Mustofa & Sari, 2020) that inquire about on the utilize of innovation and communication is still more centered on the effect of its utilize within the learning handle. In reality, what is vital is how to center more on media education and the method of how to plan media for the learning process.

Hardman (2019) stated that learning technology must be accompanied by educator instructional methods. This implies how instructors can utilize innovation within the learning preparation. In any case, the analyst employments request-based learning as lesson plans in which learning is centered on understudies. In Rahmasari's inquiry about (2020) that request-based learning can make strides in students' reading comprehension since in this strategy understudies are spurred and required to be dynamic within the learning prepare. Another think about from Ketut Merta (2019) on students' English learning accomplishment which centered on discourse writings and praising expressions that the application of request based learning had an impact on understudy achievement. The stages of the learning handle within the lesson plans that have been made can be seen within the Reference section.

In the learning process, the researcher tried to explain the features in the lexical tutor and how to use them even though there were some students who were not very interested in using them. In the reading process, for the experimental post-test class, there are 3 people who are not very interested in using the audio-assisted reading feature, it can be seen from them that they only use the headset for a while.

Although there are several features available to improve students' reading skills and with an inquiry-based learning process, the results of this analysis show that the use of computer-assisted reading and inquiry based learning does not affect student learning outcomes.

CONCLUSION

analyzes the utilize of computer-assisted perusing by Request Based Learning handle on understudy learning outcomes. Then, This conclusion can be partitioned into two parts based on the discoveries: 1) Review XII understudies at MA Nurul Huda understudies who perused utilizing computer-assisted perusing with request based learning don't get higher score, 2) there is no contrast within the perusing scores of understudies who utilize computer-assisted perusing with request based learning and ordinary strategy. the conclusions are as takes after:

1. The use of Computer Assisted Reading with Inquiry-Based Learning does not affect Grade XII student learning outcomes on at MA Nurul Huda Sumenep Based on the output of Pair 1, it was obtained a sig (2-tailed) value of ,072 >0.05.
    It can be seen that there is no difference in the mean learning outcomes of students for the experimental class before the test and the experimental class after the test.
2. Based on the output, the sig value is obtained. (2-tailed) of ,679> 0.05, it can be concluded that there is no difference in average student achievement between computer-aided reading with Inquiry Based Learning and conventional reading in MA Nurul Huda Sumenep

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