



## The Effect of Using Running Text Media Towards Students' Reading Comprehension At The Eleventh Grade Students Of SMAN 5 Mandau

*Devia Mutiara sari\**

STAI Hubbulwathan Duri

\*Corresponding Author. Email: [deviamutiasari20013972@gmail.com](mailto:deviamutiasari20013972@gmail.com)

### ARTICLE INFO

### ABSTRACT

#### **Keywords:**

*Running Text  
Media, Reading  
Comprehension*

This study was carried out find out the effect of using running text media toward student's reading comprehension at the eleventh grade of SMAN 5 Mandau. The descriptive quantitative was applied to describe data, with a quasi-experimental research design. The study population was all 164 students in grade XI consisting of 5 classes. Due to the large population, the researcher took a sample of 64 students using cluster random sampling technique. In this study, the average pre-test score for the experimental class was 51.25 and the control class was 50.62. Meanwhile, the average post-test score of the experimental class was 74.69 and the control class was 63.75. Based on the probability scores gathered from SPSS 22, it was shown that the sig. (2-tailed) value for Pair 1 was  $0.000 < 0.05$ . This indicated that there were significant differences in the average students' reading comprehension between the pre-test and post-test. This meant that the alternative hypothesis ( $H_a$ ) was accepted and the null hypothesis ( $H_o$ ) was rejected.

### Introduction

English has become an important medium to communicate among people in daily transactions. This makes mastery of English something that is highly expected in society. (Altbach, 2007) agrees that the significant the role of English has made it the main international academic language in many countries. Realizing this fact, the government of Indonesia has also established English as one of the subjects taught as a foreign

language, starting from kindergarten to senior high school level. There are four basic skills in English that must be mastered by the students through the learning process. Those skills are reading, listening, writing, and also speaking (Harmer, 2007)

Based on school-based curriculum, English curricula for senior high school stipulate that English subjects should include four skills. Nevertheless; reading becomes very important to be taught since most of the materials for teaching and learning are in written form. It means that student need to improve the reading comprehension to understand the materials (Hughes, 2003).

Reading comprehension is the ability to understand what has been read. Reading is not an isolated process. Four language processes work together to enhance the development of each of the others: speaking, listening, reading, and writing. Listening and reading are the receptive processes (taking in information), and speaking and writing are the productive processes: thinking (language that takes place in your head) (Andrew, 2008).

Moreover, reading comprehension is a complex skill that requires an active interaction between text elements and the reader. The reader is an active participant in a text, and the reader makes sense of how ideas based on the text relate to one another through interpretive interactions between what the reader gleans from the text and what the reader already knows. From the statement, it is clearly understood that comprehension is the most important part of reading. Since comprehension of the text is the ultimate goal of reading, Understanding comprehension processes is crucial to the study of reading.

### ***Strategies of Reading Comprehension***

There are many strategies that students can use to improve their reading skills. (Brown, 2001) offers 10 strategies:

1. Identify the purpose of reading. The goal is to make the reader know what they are looking for and discard useless information.
2. Use graphemic rules, also called phonics approaches, where readers learn English spelling conventions. The purpose is that the reader is able to sound out words.
3. Use efficient silent reading techniques. It is used for global understanding. By applying the strategy, a reader is able to skip over the text and infer its meaning from its context.
4. Skim the text for the main ideas. It is a strategy to find the gist of a paragraph or a text. Readers quickly read across a whole text to find the main topic, message or ideas, and purpose of the passage.
5. Scan the text for specific information. It is the strategy of grouping ideas into meaningful clusters.

6. Use semantic mapping or clustering. It is the strategy of grouping ideas into meaningful clusters.
7. Guess when the readers are not certain. The goal is to make the text easy to understand for the readers. The readers can guess from the meaning of a word, a grammatical relationship, a discourse relationship, a cultural reference, and the content message.
8. Analyze vocabulary. The aim is to make the word easy to understand for the reader. It can be analyzed from the prefixes, suffixes, and roots that are familiar and in grammatical context.
9. Distinguish between literal and implied meanings. The purpose is to make the readers know the meaning of the word.
10. Capitalize on discourse makers to process relationships. It is a strategy to know the relationship between the previous idea and the next ide.

### ***Running Text Media***

According to (Antoe, 2009), running text media is a learning media in the form of an Hypertext Markup Language (HTML) program to create moving text that is a command. HTML program to make text move/walk which is a command that we can set as desired. That we can set as desired.

Running text media is media in the form of a series of words that form a single unit of meaning that can move (walk) and can be adjusted in speed. This running text media is included in projection media, which is teaching aid that can display information or messages through the visual channel. Running text media is text media that can move from bottom to top or vice versa on a screen whose speed can be adjusted (Makunti, 2013)

One of the resources that help make learning successful is the media. Another way to think of learning media is as something that can channel a message directly from its source to create an environment conducive to learning and help students absorb the material. As a result, educational materials are essential to developing a productive and successful learning environment. Likewise, the use of running text media as a support for the learning process improves students' reading skills when learning English texts, (Makunti, 2013) discovered the benefits of using running text media.

1. Able to change the theme of running text media
2. Can change the color of the writing to make it more interesting
3. Can change the size of the text
4. Can change the text runtime speed

### ***The Use Running Text Media***

Running text is a tool that functions to display information, advertisements, warnings and others that are formal or non-formal. Submission of information using running text media is an interesting innovation as a form of implementation of current

information technology developments. People often feel bored reading information through good news through print media, the internet and others.

Therefore, running text is needed in this globalization era to convey certain information and give an interesting nuance when viewed. Currently running text is generally controlled by a computer to adjust the information that appears in the running text as desired by the user. The use of running text media as a learning tool has been carried out several times, one example is in a study entitled.

The effect of using running text media toward students reading comprehension the eleventh grade students of SMAN 5 Mandau to convey learning. In this research, the use of running text media in conveying material to students is used as the main media in addition to material from books and the internet. The use of running text media is expected to increase in the effect students reading comprehension

### ***Descriptive Text***

Descriptive text is a text that gives information about particular person place, or thing. Gerot states that “descriptive text is a kind of text with a purpose to give information” (Wardani et al., 2014). The context of this kind of text is description of thing, animal, person and others. Mukarto et. al. as cited in (Etfita, 2014) states that a descriptive text is used to describe something, someone, or place

Descriptive text describes much information about an object, where the information is about the parts, qualities, characteristics of object, or setting that is described. Descriptive text consists of generic structures by (Harida, 2021) can be elaborated as follows:

- 1) Identification means that to identify the phenomenon that to be describe from text,
- 2) Description describes parts, activities and characteristic of thing, person, animal and place.
  - a) Parts/things (physical appearance)
  - b) Qualities (degree of beauty, excellence, or worth/value)
  - c) Other characteristics (prominent aspects that are unique)

The generic features of description are:

- 1) Verb in the present tense.
- 2) Adjective to describe the features of the subject.
- 3) Topic sentences to begin paragraphs and organize the various aspects of the description.

Based on explanation above the generic structures of descriptive text are identification and description person, thing, animal and place. There are three language features of descriptive text they are:

- 1) Using simple present tense,
- 2) Using attributive and identifying process,

### 3) Using adjective and classifiers in nominal group (Sukarta, 2017)

One of the English skills that of student must master is reading. Reading can help students expand their knowledge because they get a lot of information when they read. The purpose of teaching reading is to make students read English text effectively and efficiently. Understanding the structure of the text explicitly is important for the students, but understanding its meaning implicitly is more important.

Teaching reading in senior high school is not the same as teaching other language skills. It needs a specific strategy to guide students to be able to comprehend the meaning of the text. In reading comprehension, students should be able to identify the main idea of the text, identify specific information, find detailed information, identify implied information in the text, and infer the text conclusion. As a result, teachers have to select the most appropriate strategy and media to teach reading to their students.

Based on those explanations, the researcher interested to apply this Media in the process of teaching reading comprehension at the Eleventh Grade of SMAN 5 MANDAU and intended to conduct the research on title

***“The Effect of Using Running Text Media Towards Students’ Reading Comprehension at the Eleventh Grade Students of SMAN 5 MANDAU”***

#### **Method**

This research was experimental research. Which used quasi-experiment design. According to (Creswell, 2012), Quasi-experimental design used to measure the outcome of treatment to a so-called experimental class, compared to a control class. In this research, the experiment class was taught by using running text media. Learning is carried out in eight meeting with flow as Pre Test, Treatment, and Post Test. The Control class was taught in a conventional teaching, using whiteboard and book as the media for teaching.

According (Gay, 1987) the population is the group of interest to the researcher, to the group to which she or he would like result of the study to generalizable. (Creswell, 2012) said that a group of individuals who has the same characteristics is called the population. The population of the research was all of the eleventh grade students of SMA N 5 Mandau which consists of 164 students. Below is the list of research population:

**Table 1: The Population of The Research**

No	Class	Total
1	XI 1	33
2	XI 2	32
3	XI 3	34
4	XI 4	32

5	XI 5	32
	<b>TOTAL</b>	164

The sample was a subgroup of the target population that the researcher plans to study for generalizations about the target population by (Creswell, 2012). The researcher chose two classes as samples by dividing them into two class, one as the experimental class and one as the control class. The experimental class was given treatment the running text media, and the control group was taught by conventional teaching. Class XI 2 and Class XI 4 were chosen as the sample by using cluster random sampling.

**Table 2: The sample of the research**

No	Sample	Function	Total
1	XI 2	Experimental Group	32
2	XI 4	Control Group	32
<b>TOTAL</b>			64

## Finding and Discussion

### 1. Descriptive Statistics

**Table 3: Descriptive Statistic**

		Minimum	Maximum	Mean	Std. Deviation
Pretest Experiment	32	40	70	51.25	11.570
Posttest Experiment	32	60	100	74.69	11.635
Pretest Control	32	40	60	50.94	7.344
Pretest Control	32	50	80	63.75	7.931
Valid N (listwise)	32				

Based on the table, total of pretest score from 32 students in experiment class is 1640 with minimum score is 40 and maximum score is 70. Mean of Pre Test experiment 51,25, Std Deviation of Pre Test is 11.570. Then post test score pre test score from 32 students in experiment class is 2390 with minimum score is 60 and maximum score is 100. Mean of post test experiment 74.69, Std Deviation of post test is 11.635.

### 2. Test of Normality

**Table 4: Tests of Normality**

	Class	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Score Reading	Pretest Experiment	.147	32	.078	.956	32	.209
	Posttest Experiment	.148	32	.071	.944	32	.098
	Pretest Control	.136	32	.139	.942	32	.087
	Posttest Control	.148	32	.071	.955	32	.200

Based on the table, the data on pretest and post test for experimental class are normally distributed. It can be seen from the sig. score of pre test that is higher than the level of significance ( $0.078 > 0.05$ ). Besides, the Sig Score of the posttest is also higher than level of significance ( $0.071 > 0.05$ ).

Based on the table, the data on pretest and posttest for control class are normally distributed. It can be seen from the sig. Score of pretest that is higher than the level of significance ( $0.139 > 0.05$ ). Besides, the sig. Score of the posttest is also higher than the level of significance ( $0.071 > 0.005$ ).

### 3. Paired Sample T-test

The paired sample t-test is used to determine whether there is a difference in the means of two paired samples. The requirement is that the data is normally distributed. To answer the problem formulation, the Paired Sample T-test was used on the Pre test data of the Experiment Class and the post test of the experiment class. Then the pre test data of the control class and the post test of the control class. The results can be seen in the following table:

**Table 5: Paired Sample Statistics**

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pretest Experiment	51.25	32	11.570	2.045
Posttest Experiment	74.69	32	11.635	2.057
Pair 2 Pretest Control	50.94	32	7.344	1.298
Pretest Control	63.75	32	7.931	1.402

Based on the table 5, the pair 1 known as Pre test Experiment class was 51.25 and the mean of post test experiment class was 74,69. The pair 2 known as Pre test control class was 50.94 and the post test control class was 63.75. From the data can be concluded that there were significant

differences in the mean of the student's reading comprehension at the time of pre test and post test.

**Table 6: Paired Sample Test**

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretest Experiment - Posttest Experiment	-23.438	12.342	2.182	-27.887	-18.988	-10.743	31	.000
Pair 2 Pretest Control - Pretest Control	-12.813	5.227	.924	-14.697	-10.928	-13.867	31	.000

Based on the table, output paired test shows the result of compare analysis with using T-test. The difference mean score of Pre Test and Post Test Experiment is -23.438. The standard deviation is 12.342, standard error mean is 2.182 the lower difference is -27.887 and upper difference is -18.988. The result of tcount is -10.743. The significant 2-tailed is 0.000 < 0,001 and the significant level is 0,05.

The difference mean score of Pre Test and Post Test Control is -12.813. The Standard deviation is 5.227, Standard error mean is 0.924. The lower difference is -14.697 and upper difference is -10.928. The result of tcount is -13.867. The significant 2-tailed is 0,000 < 0,001 and the significant level is 0,005 it means that the data is valid.

Test guidelines are if the value of sig. (2-tailed) < 0,05 then the hypothesis is accepte. If the value of sig (2-tailed) > 0,05 then the hypothesis is rejected. Based on the result of paired sample t-test that the significant 2-tailed < to significant level. It can be seen from sig. 2-tailed is 0,000 < 0,05 from the significant level 5%. It means the Ha was accepted the Ho is rejected.

#### 4. Test of Homogeneity

**Table 7: Test of Homogeneity  
Test of Homogeneity of Variance**

		Levene Statistic	df1	df2	Sig.
Score Reading	Based on Mean	.237	1	62	.628
	Based on Median	.286	1	62	.595
	Based on Median and with adjusted df	.286	1	61.52 7	.595
	Based on trimmed mean	.243	1	62	.624

*Source : SPSS 22*

Based on the table, it was clear that significance of homogeneity of variance is normally distributed. The value of the Lavene test show in the based on the Sig. of  $0.628 > 0.05$ , which means that the variance is called homogeneous.

#### 5. Independent Sample T-test

**Table 8: The Independent Sample T-test Group Statistic**

		N	Mean	Std. Deviati on	Std. Error Mean
Score Readin g	Posttest Experiment	32	74.69	11.635	2.057
	Posttest Control	32	63.75	7.931	1.402

Based on the table above, the mean of post test in experiment class was 74,69 and post test in control class was 63.75. Standard deviation experiment class was 11.635 and control class was 7.931. The std. error mean experiment class was 2,057 and control class was 1.402.

**Table 9: The Independent Sample T-test of Post test  
Independent Samples Test**

		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
Score Reading	Equal variances assumed	4.941	.030	4.394	62	.000	10.938	2.489	5.962	15.913
	Equal variances not assumed			4.394	54.692	.000	10.938	2.489	5.948	15.927

Based on the table 9, the independent sample t-test data, the researcher compared the data by orientating number of significant. if probability > 0,05, it means there is significant difference.

Based on the score of probability gathered by SPSS 22, it can show that sig. (2-tailed) was smaller than 0,05 (0,000 < 0,05). Thus, the researcher concludes that there is significant difference on students' reading comprehension between experiment class and control class.

**Conclusion**

Based on the presentation and data analysis, The Effect of Using Running Text Media Toward Students' Reading Comprehension at the Eleventh Grade Students of SMAN 5 Mandau can be concluded:

1. Based on data analysis, it was found that the paired significance (2-tailed) was 0.000, because the sig value. (2-tailed) is smaller than 0.05, it can be concluded that Ha is accepted and Ho is rejected. There is a significant effect of Using running text Toward Students' Reading Comprehension at the Eleventh Grade students of SMAN 5 Mandau.
2. Based on the results of the study, the researcher concluded that running text media can be used in learning reading comprehension at SMAN 5 Mandau.

## Acknowledgements

The researchers wishes to express special thanks to Mrs. Zulfia Siskawati, S.S, M.Pd as the researcher supervisor. Thank you advance for your correction, suggestion ,guidance, and kindness in completing this article

## References

- Ahmad, S. (2020). *Teknologi Dan Media Pembelajaran Jilid i. CV Jejak (Jejak Publisher)*.  
Suryadi, Ahmad. 2020. *Teknologi Dan Media Pembelajaran Jilid i. CV Jejak (Jejak Publisher)*
- Andrew, P. J. (2008). *Teaching Reading and Writing*. Rowman and Littlefield Education.
- Antoe. (2009). *Membuat Efek Tulisan Berjalan (Marquee)*. Gramedia.
- Bachtiar. (2009). *Trik Membuat Teks Berjalan (Marquee)*.
- Brown, H. D. (2000). *Principles of Languanguange Learning and Teaching*. Longman.
- Catherine Snow, A. P. S. (2003). *Rethinking Reading Comprehension (A. P. Sweet & C. E. Snow (eds.))*. Guilford Press.
- Eka Sustri Harida, W. S. S. (2021). Students Reading Comprehension in Descriptive text. *English Journal for Teaching and Learning*, 9(1), 77–86.
- Fauzia, S., & Afnita, A. (2020). Pengaruh Media Teks Berjalan terhadap Keterampilan Membaca Teks Berita Siswa Kelas VIII SMP Negeri 7 Padang. *Jurnal Pendidikan Bahasa Indonesia*, 8(1), 101–110. <https://doi.org/10.30659/j.8.1.101-110>
- Harmer, J. (2007a). *How to Teach English*. (Pearson Ed).
- Harmer, J. (2007b). *The Practice of English Languange Teaching*. Pearson Education.
- Hery, N. (2012). *Sejarah Perkembangan Teknologi Informasi Dan Komunikasi*. PT Balai Pustaka (Persero). Nuryanto, Hery. 2012. *Sejarah Perkembangan Teknologi Informasi Dan Komunikasi*. PT Balai Pustaka (Persero)
- Makunti, Y. (2013). *Melalui Media Teks Berjalan Pada Siswa Kelas Viii Smp Negeri 2 Tenganan Kabupaten Semarang*. Universitas Negeri Padang.
- Mcnamara, D. . (2007). *Reading Comprehension Strategies : Theories Interactions, and Technologies*. Laurence Erlbaum Associates, Inc.
- Ningsih, D. W. (2015). The Implentation Of Genre Based Approach In Teaching Reading: A Case Study At SMPN 17 In Pekanbaru. *Journal English Languange Teaching (ELT)*, 1(1), 1–7.
- Nursahara Dongoran, Siregar, S. R. (2020). Students Ability in Writing Descriptive Text. *English Journal for Teaching and Learning*, 8(1), 88–90.