

**THE EFFECTIVENESS OF LINGQ APPLICATION AS LEARNING
MEDIA ON THE STUDENT'S READING COMPREHENSION AT EIGHT
GRADE OF SMP MUHAMMADIYAH AIMAS**



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**THE EFFECTIVENESS OF LINGQ APPLICATION AS LEARNING
MEDIA ON THE STUDENT'S READING COMPREHENSION AT EIGHT
GRADE OF SMP MUHAMMADIYAH AIMAS**

Thesis

**Presented to English Education Program Faculty of Language,
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Degree of Sarjana Education (S1)**

Defended In the Thesis

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Born in

Ternate

MOTTO AND DEDICATION

MOTTO

“ My life is easy because of my mother’s prayers, and my path is smooth because
of my father’s hard work”

DEDICATION

This thesis is dedicated by the researcher to:

To my beloved parents, Father Abd.Rahman Rasyid, S.Pd, and Mother Ai
Nurhayati, S.Pd, as a token of my deep devotion, respect, and gratitude, I dedicate
this thesis to you, who have provided support throughout my studies.

For myself, for persevering and staying motivated to finish this thesis.

To Sir Agus Setiawan, M.Pd., my thesis advisor and academic advisor. Thank you
for guiding and motivating me throughout my studies, up to the writing of this
thesis.

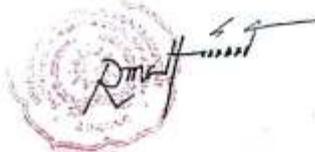
Finally, to our beloved campus, the University of Muhammadiyah Sorong, where
the researcher learned and grew.

LEGITIMATION SHEET

This thesis was approved by Dean of the Faculty of Education Language, Social and Sport
Muhammadiyah University of Education Sorong

On: December 23, 2025

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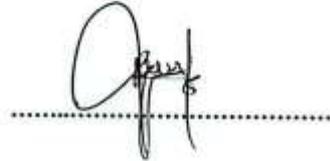
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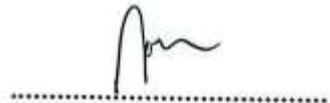
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As a result of this thesis, I declare that the thesis not a work that has been submitted to obtain and academic degree in a University and in my knowledge there is no literature work that has been written and published by the other researchers, except in the writing referenced in the references.

Sorong, Desember 02 2025

The Researchers



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Sorong, Desember 02 2025

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ABSTRACT

Hayatun Nufus Rumaf /148820321021, 2025. The Effectiveness of LingQ Application as Learning Media on The Students Reading Comprehension at Eighth Grade of SMP MUHAMMADIYAH AIMAS **in the academy year 2025/2026. Thesis, English Education Department, Faculty of Education Language, Society, and Sport, University of Education Muhammadiyah Sorong, November 2025.**

Reading comprehension ability is one of the most important basic skills in learning English. However, the reality is that many junior high school students still struggle to understand reading texts, which is caused by limited vocabulary, monotonous teaching methods, and low learning motivation. Therefore, innovative and engaging learning media are needed, one of which is through the use of the LingQ application. This research aims to determine the effectiveness of using the LingQ application as a learning medium on the reading comprehension ability of eighth-grade students at Muhammadiyah Aimas Junior High School. This research uses a quantitative method with a pre-experimental design in the form of a one-group pre-test and post-test design. The research sample consisted of 20 students from class VIII B. The instrument used was a multiple-choice reading comprehension test with 20 questions. Data analysis techniques include descriptive statistical analysis, normality tests, and N-Gain tests. The research results indicate an effective in students' reading comprehension after being treated using the LingQ application. The average pre-test score was 48.00, which increased to 65.20 on the post-test. The N-Gain test results showed a value of 0.33, which falls into the moderate category, meaning that using the LingQ application is quite effective in students' reading comprehension.

Keywords: LingQ Application, Reading Comprehension, Learning Media, English.

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CHAPTER I

INTRODUCTION

1.1 Background of the Research

Reading comprehension is one of the fundamental skills that serves as the foundation for all forms of learning. According to Kusman (Prihatsanti et al., 2018) mention that reading comprehension skills are a activities carried out to understand the content of the reading, as well as to hone skills. Therefore, reading comprehension is an essential skill in learning English, especially in the digital era, where reading in English can significantly enhance understanding of vocabulary, grammar, and sentence structure. Mastery of reading comprehension enables students to learn more effectively and improve their overall academic performance.

A common issue related to reading comprehension among middle school students is their low in reading. This is often caused by overly lengthy and monotonous reading materials, which make students feel bored and disengaged. Other contributing factors include a lack of reading habits, an unsupportive school environment, and the less-than-optimal role of teachers. In some cases, teachers' explanations are difficult to understand and teaching methods are too monotonous, which fail to capture students' attention and ultimately lead to boredom during learning.

Based on the results of observations made by researchers in class 8B of SMP Muhammadiyah Aimas Sorong, it was found that students still experienced significant difficulties in reading. Students still experience difficulties in understanding the content of the reading text given, one of the main problems is difficulty in explaining the content of the reading text given. Students are still confused about explaining or retelling the contents of the text after reading it. In addition, students sometimes read fluently without understanding the meaning of the text. Then, another factor that causes students to be slow in understanding reading and the lack of books and reading materials available is the factor of delays in reading comprehension. Reading is also influenced by the limited variety of topics or reading genres available so that it is not read enough by students. Apart from that, the lack of variety in learning methods used by teachers causes students to become passive and less interactive in learning to read, thus having a negative impact on students' understanding. Another factor is that students often find reading boring, especially if they do not find pleasure or a way to read. Therefore, in this research the researcher will use one of the learning media, namely the LingQ application, as a fun learning method in teaching reading comprehension to students.

Research by Smith (2020) explores the use of the LingQ application as a tool to enhance reading comprehension. The LingQ application offers several advantages. First, it supports content-based learning by providing access to various reading materials such as articles, books, and podcasts. Second, it includes a word separation feature, allowing users to click on unfamiliar words to view

their definitions and usage examples, which helps expand vocabulary. Third, it features audio-text synchronization, enabling users to listen to audio recordings while reading the text this can improve both pronunciation and comprehension. Additionally, the application is specifically designed to support students in developing their reading skills by offering diverse learning materials tailored to their interests and proficiency levels. This can enhance students' motivation and engagement in the reading learning process.

In previous Research, no researcher has specifically examined the effectiveness of using the LingQ application as a media to reading comprehension students. Additionally, prior research has not focused on the effectiveness of the LingQ application at the junior high school education level. While some research have explored language learning applications in general, research specifically targeting the LingQ application remains limited. Research by Dr. Richard Schmidt focuses on the role of attention in language learning, particularly regarding how the LingQ application helps users pay attention to new and relevant vocabulary. In this research, the researcher aims to investigate the effectiveness of the LingQ application in improving the reading skills of junior high school students.

1.2 Problem Statement

Based on the background of the problem above, the formulation of the problem in this research is :

Is the use of the lingQ application effective in teaching reading comprehension in 8th grade of students SMP Muhammadiyah Aimas?

1.3 Objective of the Research

Based on the problem statement above, the objectives of this study are:

To determine whether or not the LingQ application effective in teaching reading comprehension in students grade of SMP Muhammadiyah Aimas!

1.4 Hypothesis

The hypothesis of this study is:

1.4.1 Null Hypothesis (H₀): The use of LingQ application is not effective in teaching reading comprehension among 8th grade students at SMP Muhammadiyah Aimas.

1.4.2 Alternative Hypothesis (H_a): The use of LingQ application is effective in teaching reading comprehension among 8th grade students at SMP Muhammadiyah Aimas.

1.5 Significant of the Research

This research has significant benefits in the scope of education:

1.5.1 Students

By using the LingQ application, students can easily read their reading comprehension. The application provides access to a wide range of reading materials that support comprehension development through various contexts.

1.5.2 Teacher

This research can greatly assist teachers in students' reading comprehension and enhancing the quality of their teaching by integrating

innovative strategies through the use of technology, specifically the LingQ application.

1.5.3 Researcher

If future researchers wish to conduct research on English reading comprehension, this research can serve as a valuable reference. It also contributes to the academic literature on the use of language learning applications, particularly the LingQ application, in enhancing reading comprehension.

1.6 Operational Definition

To understand the topic of this research easily, this study uses 2 variable methods, as follows :

1.LingQ Application

The LingQ application is a digital learning platform that can be used as a medium for learning students' reading comprehension. By using the LingQ application as a medium for learning reading comprehension, it can help students understand texts better through the application, as well as create a fun learning atmosphere and make it easier for teachers to manage learning. The texts used in this learning are descriptive and daily life texts, which can make it easier for students to learn.

2.Reading Comprehension

Reading comprehension is one of the basic components in learning that plays an important role. For students of SMP Muhammadiyah Aimas, having good reading comprehension will be very effective in learning.

Reading comprehension is not just reading, but is also a major element that supports text comprehension, text analysis, and the ability to express ideas.

CHAPTER II

LITERATURE REVIEW

2.1 Theory of LingQ Application

2.1.1 Definition of LingQ Application

LingQ Application is a language learning platform designed to help users their reading comprehension through authentic and interactive content. Katherine W. (2015), in a study on technology in language education, stated that the LingQ Application provides easy access to authentic content that reading comprehension. With a variety of reading options, users can improve their reading comprehension through relevant context.

This also has several advantages: the first is content-based learning, which includes articles, books, and podcasts. Second, there is the word separation feature; in this feature, users can click on unknown words to see their definitions and usage examples, which can help expand vocabulary. Third, there is audio and text synchronization. The LingQ application has many texts accompanied by audio recordings, so users can listen while reading. This can help improve pronunciation and comprehension.

Steve Kaufmann (2007), the founder of LingQ, explains that this application facilitates language learning through "rich reading and listening," which allows users to learn from context. He emphasizes the importance of interest in content to increase learning motivation. Kaufmann's theory shows that effective language learning does not only depend on teaching methods, but also

on how to engage with content. With rich reading and listening facilities and by providing interesting content choices, LingQ also creates an environment that supports more effective and enjoyable language learning in a particular language.

2.1.2 Kind of LingQ Application

Steve Kaufmann (2007) states that reading and listening to real content involves both audio and text. LingQ provides a combination of audio and text, allowing users to listen while reading to improve their understanding and pronunciation. One way to use the LingQ application is as a medium for reading comprehension through both text and audio, which helps students enhance their reading skills through adaptive text. Additionally, the audio available in the LingQ application varies in levels of difficulty to train listening skills. Students can also use the audio feature when encountering words they do not understand to learn how to read and pronounce them correctly.

2.1.3 Benefit of LingQ Application

LingQ application is an application created by Steve Kaufmann (2007) and this application is made to help develop language skills. In addition, LingQ is a platform equipped with unique features that are made to help users of all levels. In addition to language learning features, this application also targets reading, speaking, writing, listening, and also building vocabulary.

2.1.4 Step the Use LingQ Application

Here are the steps on how to use the LingQ application to maximize your language learning experience:

1. Register and Set Up an Account

- Download the Application

LingQ is available on iOS and Android platforms, and can be accessed via the web. Download the application from the App Store or Google Play, or visit the LingQ website.

- Create an Account

Register with your email or social media account. After registering, users can set up a user profile by selecting the language they want to learn and their proficiency level.

2. Choose Content

- Explore the Catalog

LingQ has a variety of content, including articles, podcasts, and videos. Users can explore the catalog to find interesting materials.

- Import Content

If users have specific content they want to learn (for example, articles from blogs or YouTube videos), they can import it into the app.

3. Learn with Text and Audio

- Read and Listen

After selecting content, users can read the text while listening to the audio. This helps to improve listening and reading comprehension.

- Mark New Words

While reading, users can mark unfamiliar words or phrases. LingQ will save them in the user's vocabulary list.

4. Using Learning Features

- Learn New Words

Users can access the words they have marked and see their definitions, usage examples, and pronunciations.

- Spaced Repetition System

LingQ uses an algorithm to help users remember new words by repeating them at appropriate intervals.

5. Interact with the Community

- Join Forums

Users can join forums or discussion groups to interact with other users, share experiences, and get tips.

- Get Help from Tutors

If users need further assistance, users can search for tutors on the platform for one-on-one guidance.

6. Track Progress

- Learning Statistics

LingQ provides statistics that show users' progress, including the number of words learned, time spent studying, and content completed.

- Set Goals

You can set daily or weekly goals to stay motivated and focused on learning.

2.2 Reading Comprehension

2.2.1 Definition of Reading Comprehension

One of the most important components in learning is the ability to read well, especially in learning a foreign language. Reading is the process of understanding and interpreting written symbols, such as numbers and letters, to obtain information and knowledge or entertainment.

According to Rukmini, (2018) Reading comprehension is the ability to interpret and understand the meaning of the text read, which involves critical and reflective thinking processes. According to Prayitno, (2019) Reading comprehension is a complex cognitive process in which readers not only recognize words, but are also able to associate the information read with personal knowledge and experience.

Then according to Zainuddin,(2021) Reading comprehension is the ability to build meaning from text through interaction between the reader and the text, which is influenced by the social, cultural, and background context of reading knowledge. So overall, reading comprehension is considered a complex process involving various interacting factors, not just the ability to read words on paper.

Guthrie and Humenick (2019) State that reading comprehension is closely related to reader engagement. High engagement can improve comprehension skills, because readers are more active in the reading process. Reading is one of the fundamental skills that supports learning, communication, and personal development.

From the explanation above, it can be concluded that reading comprehension are the most important thing and must be mastered in learning. Because, reading can greatly support learning and communication.

2.2.2 Types of Reading Comprehension

According to Tarigan (2015), reading is not just about seeing letters, but also understanding the information contained in the text. Reading is an important skill that can be divided into several types, each with different purposes and techniques. Here are some types of reading:

1. Reading for Comprehension

The purpose of reading comprehension is to ensure that readers can understand, analyze, and interpret the information presented in the text.

Example: Reading a book, article, or study material to understand the information presented.

2. Skimming Reading

Skimming helps readers to get a general understanding of the text's content without having to read every word. This is useful for determining whether the text is relevant to the reader's information needs.

Example: Reading the title, subtitle, and first sentence of each paragraph to understand the main theme.

3. Scanning Reading

The goal of reading comprehension is to ensure that readers can understand, analyze, and interpret the information presented in the text.

Example: Looking for a specific number, name, or fact in a document or book.

4. Critical Reading

The purpose of critical reading is to encourage readers not only to understand the text but also to analyze, evaluate, and interpret information in a more in-depth manner.

Example: Reading an opinion article or research to assess the validity and reliability of the information.

5. Intensive Reading

Intensive reading is a method of reading aimed at understanding the text in depth and thoroughly.

Example: Reading literary or academic texts with the aim of in-depth analysis.

6. Extensive Reading

Extensive reading is a reading method aimed at gaining a general understanding and enjoying a large amount of text, without a deep focus on every detail.

Example: Reading a novel or storybook for pleasure and to improve vocabulary.

7. Reading Aloud

Reading aloud can help readers better understand the text because they are actively engaged in the reading and listening process.

Example: Reading books to children or when learning a foreign language to practice pronunciation.

8. Reflective Reading

Reflective reading is a process of reading that involves deep thinking and introspection towards the text being read.

Example: Read a journal or non-fiction book and record personal thoughts or reactions.

9. Visual Reading

Visual reading is the process of understanding information presented in the form of images, graphics, diagrams, or other visual elements.

Example: Reading infographics or maps to understand visual data.

10. Digital Reading

The purpose of digital reading or digital literacy includes the enhancement of knowledge, understanding, awareness, creativity, and digital technology skills.

Example: Using devices such as tablets or smartphones to access information.

Each type of reading has different techniques and purposes, and choosing the right type of reading depends on the context and purpose of the reader.

2.3 Level of Reading Comprehension

According to H.G. Tarigang (2017) There are different levels of reading comprehension, and each includes the ability to understand, evaluate, and interpret data. Reading comprehension levels include the following:

1. Basic Understanding

This level requires understanding the explicit material in the text. Readers may answer basic questions linked to obvious facts and details. Examples Knowing who the main character is, where the story takes place, and what happens in the sequence of events.

2. Interpretative Understanding

At this point, readers start to infer and draw conclusions from information that isn't expressed in the text directly. The meaning of the words is clear to readers. Examples Identifying the theme or moral message of the story, as well as understanding the characters and their motivations.

3. Critical Understanding

The material can be twisted and analyzed by readers. They are able to compare and contrast concepts, assess arguments, and spot prejudice. Examples analyzing the arguments put out, determining the reliability of the information source, or contrasting the author's opinions with those of other people.

4. Creative Understanding

Readers can develop different viewpoints and interpret the material in new ways by using their imagination. Examples of this include writing other stories, coming up with new characters, or making artwork based on the text.

5. Reflective Understanding

Readers can develop different viewpoints and interpret the material in new ways by using their imagination. Examples of this include writing other stories, coming up with new characters, or making artwork based on the text.

2.4 Teaching Step

In this research, the teaching step will be use as the follow:

1. Preparation

In the preparation stage, the teacher selects one of the mini stories reading themes to support students reading comprehension, the reading materials is already available on the LingQ Application.

2. Implementation

During the implementation phase, the teacher begins by introducing reading comprehension using the provided mini story reading themes. In LingQ Application, student are asked to read the provided reading material, and then they are asked to mark the words whose meanings they do not know. After the students mark the words they do not know, the teacher will explain the meanings using LingQ Application of those words to reinforce their reading comprehension. And, the teacher analyzes the results of using the LingQ Application to asses students reading comprehension. Then, students are assigned to read the texts available on the LingQ application and explain the meaning of the texts the have studies.

3. Evaluation

At the evaluation stage, At this evaluation stage, the teacher asks questions based on the provided text.

2.5 Previous Research

Several researchers have highlighted similar methods, some of them are as follows:

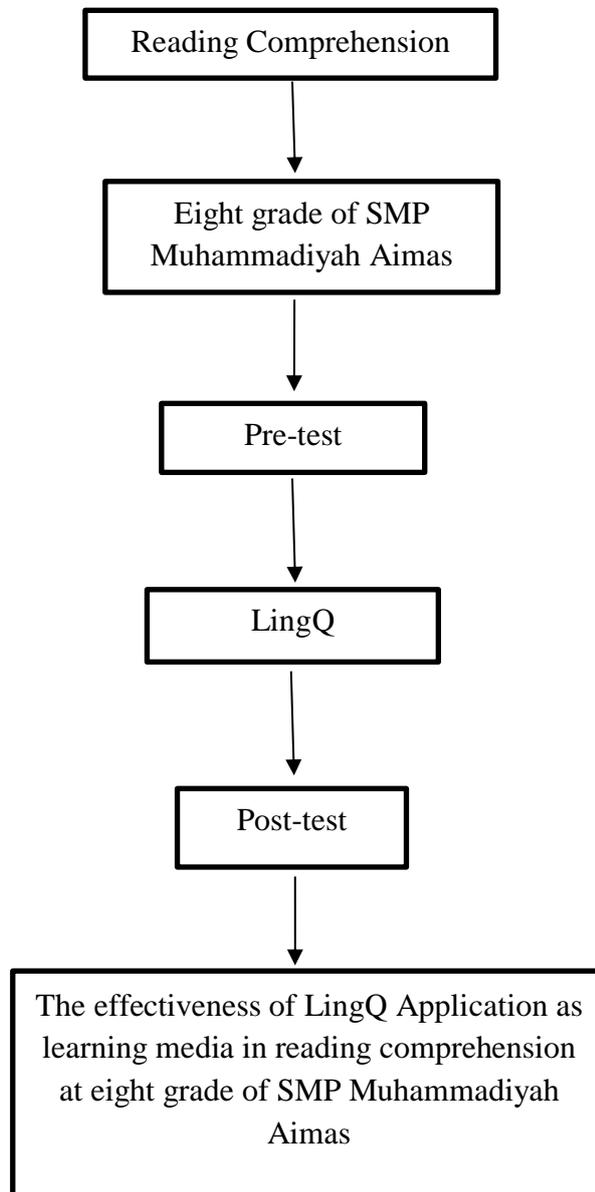
First, in the research of (Winda Alifia, 2019) entitled "Teaching Listening Practices Using the LingQ Application" shows that the LingQ application is effective in listening skills to improve vocabulary acquisition for users of this application.

Second, in the research of (Nur Aulia, 2023) entitled "The Effect Of Video-Based Learning Media On Students' English Reading Ability" states that the learning process carried out through video media games aims to find out how the learning process using video media can improve students' reading skills with varied methods so that students are interested and do not feel bored. Learning using video media can improve students' reading comprehension skills. The use of video media in improving the development of students' reading mastery skills compared to conventional learning shows significant differences. Learning using video media can be used as a learning and input material for learning and developing students' reading comprehension skills accordingly. Video-based learning is an interesting media in the process of developing students' reading comprehension skills

Third, in the research of (Faizah et al. 2022) entitled "Effectiveness of Using the Learning Applications “Let's Learn to Read” and “Marbel Reading” for Elementary School Students” evaluate the effectiveness of the "Ayo Belajar Membaca" and "Marbel Membaca" applications in improving elementary school students' reading skills. The results show that both applications contribute positively to students' reading skills.

This research has similarities with previous research in terms of using digital media to support English language learning. All research aim to improve students' English skills by applying innovative learning methods through technology, and they are conducted at the junior high school level. However, the difference lies in the type of media used and the specific focus of each research. While previous research used general digital tools such as Android-based applications, video media, and various digital platforms, this study focuses specifically on the use of the LingQ application. Furthermore, this research emphasizes reading comprehension as the main skill, whereas other research involved multiple language skills such as speaking, grammar, and vocabulary. In addition, this research uses a quantitative method with pre-test and post-test procedures to measure effectiveness, which may differ from the approaches used in the previous research.

2.4 Conceptual Framework



In the conceptual framework above, this research focuses on the effectiveness of using the LingQ application as a learning media for students' reading comprehension. Reading learning is learning that researchers will teach to 8th grade students who are the samples that will be used in this research. Then the researcher will give a pretest at the beginning of the meeting, the function of

which is to find out how much students' reading comprehension ability is before being given treatment. This LingQ application is a treatment that will be given after students have taken the pretest, after being given treatment the researcher will give a final test or posttest to students to find out the students' final abilities after being given treatment.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Design of Research

This research used quantitative research methods. Quantitative research involved collecting numerical data and applied analytical techniques to test hypotheses, draw conclusions, and understand the relationships between the variables research (Prasetiyo, 2019). The experimental method chosen is by using pre-experimental model.

The experimental method chosen used a pre-experimental model. The research design is illustrated in Table 3.1 below.

Table 3.1 One Group Pre-test & Post-test Design

Group	Pretest	Treatment	Posttest
Experiment (E)	X1	O	X2

Source: Sugiyono in Yuliana (2021)

Information :

E = Experimental class

X1 = Pretest

X2 = Final test (posttest)

O = LingQ Application

3.2 Population and Sample

3.2.1 Population

The total population in this research is divided into two classes, as show in the following table :

Table 3.2 Population Data of Class

Class	Man	Female
8B	10	10
Total	20	20

3.2.2 Sample

The sample in this study was students of class 8B of Muhammadiyah Aimas Middle School, by taking one class consisting of 20 students (10 male students and 10 female students) in following all stages of the study from pretest to posttest, with the assumption that each individual or group in the population has an equal opportunity to be used as a research sample because it is in accordance with the criteria to be studied and it is hoped that subjectivity can be avoided.

3.3 Variable of The Research

In this research there are two variables, namely independent variable and dependent variable. Both variables are identified as follows:

1. Independent variable : Reading comprehension
2. Dependent variable : LingQ Application as a learning media.

3.4 Location and Time of The Research

3.4.1 Location of The Research

This research was conducted at SMP Muhammadiyah Aimas, Sorong, Southwest Papua Province.

3.4.2 Time of The Research

This research was conducted during 6 meetings starting in July 2025 until completion. In the first meeting, the researcher was give a pre-test to the students. After that, in the second meeting until the sixth meeting the researcher was give treatment. And, in the seventh meeting, the researcher was give a post-test.

3.5 Instrument of The Research

According to Sugiyono (2017), research instruments were used to collect data, and the most common instrument used in research studies are a list of questions submitted and given to each respondent being sampled in research use a pretest and posttest. In this study, the researcher use a test to obtain data. The test consisted of 20 multiple choice questions.

3.6 Technique of Collecting Data

In this research, the researcher used data collection techniques consisting of :

3.6.1 Pre-test

The purpose of the pre-test is to determine the students' reading comprehension before they enter the treatment. The research used a reading comprehension test where the test consists 20 question, namely 20 multiple-choice questions. This test was given at the first meeting.

3.6.2 Post-test

The purpose of the post-test is to determine the effectiveness of using the LingQ application as learning media on the students' reading comprehension. The researcher used a reading comprehension test where the consists of 20 question, namely 20 multiple-choice questions. This test was given at the last meeting.

3.7 Technique of Data Analysis

3.7.1 Assesment of Student's Reading Comprehension

The researcher used assess students' reading comprehension using 20 multiple-choice questions.

The assessment is conducted according to the table below:

Table 3.3 Assessment Rubric Classification Scoring of reading comprehension

Test Item	Scoring Rule		Amount
	True	False	
Multiple choice	1	0	20
Max Score			20

Student test scores are calculated using the following formula:

$$S = \frac{r}{n} \times 100$$

Notes:

S = scores of the test

r = the score of the right answers

n = total items

Table 3.4 Classification Scoring of reading comprehension

No	Interval (%)	Category	Clasification
1	87 - 100	A	Verry Good
2	74 - 86	B	Good
3	61 - 73	C	Fair
4	< 60	D	Poor

Source : Rita Sugiarto (2020)

3.7.2 Normality Test

The normality test aimed to determine whether the data came from a normal distribution each variable with a normal distribution. The test used the Shapiro-Wilk method. Discussion were made using the Normality Test method includes: 1) If the significance value > 0.05 , then the data is considered to be normally distributed. 2) If the significance value < 0.05 , then the data is not normally distributed.

3.7.3 N-Gain Test

To measure the effectiveness of using LingQ Application media on students' reading comprehension in this study, an academic ability test was designed before and after the treatment. Since this study only uses one group, the research design is called a onegroup pretest-posttest design. Shadish, Cook &

Campbell (in Mirani Oktavia, 2019) stated that in a one-group pretest and posttest design, a pretest is conducted on the research subject group, followed by the treatment, and then a posttest is carried out using the same measurement. The students who take the pretest and posttest come from the same class. The pretest is conducted by giving a set of questions related to the material that will be reviewed in the class. The treatment consists of an intensive program and the provision of learning modules. After the treatment, a posttest is given in the form of answering questions again. After obtaining the pretest and posttest scores, the researcher analyzes the obtained scores. The analysis used is the normality gain test, which is used to determine the effectiveness of the given treatment. The following formula is used to calculate the normality gain :

$$N\text{-Gain} = \frac{\text{Posttest Score} - \text{Pretest Score}}{\text{Maximum Score} - \text{Pretest Score}}$$

The effectiveness criteria interpreted from the normality gain value, according to Meltzer, can be seen in Table 1 below.

Table 3.5 Classification of Normality Gain Values

Normality Gain Value	Criteria
$0.70 \leq n \leq 1.00$	High
$0.30 \leq n < 0.70$	Medium
$0.00 \leq n < 0.30$	Low

Source : Mirani et al 2019

If the N-Gain score less than 0,30 it mean that the method is effective or in other word, the use of canva is not effective, in the N-Gain score is higher than 0,30 it means that the use of canva is not effective

CHAPTER IV

FINDINGS AND DISCUSSION

4.1 Findings

4.1.1 The Description of Treatment

The researcher presents research data on students' reading comprehension through the LingQ application. This study used a pre-experimental method. The researcher selected class 8B of Muhammadiyah Aimas Middle School as the experimental class. The experimental class consisted of 20 students, 10 man and 10 female, during the pretest, treatment, and post-test.

This research was conducted in stages in accordance with a pre-experimental research design using a one-group pre-test and post-test model. The research began with a pre-test, followed by the implementation of treatment using the LingQ application, and ended with a post-test to determine the effectiveness in students reading comprehension.

The first stage in the research flow was the pre-test. The pre-test was given to students in class VIII B of SMP Muhammadiyah Aimas during the first meeting before the treatment. The pre-test aimed to determine the students' initial reading comprehension. Based on the pre-test results, it was found that most students still had difficulty understanding English reading texts. This was evident from the low average pre-test scores and the fact that many students were still in the Fair and Poor categories.

The second stage is treatment, which is the application of LingQ as a media for reading comprehension learning. Treatment is carried out over four meetings. In the learning process, students are asked to read mini story texts available in the LingQ application. Students then mark vocabulary words they do not understand, listen to the audio text, and learn the meaning of words through features available in the application. The researcher also provided additional explanations about vocabulary and text content to help students understand the reading better. This activity was repeated over four meetings so that students could understand the text through context, vocabulary, and audio.

The final stage in the research process is the post-test. The post-test is administered after all treatments have been completed. The post-test aims to determine the effectiveness of students' reading comprehension after using the LingQ application. The post-test results show a significant increase in scores compared to the pre-test. In addition, the N-Gain results show a value of 0.33, which is in the moderate category. This indicates that the use of the LingQ application is quite effective in students reading comprehension.

Based on this research process, it can be concluded that the improvement in students reading comprehension occurred gradually through a structured learning process, starting from the initial assessment of abilities, implementation of the treatment, to the final evaluation. Thus, this research process supports the research results which show that the LingQ application can be used as an effective learning medium in the reading comprehension of eighth-grade students at SMP Muhammadiyah Aimas.

The benefits of using the LingQ application in this study were clearly seen in 20 students in class VIII B at SMP Muhammadiyah Aimas, where this application was able to significantly effective students' reading comprehension. This is demonstrated by an effective in the average score from 48.00 on the pretest to 65.20 on the posttest. LingQ helps students understand reading texts through its vocabulary and audio features, so that students who previously had limited vocabulary can more easily understand the content of the text. In addition, the use of LingQ increased student motivation and activity in the learning process because the material was presented and non-monotonous mini-stories. This application also provided benefits to the entire sample, including students with low initial, as shown by the shift in score categories from Poor and Fair to Good and Very Good after the treatment.

4.1.2 Scoring The Students Reading Comprehension

Table 4.1 Average Percentage Change in Student Grades

Classification	Range	Category	Pretest		Posttest	
			F	P	F	P
Very Good	87 – 100	A	0	0%	6	30%
Good	74 – 87	B	1	5%	10	50%
Fair	61 – 73	C	13	65%	4	20%
Poor	< 60	D	6	30%	0	0%
Total :			20	100%	20	100%

Source : Rita Sugiarto (2020)

Following the implementation of learning utilizing the LingQ application with mini-story subjects, Table 4.1 demonstrates a considerable effective in student learning results. The classification of scores shows a significant shift in students' reading comprehension performance after using the LingQ application. Before the treatment, 6 students (30%) were categorized as *Poor*, show that some students have difficulty understanding English texts. Then there were 13 students (65%) feel into the *fair*, and there is only 1 student (5%) who is in the *Good* categories. And no students fall into the *verry good* category.

After the treatment, major effectiveness were observed. Students categorized as *Fair* increased dramatically from 13 student (65%) to 4 students (20%). This suggests that more than half of the students reached a satisfactory level of reading comprehension. And students in the *good* category increased from 1 (5%) to 10 students (50%). Additionally, 6 student (30%) reached the *Verry Good* category, which did not appear at all in the pretest results. While there are no more students who are in the *poor* category, showing that many students moved out of the lowest performance category. This shift indicates substantial in reading comprehension, especially in areas such as understanding main ideas, identifying supporting details, and recognizing contextual vocabulary.

Overall, the classification data shows that the LingQ application was effective in students' reading comprehension and enabling them to achieve higher-level performance categories.

4.1.3 The Student Mean Score

The table below explained the students mean score and standard deviation in pretest and posttest for experimental.

Table 4.2 The Mean Score and Standard Deviation in Pretest and Posttest

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	20	32	60	48.00	10.052
Posttest	20	48	76	65.20	7.247
Valid N (listwise) =	20				

Source: Sugiyono (2019)

Table 4.2 shows the pretest and posttest scores of students in the learning process using the LingQ application. The number of students who took the test was 20 people. The minimum score on the pretest obtained by students was 32, while the maximum score was 60. The average (mean) pretest score was 48.00, indicating that students' initial abilities were in the medium to low category. The standard deviation of 10.052 indicates that the variation in students' scores was quite large, so their initial abilities were quite diverse.

After the treatment, 20 students took the posttest again. The minimum score increased to 48 and the maximum score to 76. The average posttest score reached 65.20, a 17.20-point increase compared to the pretest. The standard deviation decreased to 7.247, indicating more homogeneity in student scores after the treatment. This demonstrates the effectiveness of students' reading comprehension after participating in media-based learning. Therefore, the data in this table supports the effective use of the lingQ app in improving students'

reading comprehension through engaging reading texts and the audio-based learning method within the application.

4.1.4 Normality Test

Table 4.3 Normality Test in Pretest and Posttest

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	0.237	20	0.180	0.806	20	0.001
Posttest	0.201	20	0.349	0.923	20	0.115

*This is a lower bound of the true significance.

a. Lilliefors Significance Correction

For a sample size of the 20 students in this study, the Shapiro-Wilk normality test was employed. Shapiro-Wilk is more sensitive in determining whether or not the data follows a normal distribution because of its higher test power. Because Shapiro-Wilk value for the pretest data is $0.001 < 0.05$, it can be concluded that the pretest data is not normally distributed. This indicates that students' initial abilities before treatment were distributed in a non-homogeneous manner and did not follow a normal distribution. This factor may be caused by the significant variation in students' initial abilities, resulting in an asymmetrical distribution.

In the posttest data, the Kolmogorov-Smirnov test results showed a significance value of 0.349, while the Shapiro-Wilk test results showed a significance value of 0.115. Both of these values are above the significance level of 0.05. Because the Shapiro-Wilk value is $0.115 > 0.05$, the posttest data can be

considered normally distributed. This indicates that after the treatment was administered, the students' scores had a more even distribution pattern and followed a normal curve. This normal data suggests that the learning process provided resulted in a more consistent spread of scores among the students.

4.1.5 N-Gain Test

In this study, the average value of the pretest is 48,00 and the average value of the posttest is 65.20. Then, to find out the N-Gain score as follows:

$$\begin{aligned} \text{N-Gain} &= \frac{65.20-48.00}{100-48.00} \\ &= \frac{17.20}{52.00} \\ &= 0.33 \end{aligned}$$

Based on the N-Gain analysis results, a value of 0.33 was obtained, which falls into the moderate category. This result shows that there was an increase in students' reading comprehension after implementing learning using the LingQ application. This increase reflects a positive change in students' ability to understand reading texts after receiving treatment.

The N-Gain score in the moderate category indicates that the use of the LingQ application has a significant effect on students reading comprehension. The features available in the LingQ application, such as vocabulary tagging, text presentation accompanied by audio, and reading contexts, help students understand the content of the text better than before the treatment was given.

The results of the N-Gain test were then linked to the research hypothesis that had been formulated. The null hypothesis (H0) stated that the use of the LingQ application was not effective in the reading comprehension of eighth-

grade students at SMP Muhammadiyah Aimas. Meanwhile, the alternative hypothesis (Ha) stated that the use of the LingQ application was effective in students reading comprehension. Since the N-Gain value obtained was in the range of $0.30 \leq \text{N-Gain} < 0.70$, it can be concluded that there was an increase in students' reading comprehension after the implementation of learning using the LingQ application. Thus, the results of this study indicate that the null hypothesis (H0) is rejected, while the alternative hypothesis (Ha) is accepted.

Based on these findings, it can be concluded that the use of the LingQ application as a learning media is quite effective in the reading comprehension of eighth-grade students at SMP Muhammadiyah Aimas. These results are also in line with the average scores of students from the pretest to the posttest and the effectiveness in the reading ability category of students after the treatment was given.

4.2 Discussion

The results of this study indicate that implementing the LingQ application significantly effective students' reading comprehension. What happened in this study was the effectiveness of students' reading performance, as shown by comparing pretest and posttest scores. The average score increased from 48.00 to 65.20, demonstrating substantial progress in various aspects of reading comprehension, including the ability to identify main ideas, understand informational details, interpret implied meanings, and expand vocabulary mastery. The shift in value categories also shows clear development, where before treatment some students were in the Fair and Poor categories, but after treatment,

there were no more students in the Poor category and most achieved the Good to Very Good category. An N-Gain value of 0.33, which falls into the moderate category, supports the conclusion that learning intervention thru LingQ is quite effective in improving reading ability, although it has not yet reached the high effectiveness category.

From the perspective of the research subjects, the students who experienced effectiveness were 20 students from class VIII of SMP Muhammadiyah Aimas. The N-Gain test results show that the effectiveness in students' reading comprehension is in the medium category. This indicates that the use of the LingQ application has a positive impact on students' reading comprehension, but the effectiveness has not yet reached the high category. This condition can be influenced by several factors related to the characteristics of the students and the learning process that took place during the study. Second, differences in students initial abilities also contributed to N-Gain results falling into the moderate category. Students with low initial reading abilities tended to take longer to understand English texts, even though the texts were presented in the form of simple mini stories. This resulted in uneven post-test score increases among all students.

Thus, the moderate N-Gain results indicate that the use of the LingQ application is quite effective in students reading comprehension, but reinforcement is still needed in the application of learning strategies, duration of media use, and teacher assistance so that the resulting effectiveness can reach the high category.

From a learning process perspective, how improvement occurs can be understood through structured stages. Initially, a pretest was conducted to measure students' basic understanding. Next, students participated in four treatment sessions using LingQ, where they read mini-stories, highlighted difficult vocabulary, listened to audio texts, and studied the meaning of words in real context. The researcher then clarified any unclear vocabulary and reinforced their understanding of the text. After all sessions were completed, students took a posttest, which showed a significant increase in scores. N-Gain analysis was used to evaluate the effectiveness of the improvement, and the results showed that the LingQ-based learning process provided moderate effectiveness in reading comprehension. Thus, the effectiveness of reading comprehension occurred not only due to the application, but also due to context-based learning and direct guidance from the researcher.

Overall, this discussion confirms that implementing LingQ as a learning medium can provide real and measurable effectiveness on students' reading comprehension. This effectiveness is supported by quantitative data, a systematic learning process, and the use of digital features relevant to the needs of modern English literacy. This research also proves that the use of digital media such as LingQ can be an effective approach to improving learning quality, especially in schools with limited learning resources.

LingQ presents mini stories as short readings that can be used by beginner learners to practice basic language patterns through repetition and story context, thereby helping students gradually their reading comprehension (LingQ

Languages Ltd., 2025). Similarly, they support Smith (2020), who argues that LingQ provides motivational advantages and vocabulary recognition through contextual digital text. The combination of learner autonomy, multisensory learning, and authentic text exposure promoted cognitive engagement in the problem background as a major barrier for students.

Thus, this research confirms the significance of integrating digital learning resources, not only to support comprehension development but also to enhance student motivation, vocabulary acquisition, and classroom participation. This success also indicates broader implications for English instruction in Indonesia, where reading comprehension remains a major academic challenge and where digital integration continues to evolve.

The novelty of this research not focus on the LingQ application as the main learning media to reading comprehension at the junior high school level, particularly among eighth-grade students at SMP Muhammadiyah Aimas. This study is the first to examine reading comprehension at the school level. Previous studies mainly examined the use of LingQ for listening skills (Winda Alifia, 2019) or employed other digital media such as video-based learning and general Android applications to enhance reading ability (Nur Aulia, 2023; Faizah et al., 2022). Unlike earlier research, this study uniquely integrates mini-stories and audio text within LingQ as a structured reading comprehension intervention. In addition, this research contributes new empirical evidence by applying a quantitative pre-experimental one-group pretest–posttest design specifically to measure reading comprehension, supported by N-Gain analysis. Therefore, this

study fills a research gap by providing original findings on the effectiveness of LingQ for reading comprehension among junior high school students, a context that has not been extensively explored in previous studies.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the results of data analysis and hypothesis testing, this study concluded that the LingQ application was effective in students' reading comprehension at Muhammadiyah Aimas Junior High School. An N-Gain score of 0.33 (moderate category) and an increase in the average score from 48.00 (pre-test) to 65.20 (post-test) indicated a significant in students' ability to comprehend texts, particularly in identifying main ideas, supporting details, and literal information. Several factors contributed to this moderate level of effectiveness, including heterogeneous initial abilities, short learning duration, students' adaptation to digital learning, and limited vocabulary mastery. Despite these challenges, the results confirmed that LingQ positively supported students' reading comprehension.

5.2 Suggestion

Based on the research results which show that the use of the LingQ application has a fairly effective influence on students' reading comprehension, several suggestions can be given to various related parties, namely teachers, students, and further researchers.

1. For Teachers

Teachers are advised to utilize the LingQ app as a supporting tool in teaching English reading. This app offers various features, such as audio reading, vocabulary highlighting, and mini-story texts, which can help students understand

reading more easily. Teachers can integrate LingQ into learning activities, either as independent practice or as guided reading activities in class.

Furthermore, teachers are encouraged to select texts in LingQ that are appropriate for their students' ability levels, ensuring optimal learning and minimizing gaps in ability between students.

2. For Students

Students are encouraged to use the LingQ app regularly, both during class and as independent practice at home. LingQ provides continuous access to a wide variety of reading texts so students can practice reading anytime. Students can utilize features like vocabulary tagging, audio repetition, and vocabulary list storage to strengthen their comprehension of English texts.

3. For Future Researchers

Further research is expected to develop studies on the use of the LingQ application by considering several findings from this study. In addition to focusing on quantitative results, researchers can also add qualitative data, such as interviews or student response questionnaires, to determine students' perceptions of the readability of the texts (mini stories) provided in the LingQ application. Qualitative data can provide a more in-depth picture of the factors that influence students' reading comprehension levels.

Further research should involve a larger sample size or use a different research design, with different control groups, so that the results can be more generalizable and provide a more comprehensive picture of the effectiveness of using the LingQ app in learning to read English.

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APPENDICES

APPENDIX 1

INSTRUMENT OF READING COMPREHENSION TEST

(Pre-Test)

A. Multiple Choice

choose the correct answer by crossing a,b,c,d!

Read the following text to answer questions number 1-3!

Borobudur Temple is the largest Buddhist temple in the world. This temple is located in Magelang, Central Java. Its shape is tiered and made of andesite stone. The walls are adorned with reliefs depicting the stories of Buddha. This temple is surrounded by green hills and vast rice fields.

Borobudur was built in the 8th century and has become a very famous historical tourist destination. Every year, many tourists from both domestic and abroad come to see the beauty and uniqueness of this building. The air around the temple feels cool because of the many trees surrounding it.

1. Where is the Borobudur Temple located
 - a. Yogyakarta
 - b. West Java
 - c. Bali
 - d. Magelang, Central Java
2. Why does the air around Borobudur Temple feel cool?
 - a. Because there are many visitors
 - b. Because it is made of stone
 - c. Because it is located in the high mountains
 - d. Because there are many trees surrounding it
3. The Borobudur Temple is surrounded by?
 - a. Green hills and vast rice fields
 - b. Flower garden
 - c. Beach
 - d. Forest

Read the following text to answer questions number 4-8!

Raja Ampat is an archipelago located in West Papua, Indonesia. The archipelago is famous for its underwater natural beauty. Raja Ampat consists of more than 1,500 small islands, with the four main islands being

Waigeo, Misool, Salawati, and Batanta. The sea water in this area is very clear and filled with beautiful coral reefs.

In addition to coral reefs, Raja Ampat is also home to various types of fish, turtles, and other marine animals. This place is often visited by divers from all over the world. In addition to the beauty of the sea, the mainland of Raja Ampat also has tropical forests and rare birds such as birds of paradise.

Raja Ampat offers not only natural beauty, but also a strong local culture. The locals live off the sea and maintain their traditions. It is considered one of Indonesia's hidden paradises.

4. What is the main attraction of Raja Ampat?
 - a. High mountains
 - b. Modern shopping centers
 - c. Underwater beauty
 - d. Urban atmosphere
5. In which province is Raja Ampat located?
 - a. Papua
 - b. West Papua
 - c. North Maluku
 - d. Southeast Sulawesi
6. What are the names of the four main islands in Raja Ampat?
 - a. Bali, Lombok, Flores, Sumba
 - b. Waigeo, Misool, Salawati, Batanta
 - c. Seram, Ternate, Halmahera, Tidore
 - d. Sumatra, Kalimantan, Sulawesi, Papua
7. How do the local people of Raja Ampat survive?
 - a. From farming and trading
 - b. From hunting in the forest
 - c. From the sea and maintaining traditions
 - d. From tourism alone

8. What is the typical bird mentioned in the story?

- a. Javanese eagle
- b. Bali starling
- c. Bird of paradise
- d. Pigeon

Read the following text to answer questions number 9-12!

Taman Mini Indonesia Indah or TMII is a cultural tourism park located in East Jakarta. This place was built to introduce the richness of Indonesian culture to the wider community. TMII was opened in 1975 and has become one of the famous educational tourist attractions in Indonesia.

Inside TMII there are various regional platforms representing 34 provinces in Indonesia. Each platform displays traditional houses, traditional clothing, weapons, and typical art from the region. In addition, TMII also has a museum, flower garden, bird park, and Golden Snail theater.

TMII is a suitable place to learn about the culture of the archipelago while traveling. Visitors can enjoy traditional performances, try on traditional clothes, and get to know more about the lives of people from various tribes in Indonesia. TMII is not only a place of entertainment, but also an important cultural education facility.

9. What is the full name of TMII?

- a. Taman Mini Indah Nusantara
- b. Taman Mini Indonesia Indah
- c. Taman Mini Budaya Indonesia
- d. Mini Taman Wisata Nusantara

10. When did TMII first open?

- a. 1965
- b. 1975
- c. 1980
- d. 1990

11. Besides platforms, what can be found at TMII?

- a. Shopping center
- b. Government office
- c. Museums, bird parks and flower gardens
- d. Car racing track

12. In which city is TMII located?

- a. Bandung
- b. Surabaya
- c. East Jakarta
- d. Yogyakarta

Read the following text to answer questions number 13-15!

The National Monument or Monas is one of the most famous icons in Indonesia. The monument is located in Central Jakarta and was built to commemorate the Indonesian people's struggle for independence. Monas is 132 meters high and at its peak there is a tongue of flame covered in gold.

Inside Monas, there is a history museum and an independence room that contains important documents and relics of the struggle period. Visitors can also climb to the top of Monas to see the view of Jakarta from a height. Monas is a tourist attraction as well as an important historical education facility for the community.

13. Where is Monas located?

- a. South Jakarta
- b. Central Jakarta
- c. Yogyakarta
- d. Bandung

14. How tall is Monas?

- a. 100 meters
- b. 120 meters
- c. 132 meters

d. 150 meters

15. What can be seen from the top of Monas?

a. Mountain

b. Sea

c. The view city of Jakarta

d. Presidential Palace

Read the following text to answer questions number 16-20!

Kuta Beach is one of the famous beaches in Bali, Indonesia. It is located in the south of Bali Island and is often referred to as the “sunset beach” because of its beautiful sunset view. The sand is white and fine, and the waves are big enough to be suitable for surfing.

Along the beach, there are many hotels, restaurants, and souvenir shops. Kuta Beach is a favorite place for local and foreign tourists. Apart from swimming and sunbathing, visitors can also enjoy a relaxing atmosphere while watching the sunset.

The beach is very crowded during the holiday season. Even so, cleaners always keep the beach clean and comfortable. Natural beauty, complete facilities, and friendly Balinese culture make Kuta Beach one of the best tourist destinations in Indonesia.

16. Where is Kuta Beach located?

a. Lombok

b. Jakarta

c. Bali

d. Yogyakarta

17. Why is Kuta Beach called “sunset beach”?

a. Because it is suitable for fishing

b. Because you can see the full moon

c. Because it is famous for its beautiful sunset view

d. Because there are many lights at night

18. What is the sand like at Kuta Beach?
- a. Black and coarse
 - b. White and fine
 - c. Rocky
 - d. Red and hard
19. Who usually visits Kuta Beach?
- a. Local residents only
 - b. Foreign tourists only
 - c. Children only
 - d. Local and foreign tourists
20. What is around Kuta Beach?
- a. Government buildings and schools
 - b. Hotels, restaurants, and souvenir shops
 - c. Airports and ports
 - d. Plantations and factories

“ ANSWER KEY ”

- 1. D**
- 2. D**
- 3. A**

4. C

5. B

6. B

7. C

8. C

9. B

10.B

11.C

12.C

13.B

14.C

15.C

16.C

17.C

18.B

19.D

20.B

APENDIX 2

(Post-Test)

A. Multiple Choice

Choose the correct answer by crossing a,b,c,d!

Read this text to answer questions 1-3!

Lake Toba is the largest lake in Indonesia, located in North Sumatra Province. The lake was formed from a large volcanic eruption thousands of years ago. In the center of the lake is an island called Samosir Island, which is often associated with a folk legend about a wayward son named Toba and his mother.

Lake Toba is surrounded by mountains and green forests. The water is clear blue and the air is cool. The people around Lake Toba are mostly Batak, who are known for their rich culture such as traditional houses, Tor-Tor dances, and gondang music.

This place is a tourist attraction because of its natural beauty and cultural value. Many tourists come to enjoy the scenery and learn about the legends and traditions of the local people.

1. What is the name of the island in the middle of Lake Toba?
 - a. Sumatra Island
 - b. Toba Island
 - c. Tor-Tor Island
 - d. Samosir Island
2. What makes Lake Toba an attractive tourist spot?
 - a. There are luxury hotels all over the island
 - b. Many water game rides
 - c. Natural beauty and cultural values
 - d. Many malls and movie theaters
3. What tribe is said to live around Lake Toba?
 - a. Javanese
 - b. Minang
 - c. Batak
 - d. Sundanese

Read the text below to answer questions 4-6!

I have a pet cat. Her name is Luna. Luna is a beautiful and playful cat. She has soft, fluffy fur and mesmerizing green eyes. I love spending time with her, playing with her favorite toys and cuddling with her on the couch. Luna enjoys chasing after little balls and catching them with her paws. She also likes to curl up in my lap and purr contentedly. Taking care of Luna is a responsibility I take seriously. I make sure she has plenty of food, fresh water, and a clean litter box. I give her regular check-ups at the veterinarian to keep her healthy. Luna brings so much joy and companionship into my life, and I'm grateful to have her as my furry friend.

4. How would you describe Luna's eyes?
 - a. Blue
 - b. Brown
 - c. Green
 - d. Black
5. What does the word "responsibility" mean in the paragraph?
 - a. Taking care of Luna
 - b. Playing with Luna's favorite toys
 - c. Cuddling with Luna on the sofa
 - d. Catching the ball with her paw
6. What is the name of the pet cat?
 - a. Luna
 - b. Tati
 - c. Muzza
 - d. Cici

Read the text below to answer questions 7-10!

Malin Kundang is a famous character in folklore from West Sumatra. He is known as the son who disobeyed his mother. According to

legend, Malin was a poor young man who migrated abroad and managed to become a rich man. However, when he returned to his hometown, he was ashamed to acknowledge his mother because of his poor appearance. Finally, his mother cursed Malin to become a stone.

This story comes from the Minangkabau community and has a moral message about the importance of filial piety. At Air Manis Beach, Padang, there is a stone believed to be the cursed Malin Kundang, shaped like a prostrate human being.

The legend of Malin Kundang has become a symbol of moral education in many schools in Indonesia. In addition to the interesting story, the setting in this story such as the sea, beach, and fishing village is an important part that illustrates the life of coastal communities.

7. From which region does the story of Malin Kundang originate?

- a. North Sumatra
- b. South Kalimantan
- c. West Sumatra
- d. Southeast Sulawesi

8. What caused Malin to be cursed with stone?

- a. He stole his mother's wealth
- b. He disobeyed and disowned his mother
- c. He ran away from home
- d. He fought against the king

9. Who is the main character in this folktale?

- a. Malin Kundang's mother
- b. Malin Kundang
- c. The King of Minangkabau
- d. Village fisherman

10. The setting in this folktale is...

- a. Mountains and forest
- b. Palace and city

- c. Beach and fishing village
- d. Desert

Read the text below to answer questions 11-15!

The legend of Sangkuriang comes from West Java. It tells the story of Sangkuriang, a young man who falls in love with a beautiful woman named Dayang Sumbi. Little did he know, Dayang Sumbi was his own mother. Upon learning the truth, Dayang Sumbi rejects Sangkuriang's proposal and proposes an impossible condition: to make a lake and a boat in just one night.

The Sangkuriang story contains elements of Sundanese culture, such as forests, mountains and lakes. Mount Tangkuban Perahu is believed to have originated from a boat that was kicked by Sangkuriang for failing to fulfill his mother's condition. The mountain is a symbol of folklore that holds moral values and local culture.

Local people believe that this legend is not just an entertainment story, but a lesson about the importance of respecting parents and recognizing one's origins. To this day, Tangkuban Perahu is a popular tourist attraction.

11. Which region does the Sangkuriang story come from?
- a. Central Java
 - b. West Sumatra
 - c. West Java
 - d. South Kalimantan
12. Who is the female character in the legend of Sangkuriang?
- a. Roro Jonggrang
 - b. Nyi Roro Kidul
 - c. Dayang Sumbi
 - d. Timun Mas
13. What condition did Dayang Sumbi propose to Sangkuriang?
- a. Build a luxurious house
 - b. Cure his illness

- c. Made a lake and a boat overnight
 - d. Searching for gold in the river
14. What mountain is believed to have come from the boat that Sangkuriang kicked?
- a. Mount Merapi
 - b. Mount Tangkuban Perahu
 - c. Mount Bromo
 - d. Mount Krakatau
15. Why did Dayang Sumbi reject Sangkuriang's proposal?
- a. Sangkuriang is not rich
 - b. Sangkuriang was still a child
 - c. Sangkuriang is his own son
 - d. Sangkuriang was sick

Read this text to answer questions 16-20!

The story “Timun Mas” originates from Central Java. The story tells of an old farmer named Mbok Sirni who is eager to have a child. She found a girl from a golden cucumber, whom she named Timun Mas.

Timun Mas grows up to be a kind and beautiful girl. However, she had to escape from an evil giant who demanded Mbok Sirni's promise. With the help of magical objects from a hermit such as cucumber seeds, needles, salt, and shrimp paste Timun Mas manages to escape and the giant is destroyed.

This story contains values of courage, intelligence, and a mother's love. Until now, the story of Timun Mas is often told in schools as part of the cultural heritage of Central Java.

16. What is the name of Timun Mas' adoptive mother?
- a. Nyi Roro Kidul

- b. Roro Jonggrang
- c. Mbok Sirmi
- d. Dayang Sumbi

17. Where does Timun Mas come from in the story?

- a. From a stone
- b. From the lake
- c. From the golden cucumber
- d. From a bamboo basket

18. What are the objects that Timun Mas used to fight the giant?

- a. Money, stone, and hat
- b. Cucumber seeds, needles, salt, and shrimp paste
- c. Coconut leaves and bamboo
- d. Knife and water

19. Who is the evil character in this story?

- a. The witchy grandmother
- b. The evil giant
- c. Cruel king
- d. Old shaman

20. Why did the giant want to take Timun Mas?

- a. As his disciple

- b. Because he wanted to help him
- c. Because she had been promised by Mbok Sirni
- d. Because she likes small children.

“ ANSWER KEY”

- 1. D**
- 2. C**

- 3. C**
- 4. C**
- 5. A**
- 6. A**
- 7. C**
- 8. B**
- 9. B**
- 10. C**
- 11. C**
- 12. C**
- 13. C**
- 14. B**
- 15. C**
- 16. C**
- 17. C**
- 18. B**
- 19. B**
- 20. C**

APPENDIX 3
LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah : SMP MUHAMMADIYAH AIMAS
Nama Penyusun : Hayatun Nufus Rumaf
Mata Pelajaran : Bahasa Inggris
Kelas : 8B

RENCANA PELAKSANAAN PEMBELAJARAN

BAHASA INGGRIS KELAS 8B

INFORMASI UMUM

A . IDENTITAS UMUM

Penyusun : Hayatun Nufus Rumaf
Instansi : SMP MUHAMMADIYAH AIMAS
Tahun Penyusunan : Tahun 2025
Mata Pelajaran : Bahasa Inggris
Kelas : 8B
Topik : Reading Comprehension (Descriptive Text)
Media Pembelajaran: Aplikasi LingQ

B. KOMPETENSI AWAL

- ❖ Siswa mampu memahami teks bacaan dalam bahasa inggris.
- ❖ Siswa mampu mengidentifikasi informasi rinci dari teks deskriptif.
- ❖ Siswa diperkenalkan dengan media pembelajaran berbasis teknologi sederhana.

C. PROFIL PELAJAR PANCASILA

- ❖ Beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia.
- ❖ Bernalar kritis.
- ❖ Bergotong royong.

D. SARANA DAN PRASANA

1. Sumber Belajar Utama :

- Aplikasi LingQ yang berisi tentang teks bacaan dalam bahasa Inggris.

2. Sumber Alternatif

- Peneliti menggunakan mini stories dalam bentuk teks deskriptif yang ada didalam aplikasi LingQ.

E. TARGET PESERTA DIDIK

- ❖ Peserta didik kelas 8B.

F. JUMLAH PESERTA DIDIK

- ❖ Maksimal 20 peserta.

G. MODEL PEMBELAJARAN

- ❖ Model pembelajaran tatap muka dan penggunaan aplikasi LingQ.

H. MATERI PEMBELAJARAN

Pertemuan 1 *Pre-test*

1. Memberikan *pre-test* kepada siswa. Siswa akan mengerjakan 20 soal pilihan ganda tentang deskriptif teks yang telah dibagikan.
2. Peneliti memperkenalkan aplikasi LingQ dan menjelaskan fitur yang ada pada aplikasi tersebut.

Pertemuan 2 *Treatment*

1. Materi pertama yang akan dipelajari adalah mini story tentang deskriptif teks.
2. Materi yang akan dipelajari akan di bagian dalam bentuk 1 lembar kertas dan sesuai dengan teks yang ada di aplikasi LingQ.
3. Membaca teks dan menandai kata-kata yang belum diketahui.

Pertemuan 3

1. Tema materi yang akan di pelajari adalah *mini story*.
2. Siswa membaca teks materi dan menandai kata-kata yang baru diketahui.

3. Guru menjelaskan arti kata serta cara penyebutan menggunakan fitur aplikasi LingQ.

Pertemuan 4

1. Tema materi yang akan di pelajari adalah *Mini story*.
2. Materi selanjutnya yang akan dipelajari adalah membaca dan mendengarkan audio teks yang sudah disediakan menggunakan fitur LingQ.
3. Siswa mencatat kata-kata yang baru mereka ketahui.

Pertemuan 5

1. Tema materi yang akan di pelajari adalah *Mini story*.
2. Siswa diminta untuk menceritakan kembali isi dari teks yang telah diberikan sebelumnya dan mengucapkan serta memberikan arti dari kata-kata yang telah diajarkan.

Pertemuan 6 *Post-test*

1. Memberikan *Post-test* kepada siswa. Siswa akan mengerjakan 20 soal pilihan ganda tentang deskriptif teks.

KOMPONEN INTI

A. TUJUAN KEGIATAN PEMBELAJARAN

1. Siswa dapat memahami bacaan dalam bahasa inggris dan mengetahui kata-kata yang tidak diketahui sebelumnya beserta maknanya.
2. Siswa dapat mendengarkan dan menyebutkan kata-kata bahasa inggris dengan baik dan benar.

B. PERSIAPAN PEMBELAJARAN

1. Menyiapkan bahan ajar/materi pembelajaran
2. Menyiapkan alat/bahan
3. Menyiapkan soal *pre-test* dan *post-test*

C. KEGIATAN PEMBELAJARAN

Kegiatan Pembelajaran Pertemuan 1 *Pre-test*

Tujuan : Mengetahui kemampuan awal siswa

Pendahuluan : (10 Menit)

1. Guru mengawali pembelajaran dengan menyapa siswa dan memeriksa kehadiran.
2. Memperkenalkan diri kepada siswa. Dengan menggunakan Bahasa Inggris atau Bahasa Indonesia.
3. Mempersiapkan kelas sebelum memulai kegiatan pembelajaran.
4. Menjelaskan tujuan pembelajaran pada pertemuan pertama
5. Memberikan penjelasan singkat tentang aplikasi LingQ yang akan digunakan dalam pembelajaran

Inti (50 menit) :

1. Siswa mengerjakan *pre-test* secara individu.
2. Setelah memberikan *Pre-test* guru akan menanyakan seputaran teks yang telah dibagikan pada siswa.
3. Mengevaluasi bersama tentang soal yang telah di berikan.

Penutup (10 menit) :

❖ **Review dan refleksi**

1. Guru memberikan umpan balik umum mengenai hasil *Pre-test*.
2. Guru menyimpulkan pembelajaran hari ini dan memberi gambaran tentang pembelajaran di pertemuan selanjutnya yang akan melibatkan penggunaan aplikasi LingQ untuk belajar pemahaman membaca
3. Menyampaikan tugas atau persiapan yang di perlukan untuk pertemuan selanjutnya.

Kegiatan Pembelajaran Pertemuan 2

Tujuan : Memperkenalkan aplikasi LingQ dan deskriptif teks

Pendahuluan : (10 Menit)

1. Guru mengawali pembelajaran dengan menyapa siswa dan memeriksa kehadiran.
2. Mempersiapkan kelas sebelum memulai kegiatan pembelajaran.
3. Menjelaskan tujuan pembelajaran pada pertemuan kedua.

Inti (50 menit) :

❖ **Penyampaian materi**

1. Guru memperkenalkan aplikasi LingQ yang akan digunakan kepada siswa.
2. Guru membagikan lembar materi bacaan dalam bahasa Inggris yang sesuai dengan materi yang ada diaplikasi LingQ dengan menggunakan teks deskriptif.
3. Siswa membaca materi yang telah dibagikan dan siswa diminta untuk menandai kata-kata yang belum diketahui sebelumnya.
4. Setelah siswa menandai kata-kata tersebut, guru akan menjelaskan cara mengucapkan kata-kata tersebut menggunakan fitur yang ada diaplikasi LingQ.
5. Kemudian, siswa diminta untuk mengikuti kata-kata yang telah didengar melalui fitur yang ada pada aplikasi LingQ.

Penutup (10 menit) :

❖ **Review dan refleksi**

1. Guru menyimpulkan pembelajaran hari ini dan mengulas kembali bacaan yang di pelajari.
2. Menyampaikan tugas atau persiapan yang di perlukan untuk pertemuan selanjutnya.

Kegiatan Pembelajaran Pertemuan 3

Tujuan : Memahami deskriptif teks

Pendahuluan : (10 Menit)

1. Guru mengawali pembelajaran dengan menyapa siswa dan memeriksa kehadiran.
2. Mempersiapkan kelas sebelum memulai kegiatan pembelajaran.
3. Menjelaskan tujuan pembelajaran pada pertemuan ketiga.

Inti (50 menit) :

❖ **Penyampaian materi**

1. Siswa membuka teks bacaan yang telah dibagikan dan membaca teks tersebut.
2. Setelah siswa membaca teks yang telah diberikan, guru akan mendengarkan audio menggunakan aplikasi LingQ tersebut.

3. Kemudian siswa diminta untuk menandai kata-kata baru yang belum dipahami.
4. Guru menjelaskan makna dari kata yang belum dipahami siswa menggunakan fitur yang ada di aplikasi LingQ.
5. Setelah guru menjelaskan makna dari kata-kata tersebut, guru mengucapkan kata-kata tersebut agar siswa dapat mengetahui cara penyebutannya.
6. Siswa diminta untuk mengucapkan kembali kata-kata yang telah diucapkan guru beserta artinya.
7. Guru memberikan umpan balik dan kesimpulan dari materi.

Penutup (10 menit) :

❖ **Review dan refleksi**

1. Guru menyimpulkan pembelajaran hari ini dan mengulas kembali kata-kata yang di pelajari.
2. Menyampaikan tugas atau persiapan yang di perlukan untuk pertemuan selanjutnya.

Kegiatan Pembelajaran Pertemuan 4

Tujuan : Meningkatkan pemahaman membaca siswa

Pendahuluan : (10 Menit)

1. Guru mengawali pembelajaran dengan menyapa siswa dan memeriksa kehadiran.
2. Mempersiapkan kelas sebelum memulai kegiatan pembelajaran.
3. Menjelaskan tujuan pembelajaran pada pertemuan keempat.

Inti (50 menit) :

❖ **Penyampaian materi**

1. Siswa membuka teks bacaan yang telah dibagikan dan membaca teks tersebut.
2. Setelah siswa membaca teks yang telah diberikan, guru akan mendengarkan audio menggunakan aplikasi LingQ tersebut.
3. Kemudian siswa diminta untuk menandai kata-kata baru yang belum dipahami.

4. Guru menjelaskan makna dari kata yang belum dipahami siswa menggunakan fitur yang ada di aplikasi LingQ.
5. Setelah guru menjelaskan makna dari kata-kata tersebut, guru mengucapkan kata-kata tersebut agar siswa dapat mengetahui cara penyebutannya.
6. Siswa diminta untuk mengucapkan kembali kata-kata yang telah diucapkan guru beserta artinya.
7. Guru memberikan umpan balik dan kesimpulan dari materi.

Penutup (10 menit) :

❖ **Review dan refleksi**

1. Guru menyimpulkan pembelajaran hari ini dan mengulas kembali kosakata sayuran yang di pelajari.
2. Menyampaikan tugas atau persiapan yang di perlukan untuk pertemuan selanjutnya.

Kegiatan Pembelajaran Pertemuan 5

Tujuan : Meningkatkan pemahaman membaca siswa

Pendahuluan : (10 Menit)

1. Guru mengawali pembelajaran dengan menyapa siswa dan memeriksa kehadiran.
2. Mempersiapkan kelas sebelum memulai kegiatan pembelajaran.
3. Menjelaskan tujuan pembelajaran pada pertemuan kelima.

Inti (50 menit) :

❖ **Penyampaian materi**

1. Siswa membuka teks bacaan yang telah dibagikan dan membaca teks tersebut.
2. Setelah siswa membaca teks yang telah diberikan, guru akan mendengarkan audio menggunakan aplikasi LingQ tersebut.
3. Kemudian siswa diminta untuk menandai kata-kata baru yang belum dipahami.
4. Guru menjelaskan makna dari kata yang belum dipahami siswa menggunakan fitur yang ada di aplikasi LingQ.

5. Setelah guru menjelaskan makna dari kata-kata tersebut, guru mengucapkan kata-kata tersebut agar siswa dapat mengetahui cara penyebutannya.
6. Siswa diminta untuk mengucapkan kembali kata-kata yang telah diucapkan guru beserta artinya.
7. Guru memberikan umpan balik dan kesimpulan dari materi.

Penutup (10 menit) :

❖ **Review dan refleksi**

1. Guru menyimpulkan pembelajaran hari ini dan mengulas kembali kosakata sayuran yang di pelajari.
2. Menyampaikan tugas atau persiapan yang di perlukan untuk pertemuan selanjutnya.

Kegiatan Pembelajaran Pertemuan 6 *Post-test*

Tujuan : Mengerahui kemampuan akhir siswa

Pendahuluan : (10 Menit)

1. Guru mengawali pembelajaran dengan menyapa siswa dan memeriksa kehadiran.
2. Memperkenalkan diri kepada siswa. Dengan menggunakan Bahasa Inggris atau Bahasa Indonesia.
3. Mempersiapkan kelas sebelum memulai kegiatan pembelajaran.
4. Menjelaskan tujuan pembelajaran pada pertemuan terakhir.
5. Memberikan penjelasan singkat tentang materi terakhir.

Inti (50 menit) :

❖ **Penyampaian materi**

1. Guru membagikan soal *Post-test* berupa 20 nomor pilihan ganda.
2. Siswa mengerjakan soal secara individu.
3. Setelah *post-test* selesai, guru memberikan penjelasan singkat tentang keseluruhan materi.
4. Mengevaluasi bersama siswa soal yang telah di berikan.

Penutup (10 menit) :

❖ **Review dan refleksi**

1. Guru menyimpulkan kegiatan pembelajaran hari itu.
2. Memberikan semangat untuk terus belajar Bahasa Inggris di luar kelas.
3. Memberitahukan bahwa hasil post-test akan di gunakan untuk melihat perkembangan mereka.

APPENDIX 4

STUDENT SCORE

Nama	Pretest	Posttest
Ahmad	32	68
Aldo	56	64
Anwar	65	68
Azzahra	56	72
Dorce	36	72
Fadil	52	72
Fatimah	60	60
Fina	40	56
Ganar	56	68
Haryadi	48	56
M.Dian Ragil	32	68
M.Nur fiqri	56	72
Muflih	56	68
Nelson	48	76
Nurkhotiza	56	64
Ona Omina	48	72
Rafa	56	64
Ramadani	32	48
Siska	32	56
Zulkarnain	52	60

APPENDIX 5

Table 4.1 Average Percentage Change in Student Grades

Classification	Range	Category	Pretest		Posttest	
			F	P	F	P
Very Good	87 – 100	A	0	0%	6	30%
Good	74 – 87	B	1	5%	10	50%
Fair	61 – 73	C	13	65%	4	20%
Poor	< 60	D	6	30%	0	0%
Total :			20	100%	20	100%

Table 4.2 The Mean Score and Standard Deviation in Pretest and Posttest

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	20	32	60	48.00	10.052
Posttest	20	48	76	65.20	7.247
Valid N (listwise) =	20				

Table 4.3 Normality Test in Pretest and Posttest

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	0.237	20	0.180	0.806	20	0.001
Posttest	0.201	20	0.349	0.923	20	0.115

N-Gain Test

$$\begin{aligned} \text{N-Gain} &= \frac{65.20-48.00}{100-48.00} \\ &= \frac{17.20}{52.00} \\ &= 0.33 \end{aligned}$$

APPENDIX 6

DOKUMENTASI

 UNIMUDA SORONG		FAKULTAS PENDIDIKAN BAHASA, SOSIAL, DAN OLAHRAGA/ UNIVERSITAS PENDIDIKAN MUHAMMADIYAH (UNIMUDA) SORONG Office: Jl. KH. Ahmad Dahlan, 01 Masjid Pantol, Aimas, Kabupaten Sorong, Papua Barat Daya	
Nomor	: 257/I.3.AU/SPm/FABIO/B/2025	Sorong, 09 Juli 2025	
Lamp.	:-		
Perihal	: <i>Permohonan Izin Penelitian</i>		
Kepada Yth. Kepala SMP Muhammadiyah Aimas Di _____ <i>Tempat</i>			
<i>Assalamu 'alaikum warohmatullahi wabarokatuh.</i>			
Dekan Fakultas Pendidikan Bahasa, Sosial, dan Olahraga Universitas Pendidikan Muhammadiyah (UNIMUDA) Sorong dengan ini mengajukan permohonan kepada Bapak/Ibu, kiranya dapat menerima dan mengizinkan mahasiswa kami:			
Nama	: Hayatun Nufus Rumaf		
NIM	: 148820321021		
Semester	: VIII (Delapan)		
Program Studi	: Pendidikan Bahasa Inggris		
Judul Penelitian	: <i>"The Effectiveness of Lingq Application as Learning Media on The Students Reading Comprehension at Eight Grade of SMP Muhammadiyah Aimas"</i> .		
Untuk melaksanakan Penelitian Skripsi di instansi yang Bapak/Ibu pimpin. Pelaksanaan penelitian direncanakan mulai tanggal 14 - 19 Juli 2025 .			
Demikian permohonan ini kami sampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.			
<i>Wassalamu 'alaikum warohmatullahi wabarokatuh.</i>			
Dekan,  Romi Andri Pramita, M.Pd. NIDN. 1411129001			
Terbaca disampaikan Kepada: 1. Ketua Program Studi Pendidikan Bahasa Inggris, 2. Dosen Pembimbing Skripsi, 3. Yang bersangkutan.			
www.fabio.unimudasorong.ac.id			
PROGRAM STUDI: Pendidikan Bahasa Inggris, Pendidikan Bahasa Indonesia, Pendidikan Pancasila dan Kewarganegaraan, PGSD, Pendidikan Jazmani, dan PG PAUD			



MAJELIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN DAERAH MUHAMMADIYAH KABUPATEN SORONG
SMP MUHAMMADIYAH AIMAS
TERAKREDITASI "B"



e-mail : smpmuh.aimas@gmail.com

Alamat: Jl. KH. Ahmad Dahlan No. 04 Kel. Malasom Distrik Aimas Kabupaten Sorong 98444

SURAT KETERANGAN PENELITIAN
NOMOR : 169/III.11.AU/F/2025

Yang bertanda tangan di bawah ini Kepala SMP Muhammadiyah Aimas Kabupaten Sorong, dengan ini menerangkan bahwa :

Nama : Hayatun Nufus Rumat
NIM : 148820321021
Program Studi : Pendidikan Bahasa Inggris
Jenjang : Strata Satu (S1)

Telah melaksanakan penelitian di SMP Muhammadiyah Aimas Kabupaten Sorong, dengan Judul: "*The Effectiveness of Iingq Application as Learning Media on The Students Reading Comprehension at Eight Grade of SMP Muhammadiyah Aimas*".

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagai mana mestinya.

Dikeluarkan di: Aimas
Pada Tanggal : 3 Desember 2025
Kepala Sekolah,



J. A. R. M. I., SPd.
NIP. 19690608 200008 2 001





UNIMUDA
SORONG

PENDIDIKAN BAHASA INGGRIS

**FAKULTAS PENDIDIKAN BAHASA, SOSIAL, DAN OLAHRAGA
UNIVERSITAS PENDIDIKAN MUHAMMADIYAH (UNIMUDA) SORONG**
Office: Jl. KH. Ahmad Dahlan, 01 Marlyat Pantal, Almas, Kabupaten Sorong, Papua Barat Daya

**LEMBAR PENGESAHAN
PERSETUJUAN REVISI SKRIPSI**

Nama : Hayatun Nufus Rumaf
NIM : 148820321021
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : *The Effectiveness of Lingo Application as Learning Media on the Students' Reading Comprehension at Eight Grade of SMP Muhammadiyah Aimas*
Tgl Ujian : 17 Desember 2025

No	Nama Dosen	Jabatan	Tanggal	Tanda Tangan
1	Nurteteng, M.Pd.	Ketua Penguji	22/12/2025	
2	Rizqi Claudia Wardani H., M.Pd.	Penguji 1	27/12/2025	
3	Agus Setiawan, M.Pd.	Penguji 2	27/12/2025	

Sorong, 27/12/2025

Ketua Program Studi
Pendidikan Bahasa Inggris,

*Nurteteng, M.Pd.
NUPTK: 5650770671230262

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