The Impact of Using Educational Media on Students of English as a Foreign Language's Reading Comprehension

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ABSTRACT
The purpose of this research is to see if educational media can help English as a foreign language (EFL) students improve their reading skills. This proposal for a research paper will poll Indonesian students who are currently studying English. The purpose of this paper proposal is to demonstrate the influence of EFL students using educational learning media as well as the students' experiences with educational media as a learning aid. This study's demographic consists of Indonesian volunteers (students) who are currently studying English. A total of 20 participants have been discovered by the researcher. The population was most likely sampled using a simple random sampling procedure. The researcher used questionnaires to gain information about the students' attitudes toward media use as a data collection approach. As a result, instructional media is beneficial in improving and increasing pupils' reading comprehension skills.

Keywords: EFL, Learning Media, Reading Skill.

INTRODUCTION

In today's education, teachers frequently use educational media to facilitate the teaching-learning process. The use of technologies, the internet, and media is ubiquitous in the Industrial 4.0 era. Even before the advent of advanced forms of media, media has long been a source of fascination, and efforts to connect media and education have been ongoing (Bokyung K. & Youngsoo K; 2008).

The media is a tool that can arouse students' learning curiosity and promote their interest. Students' English skills, such as listening, writing, speaking, and reading, can be improved with the help of educational media. One of the fundamental language skills that allows students to improve their performance is reading comprehension. Through reading comprehension, learners can provide new experiences that will serve as the foundation for knowledge acquisition. As a result, students are encouraged to improve their reading abilities through educational media.

Computers are crucial in today's educational system. Students prefer to search for information on the internet rather than in books. From textbooks to the internet, which contains a wealth of information, the educational process has evolved. A classroom computer system enables a teacher to showcase a new lesson, animate, present new materials, demonstrate how to use new programs, and display new websites (Singh; 2019).

LITERATURE REVIEW

Educational Media

All forms of communication, including print, graphics, animation, audio, and video, are included in educational media. Educational media are the channels through which information is transmitted to students, as well as the devices and machines used to transmit information to students. Educational media, according to Webcrawler (2013), are communication channels that carry messages with an educational purpose. They are typically only used for learning and teaching purposes.

There are various ways to categorize media. There are three types of media: print media, non-print media, and electronic media. The researcher discovered this classification after reading the article by Omadara and Adu (2014). The types are as follows:

1) Print media: Print media is any mass communication that has been printed, such as books, journals, magazines, newspapers, workbooks, and textbooks.

2) Non-print media: Non-print media are those that do not directly represent printed words or images; projected and non-projected media.

3) Electronic media: Electronic media is media that uses electronic or electromechanical energy to make content accessible to end users. Electronic media can be analog or digital, but new media are generally digital. It includes audio media, visual media, and audio- visual media, as well as projected media and non-projected media.

a. Audio media: Teaching and learning tools that appeal to the auditory sense. In other words, these media can be heard on their own because they contain sounds, such as audiotapes, record players, and radios.

b. Visual media: Those that appeal to the sense of sight (eyes) or can be seen, such as television, computers, and whiteboards.

c. Audio-Visual: This term refers to instructional materials that provide learners with audio and visual experiences by simultaneously appealing to both the hearing and seeing senses, such as television, videotapes, etc.

d. Projected media: A combination of software and hardware. These require a light source for projection, such as a projector for slides.

e. Non-projected media: These tools do not require screen projection. These do not require a light source. These include, but are not limited to, 3D objects, 2D objects, prints, diagrams, and models.

2. English as a Foreign Language

The study of English by non- native speakers in countries where English is not the primary language is known as English as a foreign language (EFL). EFL is generally taught in settings where English is not the primary language of the community or school, according to Gunderson et al. (2009). EFL teachers face a challenging problem in locating and delivering English models for their students.

Nordquist (2020) stated that the case of English in Indonesia is unique because experts disagree on whether in this Asian country, English should be regarded as a foreign or second language. This is because of how English came to be spoken and how it is now used. Bautista and Gonzalez (2006), cited from Renandya (2000), He explained that the move to English as a foreign language began with independence. English is the most widely studied foreign language in Indonesia today. English is taught from elementary school to high school for 8 to 9 years. The main goal is to teach reading comprehension so that Indonesians can read science-related materials in English.

3. Reading Comprehension Skill Reading skill is one of the skills

that English students should have, other than listening skill, writing skill and speaking skill. Reading is a cognitive ability that allows an individual to interact with written text. Davies (1968) Reading skills are defined as recognizing the meaning of words, drawing inferences, recognizing writing techniques, recognizing the mood of passages, and finding answers to questions.

Reading is quick, according to Bojovic (2010), which means that readers must maintain a continual flow of information in order to establish the necessary connections and inferences for comprehension. When it comes to English skills, there is always a technique for those skills, and by using these techniques, students can improve their reading comprehension skills. To achieve maximum effectiveness, a variety of reading techniques can be used, below are the common techniques of reading:

1)   Skimming

The process of skimming is to read only the main ideas in a passage in order to gain a general understanding of the content of a reading selection. It is a strategy that students can learn to help them identify the main ideas in a text. Skimming is a technique for quickly gathering the most important information while not necessarily understanding each word according to Todd-Williamson (2020), Skimming is beneficial in three circumstances:

1. Pre-reading Skimming is more than just a preview, it can provide a more accurate representation of the text you read later. Reviewing-Skimming: Helps you review previously read text.

2. Reading-Skimming: Used to quickly read material that does not require attention for a variety of reasons.

2) Scanning

The process of scanning is to speedy reading text to locate specific information, such as figures or names. It is a method of selective reading used when looking for a specific fact or answer to a question. This allows for the search on keywords, concepts, and ideas. Scanning is frequently used to locate specific information in technical, scientific, or professional materials. It is a valuable skill to develop for second language learners because it does not always require a thorough reading of a text. Scanning can be used for a variety of purposes, such as reading a schedule (Todd-Williamson: 2020).

3) Decoding

Decoding is the process of rapidly turning print to speech by rapidly matching a letter or set of letters (graphemes) to their sounds (phonemes) and detecting the patterns that compose syllables and words. It is significant because it serves as the foundation for all future reading education. If students are unable to decode words, their reading will be sluggish, their vocabulary will be limited, and their comprehension will suffer.

4) Intensive Reading

Brown (1994) describes intensive reading as "Pay close attention to grammatical forms, discourse markings, and other surface structural features" to identify literal meanings, implications, and rhetorical relationships. The following steps are involved in intensive reading: Overview, Summarize, Purpose, Test, Questions, Understanding, and Reading.

5) Extensive Reading

Extensive reading, defined by Long and Richards (1971) as occurring when students read large amounts of high-interest material, usually outside of class, concentrating on meaning, "reading for gist," and skipping unknown words. According to Cook (1989) rather than teaching texts,

this method focuses on teaching readers. In the meantime, according to Brown (1994), extensive reading is done "to achieve a general understanding of a text."

6) In-depth reading

According to Todd-Williamson (2020), the most important reading skill is in-depth reading. It entails thoroughly reading a text to comprehend the ideas and arguments it contains. As a result, in-depth reading takes much longer than skimming. In-depth reading is used to:

 a) Improve students' understanding and comprehension of a text.
 b) For an assignment, conduct in- depth research.
 c) Read difficult text.

RESEARCH METHOD

   A quantitative analysis strategy was applied in this research, which involved data processing and statistical calculations. Based on the level of explanation, comparative research is employed for this form of research. "Quantitative research includes inquiry methodologies such as experiments and surveys, and data is collected using preset instruments that create statistical data," writes Creswell (2003).

   "The entire purpose of research is the population," writes Arikunto (2006), as cited by Nurmawati (2014). This study's demographic consists of Indonesian volunteers (students) who are currently studying English. A total of 20 participants have been discovered by the researcher. "The sample is part of the population's number and features," writes Sugiyono (2010).

   As a result, the researcher was unable to obtain samples from all students participating in this study. Because the population is assumed to be homogeneous, the sample procedure used was most likely a simple random sampling. According to Arikunto (2002), "if the number of subjects is less than 100, it is better to take all of them, but if the number is larger than 10-15% or 20-25% or more are taken." As a result, the total number of samples determined is one hundred percent of the population. The entire sum is 100% x 20 = 20. As a result, the sample size for this study is set at 20 individuals.

   This research that uses a quantitative approach consists of independent variables and dependent variables.

a) Independent Variables

The use of educational media is the independent variable in this study. Educational media are how students can obtain information. According to

 Omadara and Adu (2014), Educational media can be classified into three things: Print media, Non-print media, and Electronic media

b) Dependent Variables

The ability of students to read comprehension is the dependent variable in this study. Reading, in general, can be viewed as a process of developing several other tangible abilities, according to Widdowson (1978) and Brugelmann (1985), which are:

 1. The ability to perceive the text context
 2. The ability to isolate and retrieve a specific item of information from the text within a predefined time
 3. The type of text, that is, whether it is an advertisement, a story, or something else
 4. Concentration abilities

5. Potential of the increasing in reading speed ability

The research instrument used in this research is questionnaires. A questionnaire, according to Creswell (2012), is a form used in a survey design that study participants fill out and return to the researcher. The participant provides basic personal or demographic information as well as answers to questions. The questionnaires were given to the participants. The participants' questionnaire covered media aspect.

The data collecting technique is that the researcher distributed questionnaires to the students to gather information about their attitudes toward media use. There are about six questions in the questionnaire. The researchers use Google Forms to collect the data from the participants.

In analyzing the quantitative data, the researcher used the Likert Scale to quantify the respondents' opinions via questionnaires. The Likert Scale, according to Tuckman (1988), is used to record the degree of agreement or disagreement with a specific statement of an attitude, belief, or judgment. To score the data, the following key was used: **1**= Strongly Disagree, **2**= Disagree, **3**= Neutral, **4**= Agree, and **5** = Strongly Agree.

Following the quantitative of the data from the questionnaires using the Likert Scale, the data was analyzed by calculating the percentage using the formula below:

Notes:

P= Percentage of the item, f= Scores collected,

$$P = \frac{f}{N} \times 100\%$$

N= Number of Cases

The researcher converted the percentages into criteria after calculating them. It's vital to figure out whether the media can help pupils improve their reading skills. The criteria are as follows:

Scores (%)	Category
81% - 100%	Outstanding
61% - 80%	Excellent
41% - 60%	Effective
21% - 40%	Needs Improvement
$\leq 20\%$	Unsatisfactory

The research procedure in this research is to obtain the data needed by researchers in conducting their research. This procedure is divided into three steps; the instrument preparation step, the pre-research step, and the step of conducting research instruments. Below is the explanation of the three stages:

1) Instruments preparation step

The preparation of the instrument in this research is to make a questionnaire for participants.

2) Pre- research step

At this stage, the researcher is looking for as many participants as possible to join this research.

3) Conducting research instruments step

The researcher provided a questionnaire to fill out to the participants.

RESULT AND DISCUSSION

The researcher will present the questionnaire results and explain them in these findings and discussion. This questionnaire contains six questions.
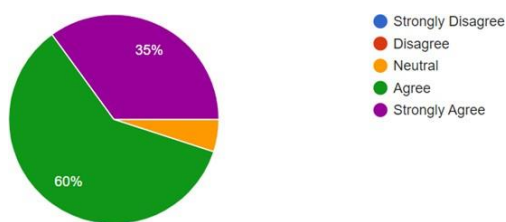

Figure 1. Question 1

With the question, *do you think educational media can help students in improving their reading skill?* Most participants, about 60%, choose Agree in the first question. This means that educational media can help students in improving their English comprehension reading skill. A about 35% of the participant choose Strongly Agree. And about 5% choose Neutral. The average percentage for question 1 is 33%.
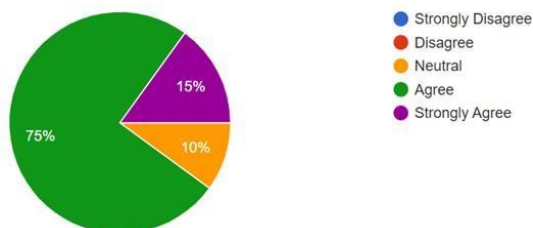

Figure 2. Question 2

The question for figure 2 is *I have ever use educational media to improve my reading skill.* 75% participants agree that they use educational media to improve their reading skill. 15% of the participants choose Strongly Agree, and about 10% choose Neutral. This means that students or the participants' uses educational media to improve their reading skill. The average percentage for question 2 is 33%.
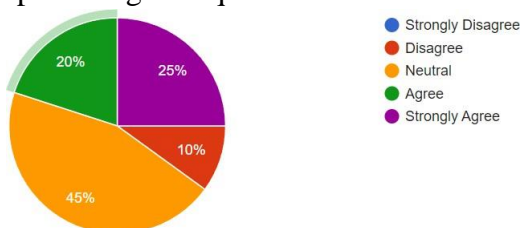

Figure 3. Question 3

45% of the participants choose Neutral, 25% choose Strongly Agree, 20% choose Agree and 10% choose Disagree. This means that not all participants prefer print media. Print media such as books, journal and etc. are considered as old fashioned to learn improving their skills. In the average percentage is about 25% for question 3.

The question for figure 3 is *I prefer print media to increase my reading skill.*
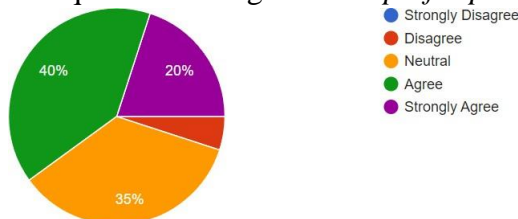

Figure 4. Question 4

With the question, *I prefer non-print media to help increasing my reading skill.* We can see in Figure 4 pie chart, about 40% of the participants choose Agree, 20% choose Strongly Agree, 35% of the participants choose Neutral, and 5% choose Disagree. In comparison with *Figure 3*, *Figure 4* has much more Agrees than the Neutrals, this leads to almost all participants prefer non-print media than print media. For question 4 the average percentage is the same as question 3, 25%.
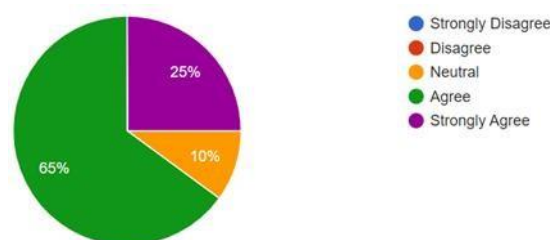

Figure 5. Question 5

Figure 5 shows that educational media can help students understand English texts better. It shows about 65% of Agree, 25% of Strongly Agree, and 10% of Neutrals. With the average percentage of 33%, students/participants agree that educational media help to understand English reading text better. Question number 5 is Educational media can help me understanding English text better.
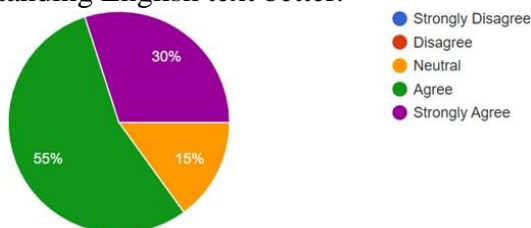

Figure 6. Question 6

With the last question, *educational media is very useful for improving my reading ability.* It shows 55% of the students choose Agree, 30% choose Strongly Agree and 15% choose Neutral. In this figure it shows that about 17 participants choose agrees than choosing the other options. This means that educational media is beneficial for improving student's reading comprehension ability. For this last question, the average percentage is 33%.

By using the Likert Scale the data was analyzed by calculating the percentage. The score is 50% which is effective. This means that educational media is effective to improve and increase   students' reading comprehension skill.

CONCLUSION

In conclusion, educational media refers to both the channels via which information is delivered to students and the technologies and machines utilized to send information to students. Print, graphics, animation, audio, and video are all forms of communication that are included in educational media. After reading the article by Omadara and Adu (2014), the researcher discovered three types of media: print media, non-print media, and electronic media. This study's findings indicate that educational media is a good tool for enhancing students' reading comprehension skills, and the majority of participants choose non- print media.

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