



Improving English Competence of JHS Students Through *Lecfenco*  
(Lectora for English Competence)

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## Abstract

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This classroom action research (CAR) is intended to improve the 9<sup>th</sup> year students' reading achievement at SMP N 2 Bambanglipuro in the 2012/2013 Academic Year through the use of Lefenco. The respondents of this classroom action research were classroom 9E students who were determined purposively. Classroom 9E was chosen as the subject of this research because the class has problem dealing with reading and its average score in reading is the lowest among the four other classes. This CAR consists of two cycles, in which each cycle covers four main stages including: the planning of the action, the implementation of the action, classroom observation and reflection. The primary data are taken from the results of reading achievement tests. Meanwhile, the supporting data are gathered from observation, questionnaire and interview

Therefore, the researcher used Lefenco (Lectora for English Competence) to improve the students' English competence, especially reading comprehension. The researcher used Lectora program since it has many features that can support the English learning. There are many things for teaching and learning which can be put in the Lectora. The researcher puts the supporting material and exercises in some ways (reading skill and writing skill) in the hope that the students are able to access it by online or offline (CD/PPT) then the teacher can give the students website address and CD. The finding of the research shows that Lefenco is able to improve students' reading comprehension. The improvement can be seen from the students' scores in the pre-test, test in cycle 1 and post-test. The mean of the pre-test score is 48.67 and the mean of the test score in cycle 1 is 69.00; and the mean of the post test score is 72.00. The minimum passing score is 70.

Based on the results, it can be concluded that the use of Lefenco can improve the 9<sup>th</sup> year students' reading skill at SMP N 2 Bambanglipuro in the 2012/2013 Academic Year in two cycles. Then it is suggested that the English teachers use Lefenco as an alternative to English teaching and learning media, especially in the teaching of Procedure Texts.

**Keywords:** *reading comprehension, reading achievement test, Lefenco*





## 1. INTRODUCTION

This research focuses on improving year 9<sup>th</sup> Junior High School Students' reading skills through Lefenco. This section covers research background, statement of problem and research objectives.

### 1.1. Research background

Reading is intended to comprehend the contents of reading passages. Learners having good reading comprehension will easily understand the content of a passage. This will support other skills. That said, reading skills are key for learners. It is stated in the 2006 curriculum (Content Standard) that one of standard skills for junior high school graduates' is good written text comprehension in forms of interpersonal and transactional texts such as procedure, descriptive, report, recount and narrative texts (Depdiknas, 2006: 9). In line with the matter, learners must possess good reading comprehension to pass the National Examination, the score being at the very least 4.00 out of 10.00 (BNSP, 2012: 25)

In the teaching and learning of junior high school English, the teachers find difficulties such as time limitation (year 9 students have only 9 months to study), students' activities (they have many activities like preparation test [12 times], weekly test [twice a week] and the Quality Improving Activities [three times a week]) and the students' abilities. In addition to that they are given a textbook which is not suitable for improving their English. They have limited time; they take the examination on May 8, 2012. Their daily tests show that they have the following difficulties: (1) understanding new vocabulary items in procedure texts, (2) finding detailed information, (3) determining pronouns, (4) finding main ideas, and (5) finding inferences. It deemed important that their reading skills be improved.

In the National Examination, procedure texts always appear and students find difficulties comprehending the texts. The aforementioned problems are caused by the students who have not comprehended procedure texts. All of the problems cause the decrease in the students' achievements. Above all, the teaching process target is not achieved especially concerning procedure text mastery and comprehension.

It is stated in the Process Standard No. 41/2007 that the teaching learning process should be active, creative, effective, fascinating and innovative (Depdiknas, 2008). The activities should be interesting and challenging by making use of the students' time in their daily life. However, this research focuses only on the students' reading skills. The writer creates media which can be used by students to learn English both at home and school. The media created use Lectora Inspire Demo which can be downloaded freely from the internet. The media are very flexible and can be accessed both online and offline (through CD or Power Point) by students. The media enable them to learn English effectively and efficiently. The use of the media is expected to increase their skills on the grounds that the media contain material in form of interesting





audio visual which students can comprehend and remember well. Pike (1989) in Silberman (2007: 2) stated, "...adding visual to lesson increases retention from 14 to 38 %"

### **1.2. Statement of Problem**

The research questions can be formulated as follows:

1. Can the use of Lefenco increase students' competence in comprehending reading passages especial procedure texts?
2. How can Lefenco be used to increase students' competence in comprehending procedure texts?

### **1.3. Research Objective**

The research aims at increasing the reading skills of students by making use of Lefenco at SMPN 2 Bambanglipuro 2012 – 2013 academic year. The research results are expected to be useful for:

1. English teachers  
The result of this class action research is useful for English teachers so that they can consider using Lefenco for teaching reading skills, especially procedure texts.
2. Students  
Students can have material for reading skill exercise especially procedure texts both at school and at home.
3. Other researchers  
The results of the research may be useful for other researchers or English teachers having difficulties in teaching reading skills. The results of the research can be referred to for further researches with different research designs or similar designs in other schools to improve students' reading skills by using Lefenco.

## **2. LITERATURE REVIEW**

The theoretical review describes the learning of English in junior high schools, junior high school students' competence, e-learning, Lefenco and frame of thought.

### **2.1. English Learning in Junior High Schools**

English is a mandatory subject in junior high schools. Students are expected to possess good English competence both in spoken and written forms. To achieve it, in the teaching learning process students must achieve the competence in speaking, reading (reading comprehension and reading aloud) and writing. The learning process of the four language







skills and language aspects (structure and vocabulary) must be presented in an integrated fashion in a pleasant environment utilizing innovative strategies and effective and interesting media. In other words the learning of English should be innovative, pleasant and effective so that students become active and creative in achieving the English competence. The year 9<sup>th</sup> junior high school reading learning process involves 1 competence standard and 3 basic competence items of the first semester and in the second semester 1 competence standard and 4 basic competence items (BSNP, 2007).

## **2.2. Junior High School Students' Competence**

Competence is something that is achieved through efforts and skills. It can be concluded that ability is something that is done with needed efforts and skills which later produces good results. Crystal (2010) stated that ability or competence is a person's unconscious knowledge of system of rules underlying his/her language: "referring to the ability to produce and understand sentences appropriate to the social context in which they occur."

The content standards and graduation standards described in the Minister of National Education Regulation No. 22 and 23 2006 (Depdiknas, 2006) as a reference of teaching and learning, states that the 4 competence items which must be achieved by students are listening, speaking, reading and writing on literacy and functional level. Appendix II of the regulation states that there must be learning of texts in addition to the 4 competence items (Depdiknas, 2006). It covers oral and written forms which are transactional and interpersonal. The texts consist of short functional texts and monolog texts (descriptive, procedure, recount, narrative and report). In the end of the semester, students of year 9<sup>th</sup> must achieve the competence in listening, speaking, reading (reading comprehension and reading aloud) and writing of short functional texts and monolog texts especially procedure texts.

## **2.3. E-learning in Teaching and Learning**

E-learning is learning using information and communication technology (ICT) such as computer technology, computer network and/or internet. Naidu (2006:1) said that "E-learning is commonly referred to the intentional use of networked information and communication technology in teaching and learning." E-learning enables learners to learn through computer. No matter where they are, they can join the learning activity. E-learning is often defined as a form of web-based learning which can be accessed from the intranet (local network) or internet. E-learning material does not have to be distributed online; it can be published offline through PPT/CD/DVD.

In this research, the researching teacher uses two learning methods; online (internet) and offline (CD/file). The developed learning material and application are published in HTML/PHP (online) and CD/DVD (offline) which are given to students so that they can use the CD/DVD anywhere.





#### 2.4. Lecfenco

Lecfenco is short for Lectora for English Competence. Lectora is used for developing material for training or online learning, evaluation, and presentation. It is developed by Trivantis Corporation. The output can be converted from e-learning contents to Microsoft PowerPoint presentation. Lectora was produced and released in 1999 by Trivantis Corporation which was founded by Timothy D. Loudermilk in Cincinnati, Ohio. The product has been sold to academic institutions, governmental institutions and non-profit organizations in over 60 countries. Lectora has several versions but this research uses Lectora Inspire Demo because this version offers many features such as Camtasia (used for videos and animated pictures), SnagIt (for picture taking) and Flypaper (for animation). Lectora enables users to create various tests (true/false, multiple choice, matching, drag and drop, essay, fill in the blank and short answer) and surveys. One advantage of Lectora is that contents can be developed and published into various outputs such as Executable Single File, CD ROM, HTML, Course Mill, AICC/Web Based, SCORM/Web Based and LRN.

To increase students' skills especially in reading, the author creates Lecfenco learning media. The media actually consist of 2 skill aspects: reading section and writing section. However, the writer uses only the reading section. The writer focuses only on one skill due to time limitation which does not enable the writer to focus on all of the media potentials. In the exercise section, 10 questions are provided in a form of multiple choices. No scores are given. Comments are instead given as to whether the answers are right or wrong. In the evaluation section, 30 questions are provided randomly. However, students get only 10 questions to be answered in 10 minutes. In this section, students are evaluated in the end of the question session. No comments are given; they get only pass-fail remark. Lecfenco is able to send the evaluation result through emails or to the printer.

#### 2.5. Reading Skills

Reading is a process of obtaining meaning of written texts. Reading is not a passive activity. Reading is more than reading letters, words or sentences; reading is an active process without paying any special attention to letters or words. William (1999: 3 – 11) stated that “reading is a process of obtaining meaning of written texts.” To get the meaning, readers must rely on two sources: the text itself and the readers' background knowledge on the text.

#### 2.6. Procedure Text

This type of text provides information on how something is done through steps or activities. The purpose of a procedure text type is to explain how something can be done (Brown, 2007). Procedure text is a text designed to describe how something is achieved through a sequence of actions or steps (Hammer, 1998).

Procedure text consists of 3 parts (generic structure): aim/goal, ingredient/utensil, steps. The language feature in a procedure text is different from that of other texts. The language feature





in this type of text starts with the mention of aim/goal, the use of verbs, the mention of steps, and the use of adverbs and so on.

### 2.7. Frame of Thought

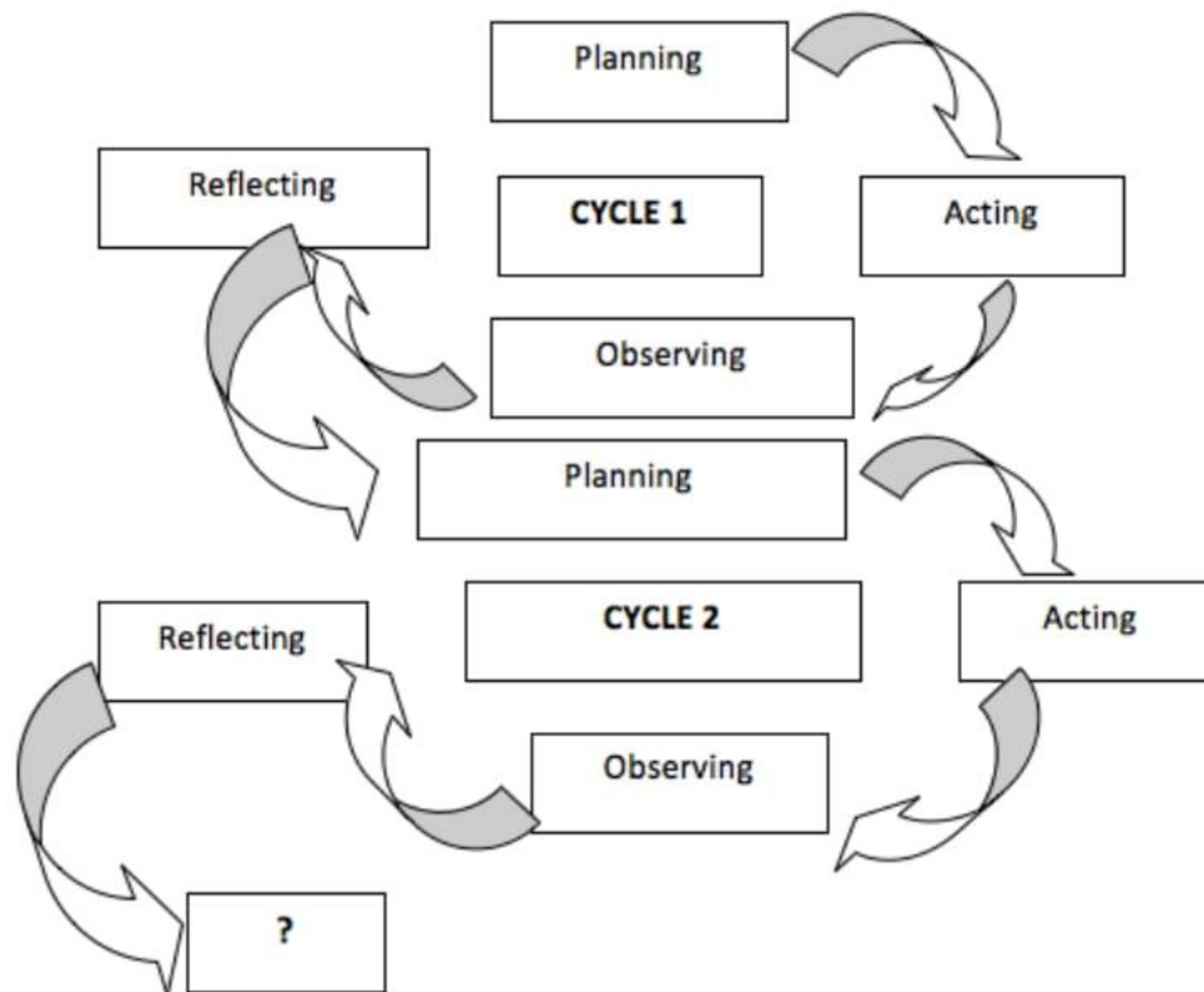
Technological advancement should be wisely embraced. Time and space obstacles in learning can be overcome with technology. In this research, the writer provides procedure texts which can be viewed and learned through the internet and CD. It is expected that students not only learn at their classrooms but also anywhere by accessing the information so that their skills will be improved. The media might help in developing students' independent learning skills.

## 3. RESEARCH METHOD

The research method used in this research consists of research design, research procedure, location and time of research, population and research sample, data collection technique and data analysis technique.

### 3.1. Research Design

Research planning or research design used in this research is classroom action research which refers to a model proposed by Kemmis and McTaggart (Arikunto, 2007: 16). The model consists of 4 components: planning, acting, observing and reflecting. Picture 3.1 shows the components.



Picture 1: Model of Classroom Action Research Design (Source: Arikunto et al, 2007:16)





This research is the result of the author's reflection and evaluation on the previous year's teaching and learning process. The author finds a problem, identifies it and finds a solution to the problem by using Lectora which is expected to be innovative. The classroom action research is titled "*Improving English competence of JHS students through Lectora*" which is conducted in 2 cycles of four stages: 1) Planning, 2) Acting, 3) Observing, and 4) Reflecting.

### 3.2. Action Research Procedure

Following Kemmis and McTaggart (in Hopkins, 1993:48) elaboration of the CAR stages, the author did the following:

#### 1. Problem identification

The author identifies the problem before planning an action

#### 2. Action planning

In planning an action, the author collaborates with a teacher. Action planning is made before applying the action. The following are about the planning:

- a. Determining a topic which is procedure text
- b. Preparing a lesson plan for 2 cycles which consists of 2 meetings for each cycle and preparing steps for 80 minutes' activities.
- c. Preparing teaching aids which are provided in the multimedia lab (CD, Laptop, LCD, students' computer)
- d. The teacher learn how to present the material in Lectora to the students
- e. Preparing a camera (for taking teaching and learning process pictures)
- f. Preparing a pre-test and post-test (to find out the improvement in students' comprehension in procedure texts)

#### 3. Action execution

The teacher executes the action. The teacher uses Lectora CD in presenting the procedure texts and evaluation. The teacher teaches and lets the students practice with Lectora CD and internet at home.

#### 4. Observation of or monitoring of the action

The teacher as the observer and researcher monitors all the activities in the classroom. The observer records the characteristics of motivated students. The researcher administers a test in each meeting. The tests are administered in integrated tests. The researcher analyses the test results to find out the students' procedure text comprehension skills after the use of Lectora. The researcher makes an evaluation on all the matters observed to find flaws in the activities. The researcher records the students' scores in each cycle.





### 5. Plan revision

The identified flaw is the basis or ground for a revision in the next cycle. In a class action research, it requires more than one cycle to overcome the problems encountered by the year 9<sup>th</sup> students in improving their English competence especially procedure text comprehension. Each cycle in the research is done in two meetings in which each meeting takes 80 minutes.

### 3.3. Location and Time of Research

The research was conducted from July 2012 to September 2012 and the research subjects are 30 students of year 9<sup>th</sup> of SMPN 2 Bambanglipuro (Classroom E) 2012 – 2013 academic year. The research covers 2 meetings.

### 3.4. Research Procedure

The research is done in two cycles. Each cycle consists of planning, implementing, observing and reflecting. The steps are illustrated in Table 1

Table 1: Research Steps

No	Steps	Cycle 1	Cycle 2
1	Planning	Based on the statement of problem the teacher researcher formulates planning to improve the students' reading skills	Based on the reflection in cycle 1, the teacher researcher revises the plans to overcome the flaws identified in cycle 1. The result of cycle 1 is the basis for the planning in cycle 2
2	Action	The teacher researcher applies the activities to maximize the use of Lefenco to improve the students' reading comprehension	The teacher researcher applies the revised activities based on the revised plans
3	Observation	The teacher researcher observes the teaching and learning process and administers tests to see how the use of Lefenco affects the reading activities in the class	The teacher researcher observes the teaching and learning process and administers tests to see how the use of Lefenco affects the reading activities in the class
4	Reflecting	The teacher researcher and the collaborator discuss the improvement in cycle 1 and identifies strong points and flaws in cycle 1	Based on the observation, the researcher records how and if Lefenco can improve the students' reading skills. Besides that, the teacher researcher records all that occurs when Lefenco is in use





### 3.5. Data Collection Techniques

Data collected consist of qualitative and quantitative data. Qualitative data are obtained through:

1. Questionnaire : used for obtaining the students' responses on media used
2. Interview : used for obtaining information from the students and the collaborator. The information contains ideas, opinion and impression when Lecfenco is in use in the reading class
3. Observation : used for obtaining real data on the use of Lecfenco in the reading class. Observation is conducted before, during and after the treatment

Quantitative data are the reading test scores. The data are obtained from the pre-test and the post-test results. The researcher does not conduct the valid and reliable item test because all the tests in Lecfenco are not made by the researcher. The tests are made by experts and taken from several books.

### 3.6. Data Analysis Techniques

In this research, two different types of analysis are conducted. The qualitative data are analysed by analysing the improvement of the teaching and learning process. Qualitative data provide an illustration of the students' response on the questionnaire and the interview and the recorded occurrences during the observation. Quantitative data are analysed the improvement in the students' reading skills by describing the pre-test and post-test results. The analysis procedure is as follows:

1. Calculating the score of each student. The calculation uses the following formula (Arikunto, 1998: 38):

$$S = RS = \frac{R}{N} \times SM$$

Where

- S : Students' score
- R : The number of correct answers
- N : the maximum correct answers
- SM : Scoring standard

2. Calculating the mean of the pre-test and post-test scores

After the analysis of the reading test scores, statistical techniques are used to find the mean of the students' score. The results are obtained by comparing the mean of the pre-test and post-test scores (Arikunto, 1998:38)







$$M = \frac{\sum X}{N}$$

Where

- M : mean score  
 $\sum X$  : The sum of all students' scores  
N : the number of the students

If the mean post-test score is higher than that of the pre-test, it can be concluded that the students' reading comprehension improves which means that the use of Lefenco does improve the students' reading comprehension

### 3.7. Discussion

To measure the success of the class action research, several accomplishment indicators have been set. That said, the research results can be clearly verified. The accomplishment indicators are:

- » Process accomplishment indicator
  - The process is successful if more than 70% of the students are in favour of Lefenco and are active in the learning process and wish Lefenco to be used again
  - The material is suitable to be used in Lefenco and can be used effectively in the learning of reading or writing with procedure texts as the theme.
- » Action accomplishment indicator
  - The research is said to be successful if the students' average reading score is higher than the passing score (criteria for minimum mastery score) which is 70.00
  - The students are able to improve their reading skills indicated by more than 70% of the students have been able to pass the passing score (reading score which is higher than 70.00)
  - The students' learning motivation improves indicated by their being active in doing the assignments, accessing Lefenco and more than 70% of the students show more interest in learning English

Process accomplishment indicator is achieved indicated by the increase in the students' motivation the teaching and learning process. Qualitative data show that 80% (24) of the





students are active and 20% (6) of the students are not active. The questionnaire result shows 82% of the students think that Lefenco makes it easier for them to comprehend procedure texts (73.33%), increase their confidence (76.67%), increase their motivation in practicing reading and writing (83.33%), increase their ability in answering procedure texts (80%), and the students know the usefulness of Lefenco in the learning of reading (96.67%). In addition to that, in average of 12.67% of the students say no and 5.33% of the students say that they have no idea what Lefenco is for.

Action accomplishment indicator is also achieved. This is proven when the researcher compares the pre-test scores before Lefenco is in use, the test scores in cycle 1 after Lefenco is in use and the post-test scores. The comparison of scores is illustrated in Table 2.

Table 2: Comparison of the Test Scores Cycle 1

No	Remark	Pre test	Cycle 1 Test	Post test
1	Highest score	80	90	90
2	Lowest score	10	40	40
3	Mean score	48,67	69,00	72,00

Table 2 shows that the students' reading comprehension scores improve from the pre-test to the post-test. The highest score increases from 80 in the pre-test to 90 in the cycle 1 test and the post-test. The lowest score also increases form 10 in the pre-test to 40 in the cycle 1 test and the post-test. The mean score increases from 48.67 in the pre-test to 69 in the cycle 1 test and 72 in the post test.

It can be concluded that Lefenco can increase the students' English competence especially concerning comprehending procedure text.

## 4. CONCLUSION, SUGGESTION AND FOLLOW UP

### 4.1. Conclusion

After the research which uses Lefenco to improve the students' reading skills at SMPN 2 Bambanglipuro, Bantul, Yogyakarta, it is found that the students' reading skills improve. The teacher researcher concludes that the students' reading skills improve. The improvement is also seen in the process and the action of the use of Lefenco in the learning of reading and the process of teaching and learning in the classroom. The students are more active in the teaching and learning process. This also encourages students to respond to the teacher's questions.







Lecfenco is media which can be developed into 4 language skills. The present Lecfenco is developed only for two skills: reading and writing sections. The two skills are elaborated in details and supplied with systematic and easily understandable steps so that it is easy for students to understand the material. The use of attractive colours and material make the students fascinated, moreover they can access the material at home or wherever they are.

#### 4.2. Suggestion

Based on the research, the teacher researcher suggests:

1. The teachers of SMPN 2 Bambanglipuro and teachers of other schools are suggested
  - a. To use Lecfenco as an alternative to teaching and improving the students' reading skills
  - b. To select suitable material and presentation so that they cater to the students' competence. This also makes the media more interesting.
  - c. To facilitate the students to achieve better results by giving assistance whenever they find difficulties including how to access Lecfenco.
2. All the students of year 9<sup>th</sup> should:
  - a. Pay attention to the material and media presented by the teacher
  - b. Develop their reading skills by reading as many books as possible to enrich their vocabulary consistently
  - c. Have discussions on other texts with their classmates outside the classroom
  - d. Learn to open and use Lecfenco as an alternative to learning to improve their reading skills
3. School

To promote effective teaching and learning process, school is suggested to provide:

  - a. Suitable media to support the success of teaching and learning process
  - b. Sufficient fund to support the teaching media development which leads to quality teaching and learning
  - c. Workshop or training especially for English teachers so that they can develop and are able to create good and suitable teaching media by resorting to technological advancement





### 4.3. Follow Up

The teacher researcher will socialize the developed media to Teacher Association of Bantul, Yogyakarta, to inspire the teachers to create teaching media by resorting to technological advancement. The teacher researcher encourages the English teachers to learn more about utilizing the Lefenco. For the students, the teacher researcher encourages them to access [www.lecfenco.com](http://www.lecfenco.com), so that they can explore the contents and material at home or wherever they are.

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