

The Influence of Learning Media and Learning Interest towards English Reading Comprehension Skills

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Abstract

The goal of this study is to examine the impact of learning media and learning interest on grade VII Junior High School students' English reading comprehension abilities. The study approach is experimental, with data analyzed using two-way ANOVA with 2x2 factorial and 64 randomly selected students as research samples. The study's findings indicate that: (1) Learning media has a substantial influence on students' capacity to grasp English reading in private junior high schools in Cilegon City, with a sig value of 0.024, less than 0.05, and a F count of 5.377. (2) Students' learning interests have a substantial impact on their capacity to grasp English reading (sig = 0.019, $p < 0.05$, $F = 5.783$). (3) Learning media and students' learning interests interact to influence students' capacity to grasp English reading, with a sig value of 0.036 (less than 0.05) and a F count of 4.610.

Keywords: Learning Media; Learning Interest; English Reading Comprehension Ability

Abstrak

Penelitian ini bertujuan untuk menunjukkan pengaruh media pembelajaran dan minat belajar terhadap Kemampuan Memahami bacaan Bahasa Inggris siswa kelas VII Sekolah Menengah Pertama. Metode penelitian yang digunakan adalah eksperimen, analisis data menggunakan Anova dua arah dengan factorial 2x2, sedangkan tehnik sampling acak dengan 64 siswa sebagai sampel penelitian. Hasil penelitian menunjukkan: (1) Terdapat pengaruh yang signifikan Media pembelajaran terhadap Kemampuan Memahami bacaan Bahasa Inggris siswa di SMP swasta Kota Cilegon. Hal ini dibuktikan dengan nilai sig 0,024 < 0,05 dan F hitung 5,377. (2) Terdapat pengaruh yang signifikan Minat belajar siswa terhadap Kemampuan memahami bacaan Bahasa Inggris siswa di SMP swasta Kota Cilegon. Hal ini dibuktikan dengan nilai sig 0,019 < 0,05 dan Fhitung 5,783. (3) Terdapat pengaruh interaksi antara media pembelajaran dan minat belajar siswa terhadap kemampuan memahami bacaan Bahasa Inggris siswa di SMP swasta Kota Cilegon. Hal ini dibuktikan dengan nilai sig 0,036 < 0,05 dan Fhitung 4,610.

Kata kunci: Media Pembelajaran; Minat Belajar; Kemampuan Memahami Bacaan Bahasa Inggris

INTRODUCTION

Reading comprehension is one of the skills in English language proficiency. According to the 2022 PISA results, Indonesia ranks 68th out of 81 participating nations. In other words, Indonesia is the 13th lowest scores among the countries.



Indonesian students' performance likewise falls behind those of other ASEAN countries. Although the average international reading literacy score in the 2022 PISA increased by 18 points, Indonesia's score decreased by only 12 points, which is considered a small decline when compared to other nations. The PISA findings show that Indonesia has to enrich the quality of education, notably student learning interest in reading and mathematics. According to the Center for Research and Development of Education and Culture (Puslitjakdikbud) (2021: 2-7), teacher teaching approaches influence students' reading interest, which in turn influences literacy abilities. Teachers can use media to make their instruction more engaging.

According to Hasan et al. (2021), learning media is a medium that communicates messages or information with the objective of learning. Educational media is a medium that conveys messages during the learning process. The use of media in the educational process is critical for capturing students' attention and making learning activities more interesting and successful.

Based on the initial analysis and student interest surveys, it was discovered that the typical student perceives English lessons as challenging and that many do not engage in studying English materials at home. The overall English learning outcomes for students reflected that while some were adequate, numerous students still fell short of the minimum completion standards (KKM). In the process of learning English, reading comprehension skills play a crucial role in determining whether students meet the KKM criteria in junior high school English classes, particularly in private institutions in Cilegon City. Additionally, the limited variety of teaching media employed by educators may be a significant factor that impacts students' ability to grasp English reading materials.

One type of media that can be used is infographics. This type of visual media emphasizes text, attractive colors, and is supported by symbols or images to prevent students from getting bored. This media is expected to positively impact students, particularly in reading activities. Its use in learning is expected to help students develop their ability to identify keywords and concepts, and to aid in better understanding the content of descriptive texts.

Nuzul Qurrota Sukma (2021) had a research about "The Use Of Infographic To Increase Students' Mastery In Using Preposition In Written Descriptive Text". The goals of this research are to determine how infographics are used in teaching prepositions to enhance the written descriptive texts of seventh-grade students at SMPN 3 Ungaran during the academic year of 2014/2015, as well as to outline the positive behaviors of students when infographic media is used in the instruction of prepositions to better their written descriptive texts. The findings of this research indicated that students' grasp of prepositions in written descriptive texts has enhanced. Additionally, the behavior outcome for students reflected a favorable progression. Hence, it can be concluded that infographics may serve as a useful tool in instructing prepositions to boost students' comprehension of written descriptive texts.

Considering the problem outlined previously, a way to enhance students' English reading and understanding abilities is by utilizing infographics. This type of media serves as an educational resource since it is straightforward, captivating, and user-friendly. Martini (2023: 16) stated that infographic media features can be

viewed as a way to visually display information, allowing readers to better understand and locate details more easily than if they were to read plain text.

The focus of this research is (1) the influence of learning media on the English reading comprehension skills, (2) the influence of learning interest on the English reading comprehension skills, and (3) the interactive influence of learning media and learning interest on the English reading comprehension skills .

This research is expected to benefit educational personnel, particularly: (1) students, as infographics in English language learning, both independently and cooperatively, are expected to improve reading comprehension skills; (2) teachers, as an alternative learning medium for teaching, particularly in English; and (3) schools, as inspiration and a reference for improving the quality of learning, particularly in English.

METHOD

This research was conducted on seventh grade students at private junior high schools in Citangkil sub-district, Cilegon City, in the odd semester of the 2024/2025 academic year. The research period lasted for 4 months, and started in September 2024 and ended in December 2024. Whiteboards.

Each group was divided into two categories: students with high learning interest and students with low learning interest.

This study used an experimental method with a 2x2 factorial design as follows:

Table 1 Experimental Research Design

Learning Interest(B)	Learning Media (A)	
	Experiment: <i>Infographic Media</i> (A1)	Control: <i>Conventional Media</i> (A2)
High Learning Interest (B1)	A1 B1	A2 B1
Low Learning Interest (B2)	A1 B2	A2 B2

The research instruments used in this study were a learning interest questionnaire and a descriptive text reading comprehension test. The learning interest instrument was used after validity and reliability tests were conducted, and the results were valid and reliable. Meanwhile, the written test for descriptive text reading comprehension used multiple-choice questions. There were 20 multiple-choice questions used. This instrument was used after validity, reliability, and item discrimination tests, as well as item difficulty tests. The results of the validity and reliability tests for this instrument were valid and reliable. Meanwhile, for the test results for item difficulty, there were variations in easy and medium question categories.

RESULTS AND DISCUSSION

This study used 64 students as a sample, separated into two groups and given distinct learning media treatments: 32 students in the control group, who learnt using traditional media, and 32 students in the experimental group, who learned with infographics. The control group included 16 students with high learning interest and 16 students with low learning interest. The experimental group included 16 students with strong learning interest and 16 students with low learning interest. The results of the data processing in this study are:

The Influence of Learning Media on English Reading Comprehension

To test the hypothesis regarding the influence of infographic and conventional learning media on English reading comprehension, SPSS version 22 was used. The calculation above yields a sig. $0.024 < 0.05$, or $F \text{ count} = 5.377 > F \text{ table} = 3.15$. This indicates that the use of learning media has an influence on English reading comprehension.

The Influence of Learning Interest on English Reading Comprehension

To test the hypothesis regarding the influence of student learning interest on English reading comprehension, SPSS version 22 was used. The calculation above yields a sig. $0.019 < 0.05$, or $F \text{ count} = 5.783 > F \text{ table} = 3.15$. This indicates that learning interest influences English reading comprehension.

The Influence of Interaction between Learning Media and Student Interest in Learning (A and B)

To test the hypothesis regarding the interaction between Learning Media and student interest in learning, SPSS version 22 was used. The calculation above yielded a sig. $0.036 < 0.05$, or $F \text{ count} = 4.610 > F \text{ table} = 3.15$. This indicates that Learning Media and interest in learning significantly interact with English Reading Comprehension.

The results of this study indicate that the application of Infographic Media and interest in learning significantly influence students' English Reading Comprehension. This influence indicates that both variables jointly influence students' English Reading Comprehension. This conclusion is also evident from the results of the first hypothesis test, which states a significant effect of the application of Infographic Media on students' English Reading Comprehension, and the second hypothesis, which states a significant effect of Interest in Learning on students' English Reading Comprehension.

CONCLUSIONS

It was concluded that learning English reading comprehension using infographics improved the reading comprehension skills of private junior high school students in Cilegon City, with a significant value of $0.024 < 0.05$. There was a significant influence of learning interest on students' reading comprehension skills, with a significant value of $0.019 < 0.05$. There was also a significant interactive effect of learning media and learning interest on students' English reading comprehension skills, with a significant value of $0.036 < 0.05$. Suggestions

The researcher's first suggestion is that students should cultivate an interest in learning English. By developing an interest in learning, they can be encouraged to be more active in the learning process and creative in every teaching and learning activity, thus maximizing their ability to master the material, such as reading comprehension.

Second, teachers should act as facilitators to foster students' independence in learning. Teachers are more skilled and able to use engaging learning methods and media, as the use of infographics in learning has been proven to improve students' reading comprehension, particularly in English.

Third, schools should require teachers to use a variety of learning media as an alternative to improving student learning outcomes in every classroom.

In summary, this study underscores the potential of integrating gamified tools like Kahoot within the TPACK framework to create a more engaging, reflective, and skill-oriented approach to reading instruction. When implemented intentionally, such tools can transform traditional reading lessons into interactive experiences that promote both comprehension and student agency.

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