

## **The Effectiveness of LingQ Application as Learning Media on the Student's Reading Comprehension**

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### **ABSTRACT**

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

### **INTRODUCTION**

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.

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.

## LITERATURE REVIEW

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. 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.

### Previous Related Study

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.

## **METHOD**

### **Design and Samples**

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 (Prasetyo, 2019). The experimental method chosen is by using pre-experimental model.

### **Instrument and Procedure**

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.

### **Data Analysis**

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

## RESULT AND DISCUSSION

This study investigated the effectiveness of the LingQ application in students reading comprehension using a pre-experimental one-group pretest–posttest design. The sample consisted of 20 eighth-grade students of class VIII B at SMP Muhammadiyah Aimas. The research was conducted in three stages pretest, treatment, and posttest. The pretest results showed that most students had low reading comprehension, with many categorized as *Poor* and *Fair*. The treatment was carried out in four meetings, where students learned reading through mini stories on LingQ by identifying unfamiliar vocabulary, listening to audio texts, and understanding meaning through application features and teacher guidance.

The posttest results indicated a significant effective in students reading comprehension. The average score increased from 48.00 to 65.20, and the N-Gain score of 0.33 fell into the *moderate* category, showing that LingQ was quite effective in enhancing students reading comprehension. In addition, students learning motivation and participation increased, and achievement categories shifted from *Poor/Fair* to *Good/Very Good*. Overall, the findings confirm that the LingQ application is an effective learning medium for eighth-grade students reading comprehension.

Table1. The Pair Sample Statistic of Experimental One Class

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 the LingQ application, the classification of students' scores showed a substantial improvement in reading comprehension. Before the treatment, most students were in the *Poor* and *Fair* categories, with only one student reaching the *Good* level and none in the *Very Good* category. After the treatment, no students remained in the *Poor* category, while the number of students in the *Good* and *Very Good* categories increased significantly. This shift demonstrates that the LingQ application effectively improved students' reading comprehension and helped students achieve higher levels of performance.

*Table 2. The Mean Score and Standard Deviation in Pretest and Posttest Descriptive Statistics*

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

*Source: Sugiyono (2019)*

Table 2 indicates a clear effectiveness in students reading comprehension after using the LingQ application. The pretest results showed a mean score of 48.00, with scores ranging from 32 to 60, reflecting low to moderate initial ability and high score variation. After the treatment, the posttest mean increased to 65.20, with scores ranging from 48 to 76. The decrease in standard deviation from 10.052 to 7.247 suggests that students abilities became more homogeneous. These findings demonstrate that the LingQ application was effective in improving students reading comprehension.

*Table 3. Normality Test in Pretest and Posttest Tests of Normality*

	Kolmogorov-Smirnov <sup>a</sup>			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

The normality of the data was analyzed using the Shapiro–Wilk test for the sample of 20 students. The pretest data were found to be not normally distributed (Sig. = 0.001 < 0.05), indicating considerable variation in students initial abilities. In contrast, the posttest data were normally distributed, as shown by both the Kolmogorov–Smirnov (Sig. = 0.349) and Shapiro–Wilk tests (Sig. = 0.115 > 0.05). This shift toward normal distribution suggests that the treatment using the LingQ application resulted in more consistent and homogeneous student performance. In this study, the evarage value of the pretest is 48,00 and the evarage value of the posttest is 65.20. Than, to find out the N-Gain score as follows:

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

The N-Gain analysis produced a score of 0.33, which falls within the moderate category, indicating a meaningful improvement in students reading comprehension after the implementation of the LingQ application. This result suggests that the

features of LingQ, including vocabulary support, audio-enhanced texts, and contextual reading, effectively facilitated students' understanding of reading materials.

Furthermore, the N-Gain result supports the research hypothesis. Since the obtained N-Gain score met the criteria of  $0.30 \leq \text{N-Gain} < 0.70$ , the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted, confirming that the LingQ application is quite effective in improving eighth-grade students' reading comprehension at SMP Muhammadiyah Aimas. These findings are consistent with the observed increase in students' average scores from pretest to posttest and the overall improvement in reading performance categories after the treatment.

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.

## **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.

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