

DESIGNING READING MATERIAL THROUGH E-BOOK FOR AGRIBUSINESS STUDENTS OF KH. A. WAHAB HASBULLAH UNIVERSITY

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ABSTRACT

*In this era, mastering English is not only focused for English students. It also applies to non-English students. But in the reality, most of them don't particularly like English. This is due to the lack of support of interesting learning media and according to their needs. By developing interesting learning media, students will be more interested in learning English. This research is aimed to design learning media in the form of e-books for Agribusiness students. The researchers designed this book by taking reading skills. To test the feasibility of the E-book, this research and development was conducted. The researchers applied Research and Development (R&D) methods and used ADDIE (Analyze, Design, Development, Implementation, and Evaluation) as the model of the research. To gather the data, the researchers using a data-gathering instrument in the form of questionnaire. The instrument of this research was an interview with the head of the Agribusiness Program. Then, the researchers also distributed questionnaires to 15 Agribusiness students from the Faculty of Agriculture. The students are in the in fourth semester 4 in their program. The data was obtained using questionnaires and obtained **4.13** results for media validation and material validation **3.13** with the category "good." It can be determined that the E-book is worth using for Agribusiness students.*

KEYWORDS: Reading skill, E-book, Learning media

ABSTRAK

Saat ini, penguasaan Bahasa Inggris tidak hanya difokuskan bagi mahasiswa pembelajar Bahasa Inggris saja. Tetapi hal ini juga diberlakukan bagi mahasiswa semua mahasiswa tanpa terkecuali. Meskipun pada kenyataannya, banyak dari mereka yang tidak terlalu menyukai Bahasa Inggris. Salah satu faktor yang mempengaruhinya adalah karena kurangnya dukungan media pembelajaran yang menarik dan sesuai dengan kebutuhan mereka. Oleh karena itu, peneliti berupaya merancang media pembelajaran berupa E-book yang ditujukan untuk mahasiswa Agribisnis. Dalam penelitiannya, Peneliti menggunakan metode Research and Development (R&D) dan model ADDIE (Analyze, Design, Development, Implementation, and Evaluation) dalam penerapannya. Instrumen yang digunakan untuk mengetahui kebutuhan mahasiswa terhadap Bahasa Inggris adalah wawancara kepada ketua Program Studi Agribisnis dan kuesioner pada 15 mahasiswa Agribisnis semester 4 di Fakultas Pertanian. Pengukuran kelayakan media pembelajaran menggunakan angket validasi. Nilai validasi media diperoleh hasil 4,13 dan untuk hasil validasi materi 3,13. Nilai ini menunjukkan kategori "baik," sehingga dapat disimpulkan bahwa materi reading dalam E-book ini layak digunakan untuk mahasiswa Agribisnis.

KATA KUNCI: Ketrampilan Membaca, E-book, Media Pembelajaran

INTRODUCTION

In this era, English is increasingly important to learn. In learning English, students are expected to be able to master all skills in English, namely reading, writing, listening, and speaking. But in reality, not everyone who learns English always masters these four skills. If directed at non-English students, the most important skill to master is reading. Building reading knowledge is very important for students because reading is part of communication. According to (Ma & Nu, 2019). Reading English is becoming increasingly important in international communication. According to Teixeira (Course et al., 2019). The most important language skill is reading because reading has a significant influence on foreign language teaching and learning.

In learning English for non-English students, the most emphasized language skill is reading skill. So far, English learning for non-English students still uses general English material, so most students think that English is difficult. In addition to the less specific material, the methods used so far are less interesting, so students get bored more quickly and do not focus on what is being taught.

The way that must be done to attract students to learn English is to use learning media. Students need creative and interesting English learning media and use English Specific Purpose (ESP). If using ESP, students will find it easier to learn English material, because the vocabulary and discussion still have continuity with their respective majors. According to Richards (Course et al., 2019). The use of ESP books is very useful because the material will be relevant to the needs of students and institutions. If the existing material does not make it difficult for students, students will not be lazy to read.

Interesting and creative learning media are needed because they determine student responses in receiving material. With the development of technology, it would be better if the learning media used by lecturers were technology-based learning media. This is to adapt learning media to technological advances, therefore lecturers are

required to be able to apply ICT in the learning process to keep up with modern education developments. According to (Ivani Hananta & Ratu, 2019) states that the use of computers in learning for students can provide various learning experiences, increase learning motivation and develop ICT skills.

METHOD

In this study, researchers used the research and development (R&D) method. According to (Jet et al., 2021) Development research is a research method used to produce a particular product and test its effectiveness on that product.

The research procedure used in this research is ADDIE (Analysis, Design, Development, Implementation, and Evaluation). ADDIE is one of the most commonly used procedures in the instructional design field as a guide to producing effective designs. There are five research steps that must be carried out in ADDIE which are presented in the following graphic form:

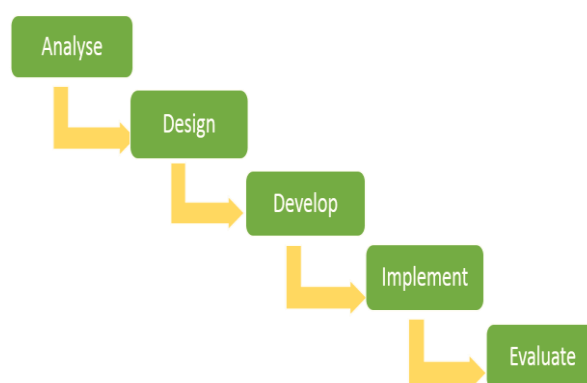


Figure 3.1 Steps of the ADDIE

In the first stage the researchers conducted an analysis to determine the needs of students. Then in the second stage is research design, where the researchers made several media storyboards according to the needs analysis that has been obtained previously. The next stage is the development stage, where researchers develop products that have been designed and validated for expert validation.

The implementation stage is carried out on 4th semester Agribusiness students, Faculty of Agriculture. After the trial, the researchers made a response questionnaire and distributed it to students about the shortcomings and obstacles that still occurred when the product was implemented. Evaluation is the final stage of this research process. At the implementation stage, researchers can conclude whether there are still weaknesses or not. If there are no further revisions, then the media is suitable for use.

The subjects of this study were 15 students of 4th semester Agribusiness Faculty of Agriculture at KH. A. Wahab Hasbullah University.

Researchers conducted data analysis using questionnaires distributed to students using google form, then at the validation stage the researchers distributed questionnaires covering aspects of material assessment and media assessment aspects. Researchers made a questionnaire that was given to experts to find out the advantages and disadvantages that still exist in the English E-book learning media for agribusiness students. Material validation is carried out by material experts and media validation is carried out by media experts.

FINDING AND DISCUSSION

The Result of Analysis

In this step, the researchers conducted an analysis of student needs through questionnaires. The goal is to know what students need in learning English. The researchers prepared several questions in the form of questionnaires to agribusiness students. Based on observation, the researchers wanted to provide creative, innovative, and interesting learning media to support English learning activities for agribusiness students. Therefore, the researchers distributed questionnaires to students to perform a needs analysis.

From the analysis of needs that have been done, the researchers got 14 respondents from students. The results obtained through the

questionnaire were hit using a Likert scale and presented in the following table:

Table 1. Likert Scale

Criteria	Score
Very Good	5
Good	4
Enough	3
Low	2
Very Low	1

Description:

X_i = Average Score (mean)

$\sum x$ = Value Score

N = Number of assessment criteria

The following are the scores obtained from the questionnaire with the formula of total score divided by the number of students:

$$\begin{aligned} \text{Average score} &= \frac{\text{Total Score}}{\text{Number of questions}} \\ &= \frac{355}{14} = 25.35 \end{aligned}$$

The average score for the number of students is **25.35**. Then the researchers calculated the success indicator by dividing the average value by the number of questionnaires as follows:

$$\begin{aligned} \text{Average score} &= \frac{\text{Total Score}}{\text{Number of questionnaires}} \\ &= \frac{25.35}{10} = 2.35 \end{aligned}$$

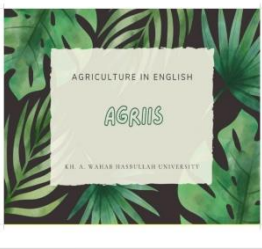
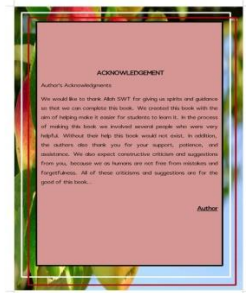
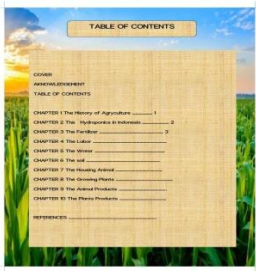
The average result is 2.32 and is included in the low category. From the average results above, it can be said that agribusiness students need creative and specific learning media to support their English learning activities.

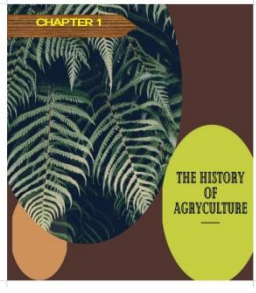
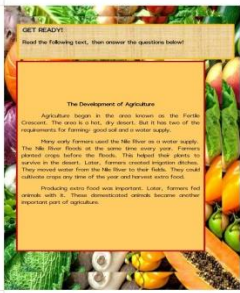
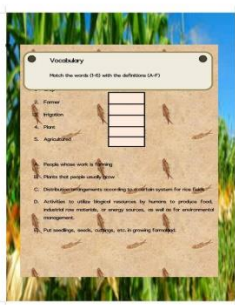

The Result of Design

After the researchers analyzed the students, then the researchers figured out the learning system commonly used by lecturers. In the

next step researchers designed a learning media that suits the needs of agribusiness students in English language learning and this case, researchers developed a learning medium in the form of electronic books (E-books) of English language learning devoted to Agribusiness students.

At this stage, the researchers designed all the content for the media such as designing media displays, material displays, and exercises that fit the needs of students. In addition, researchers also determine what content of the material, what application to use, and how to display a learning medium that is in line with the needs of students and can attract students.

Picture	Information
	The title of the product was designed
	Display of the acknowledgment
	Display of the table of content

	The first material
	The explanation of the material
	Display of the questions of the material
	Display of references

The Result of Development

After the researchers finished designing the E-Book, the researchers conducted a validation process by two experts, namely material experts and media experts. Then researchers took advice from media experts and materials experts to make this product better. The validation results of this product are as follows:

1. Media Validation

In this study, researchers created an E-Book using a flipbook. The media is focused on reading skills. The validator of this media expert is Mrs. Ulfa Wulan Agustina, M.Pd. Media assessment or validation is used by researchers to evaluate E-Book in the form of questionnaires. The data is calculated using the liker scale in the table below:

Table 3. Likert Scale

Criteria	Score
Very Good	5
Good	4
Enough	3
Low	2
Very Low	1

The data calculated with the formula:

$$xi = \frac{\sum x}{N}$$

Description:

Xi = Average

$\sum x$ = Value Score



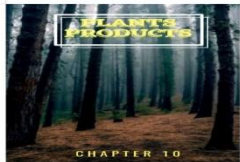
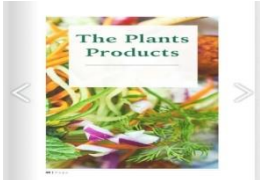

N = Number of assessment criteria

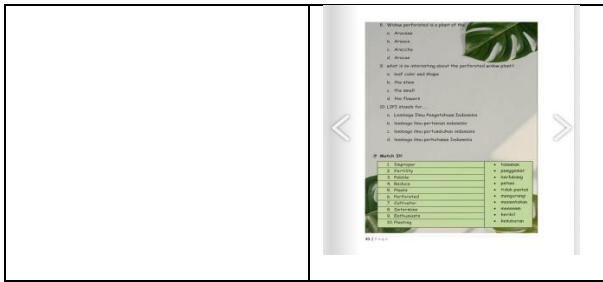
The following are the results of validation of media by experts:

$$xi = \frac{\sum x}{N} = \frac{62}{15} = 4.13$$

From the calculation above can be concluded that the media is **Good**. However, the validator still gives suggestions for revising some parts. Validator suggests that the background contrast is not by the writing on the sub-topic and the writing error. Below is before and after the product is revised:

Table 4. Layout Expert Revision Media before-after

Media Validators Note	Media Display Result
Contrast of Background	Before Revision 
	After Revision 
Some writings or sub-topics are not exactly in place	Before Revision 
	After Revision 
Writing errors	Before Revision 
	After Revision



2. Material Validation

In this study, the researchers created an E-Book. The material expert validator in this study is Mrs. Ambar Susanti, SP. MP as a material expert. Validation of materials used by researchers to submit E-Books in the form of questionnaires.

The media validation results are as follows:
The data was calculated with the formula:

$$xi = \frac{\sum x}{N}$$

Description:

X_i = Average

$\sum x$ = Value Score

N = Number of assessment criteria.


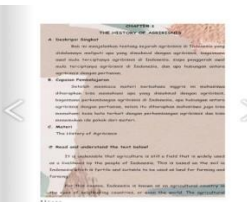


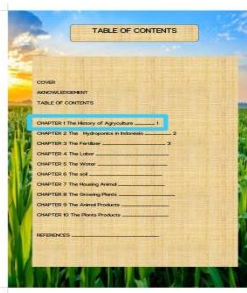
The following are the results of validation of material by experts:

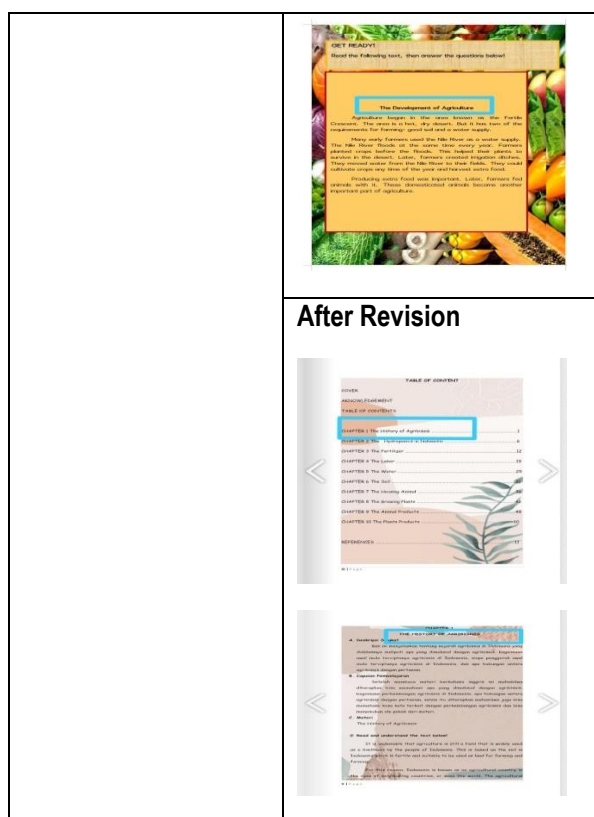
$$xi = \frac{\sum x}{N} = \frac{55}{16} = 3,43$$

From the calculation above can be concluded that the media is **enough**. However, the validator still gives suggestions for revising some parts. Validators recommend adding SK/KD, the purpose of learning at the beginning of a chapter, consistency of word writing in each chapter, and references. Below are before and after the revised product:

Table 5. Layout Expert Revision Material before-after

Media Validators Note	Media Display Result

<p>Need to be displayed standard competency / basic competency</p>	<p>Before Revision</p> 
	<p>After Revision</p> 
<p>Note the writing of vocabulary</p>	<p>Before Revision</p> 
	<p>After Revision</p> 
<p>Consistency of the structure of the parts in each chapter</p>	<p>Before Revision</p> 



Average response

$$= \frac{\text{Total Score}}{\text{Number of question}} \\ = \frac{605}{10} = 60.5$$

The average number of students is 60.5 and the results recalculated to find the average divided by the number of questionnaires as follows:

Average score

$$= \frac{\text{Total Score}}{\text{Naber of participants}} \\ = \frac{60.5}{15} = 4.03$$

From the average score above obtained a result of **4.03** which belongs to the category "Good". It can be concluded that students need creative and innovative learning as a means in the process of learning English more specifically in agribusiness, especially in this pandemic era. Media E-Book can facilitate lecturers and students in delivering and receiving materials well in the classroom.

The Result of Implementation

The researchers conducted product trials on 15 Agribusiness students in semester 4 KH. A. Wahab Hasbullah University. The researchers were trialing the product online by sending a link to students to apply the product. The researchers applied the product, then, the researchers tested the feasibility of the product to students using a response questionnaire in the form of a Google form by sending a link to the student group.

Questionnaire results are using as a reference for product improvement so that the product can be better. Responses are calculated using the Likert scale. From the results of the student response questionnaire, the researchers obtained the following data:

Description:

X_i = Average Score (mean)

$\sum x$ = Value Score

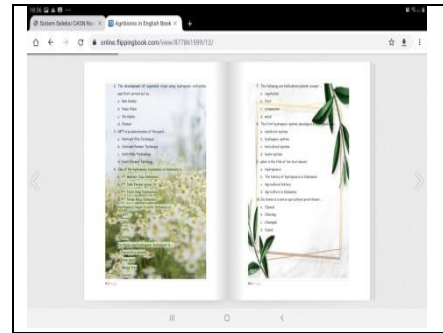
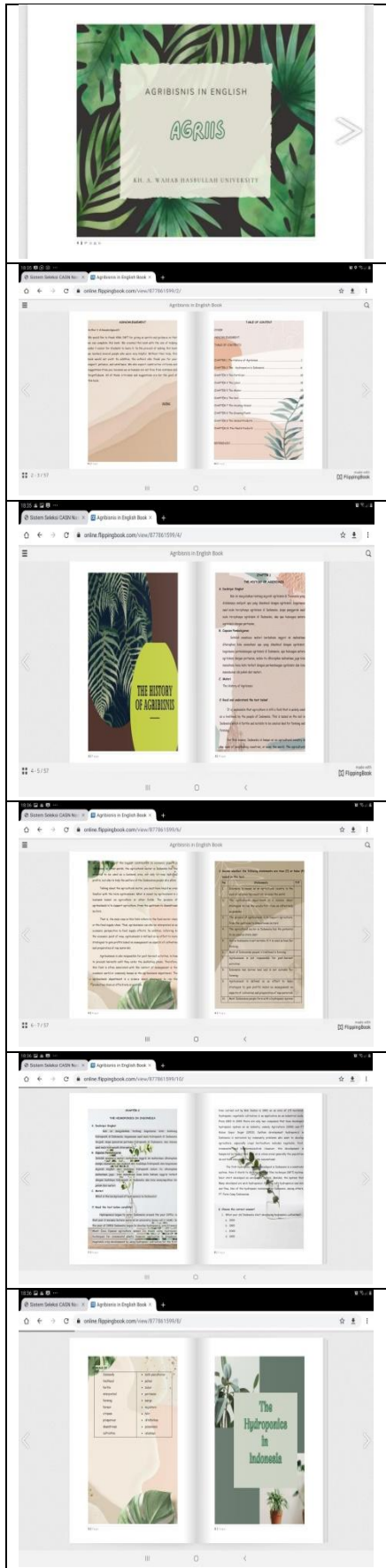
N = Number of assessment criteria

The Result of Evaluation

In this section, researchers discuss explanations of how products can help agribusiness students in English learning. The data obtained through the student response questionnaire shows that the product is eligible to be used as a supporting medium for English learning of agribusiness students.

Researchers showed the results after being revised. The layout image of The English E-book learning media for Agribusiness students is as follows:

Table 5. Final Product



CONCLUSION AND SUGGESTION

Conclusion

The purpose of this research is to produce a product in the form of English learning media for agribusiness students. After going through several processes, the researchers finally succeeded in producing a product "E-book learning English" which is an electronic book learning English for agribusiness study programs.

The conclusion of each process of developing "E-book learning English" is in the needs analysis stage, the result is (approved). So it can be concluded that the research subject requires learning media that is more practical and also interesting – in this case the researchers chose to design learning media in the form of an E-book for agribusiness students.

Material and media validation measures both got positive results. Material validation gets **3.43** (enough), while in media validation **4.13** (Good). From the validation results, it can be concluded that the learning media "English E-book for Agribusiness students" is valid and eligible to be applied with revisions by the advice of experts.

Then the results of the feedback questionnaire after product implementation were **4.03** (Good). From these results, it can be concluded that the "English E-book for Agribusiness students" has been accepted by the research subjects.

The conclusion of this study is to design an "English E-book for Agribusiness students" which is specifically for agribusiness students and has been declared successful/approved/fit for use by the validator team as an English language learning medium specifically for agribusiness students.

Suggestion

Based on the previous conclusion, that research to design an "English E-book for

Agribusiness students" was declared successful. Suggestions and recommendations regarding research are as follows:

1. For College

With increasing technology, lectures are expected to be more creative and follow technological advances, especially in developing English learning media, with creative and interesting E-books, students will be more interested in reading.

2. For Students

The media for learning English E-books for agribusiness students is expected to increase students' interest in learning, especially in learning English in reading skills.

3. For Other Researchers

From this research, it is hoped that there will be the development of learning media that are more creative and more varied in terms of product sophistication and levels.

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