DESIGNING E-READING MATERIAL FOR THE FIRST GRADE OF SENIOR HIGH STUDENTS

Nurul afidah
KH. A. Wahab Hasbullah University
nurulafidah@unwaha.ac.id

ABSTRACT

The purpose of this study is designing electronic-based materials of reading comprehension skill for the second semester at the first grade students of senior high school. It can be categorized as the Research and Development (R&D) which adapted the model of Sadiman (1986). It was consisted of seven phases such as(1) need analysis, (2) formulating objective, (3) formulating the materials, (4) formulating validity measurement, (5) writing media sheets, (6) testing, and (7) revising. The subjects were the first grade students of MAN Malang I. The product was developed based on the students and teachers' need which was obtained from distributed questionnaire and interview, and it showed that both students and teacher need an interactive English instructional media which is based on computer with the percentage (92.3%). Furthermore, based on the validation of some experts, it was known that the product was valid. Finally, the result product was electronic-based materials which was consisted the reading materials of the second semester of the first grade of senior high school such as narrative, descriptive, and news item texts. Each kind of text has its own evaluation which is in the form of multiple choices and true or false questions.

KEYWORDS: Electronic-Based Materials, Reading Comprehension, Reading Material

INTRODUCTION

English and computer became main qualification that should be met by people who wants to survive in the world competition. As we know that our life today is full of competition. Therefore, it demands people to fulfill themselves with a specific skill, such as English and computer. English is important because it becomes an international language that is used in many aspects of life. Moreover, computer is essentially needed in our lives, for the modern era is IT (*Information Technology*) based that we can access so many information through it. Therefore, if both English and computer are integrated, it will be an ideal combination to compete in the world competition.

English and computer are also essential in education aspect because English is considered as global language. Therefore, there are many books that written in English. Of course, it influences students' style in gathering the knowledge that affect to their achievement. Besides, computer is extremely needed in the modern system of education. As we know that there are many sources that can be accessed through computer. Moreover, in all educational system, the use of communication and technology has certain place. Therefore, computers play significant role in the learning process. Teaching English for a second-language learner can take benefit from using a computer. Indeed, a computer is a tool and medium that facilitates people in learning a language, although the effectiveness of learning depends totally on the users (Hartoyo as cited in Suharyadi, 2010). In short, English and computer are primarily effective to get the horizon.

The using of computer in language learning is called Computer-Assisted Language Learning (CALL). CALL is a program derived from CAL (Computer-Assisted Learning) which is implemented to language, but the use of computer here is mainly aimed at providing a language learning tutorial program (Hartoyo as cited in Suharyadi 2010). Then CALL means students learn language in any context with, through, and around computer technologies. From both definitions, the main focus of CALL is on the application of computers in language learning.

Therefore, it enables learners to enjoy their English activities, especially in reading. Although reading activities on computer have already existed since 1990s, many teachers, especially Indonesian teachers, they have not maximally applied this kind of activities. They still concern on text-based reading that make almost all of learners feel bored in reading. Therefore, many learners lose their interest on reading. Then based on the result of analysis on students and teacher needs, it was known that the students and the teacher need an electronic-based reading material.

Moreover, the use of media is very useful for students in comprehending the materials, for more abstract the object, and the more difficult to be understood by the learners. In the contrary, the more concrete the object the easier to be understood. In addition there are four kinds of learning experiences; they are 1) watching and interacting with verbal symbols such as listening to lecture, 2) watching and interacting with mediated events such as watching slide, video, and film, 3) watching and interacting with actual events such as field trip, demonstration, and role play, 4) doing the direct experience such as cooking and gardening (Dale in Warsita, 2008).

To be familiar with the development of electronic English media, a similar study had been conducted by Pratama (2013). He had developed computer-based reading materials to foster the reading skills of 10th grade students of SMK. Several software utilized to develop the product were Microsoft Office 2010, Notepad, Adobe Flash 9 / CS3, Paint, and WinRAR 4.6. This product concerned to descriptive texts in the form of riddle and adjective word order, and it was based on the standard of competence and basic competence 1.3 written in curriculum for SMK. The other study was also done by Nanulaitta (2011). Mulitimedia-based Instructional media of English for XI IPA I SMA Negeri 2 Ambon was the product that had been developed. the developer try to use multimedia as a new supporting tool for instructional strategy of delivery system in teaching English.

In such a way, the researcher also

developed electronic-based materials, but this research has different on the subject or target of development, for the subject or target of development of the researcher were senior high school students. Actually, there are some reasons why the researcher developed the materials of SMA. The first, senior high school students are prepared to continue their study in the university (Oideachais. 2012). As we know that University students should be independent in acquiring the knowledge. Besides that, they should master operating computer. Moreover, the researcher chose the first grade, for the first class is a reference that will be taken into consideration for determining the major in class XI (Oideachais. 2012). Therefore, at this time, students must be prepared carefully to be able to adapt to the major in accordance with their wishes.

Therefore, in this case, the researcher wants to conduct a research relating to the development of electronic reading materials. Then the objective of the study was formulated as designing electronic-based materials of reading comprehension for the second semester students at the first grade of senior high school.

METHOD

The research design of this study is namely Research and Development (R&D). According to Latief (2009) research and development (R&D) is a process used to develop and validate educational product. To develop the media, the researcher will use Sadiman model recommended by Sadiman et al (1986). This development model meets the learners' characteristics, and it is also considered as a simple and effective model to develop an interactive learning device. This model explains the detail process of creating media from analyzing the learners' need until the final product resulted. The following picture is the detail steps of research and development process adapted from Sadiman (1986).
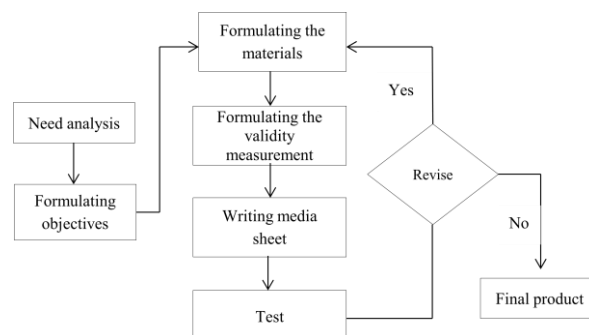
Picture 1: the process of (R&D) adapted from Sadiman (1986)

The subject of this study was the first grade students of MAN Malang I. The researcher used cluster sampling to choose the group that will be analyzed, and they are group A and B which consisted of 71 students. Moreover, to get the data the researcher used questionnaire and interview guide. The questionnaires were used to obtain the data of students' need and product validity. Then the interview guide was to reveal the need of the teacher.

Finding and Discussion

Dealing with the analysis on students and teachers' need, it was found that the students and also the teacher need an interactive English instructional media which is based on computer to foster the students' interest on reading, especially to comprehend some texts with the percentage 92.3%, and they expected that the media can be operated independently by the students.

After the media was produced, the developer then validated the media to check whether it was feasible or not to use as instructional media. In this case, the developer cooperated with some experts such as media, content, and practitioner experts. Those valuators were experts on their own field. Then the result of validation was that media expert gave 90.9%, content expert gave 71%, and practitioner expert gave 93.65%. Based on those scores of percentage, it can be concluded that the electronic-based material of reading comprehension skill for the second semester students at the first grade of senior high school was valid although it still needed little revision. The followings are the detail information of validation

result.

Table 1. The Result of Media Expert Validity

No	Criteria	X	Y	Percentage (%)
1	The use of letter is appropriate, clear and readable.	4	4	100
2	The typing is clear, tidy, and regular.	3	4	75
3	The spacing is appropriate and consistent.	4	4	100
4	The lay out is attractive and clear.	3	4	75
5	• The product can be extracted. • The product is easy to be operated.	4	4	100
6	Scoring system is fair and well regulated.	4	4	100
7	The click-buttons can be operated	4	4	100
8	The time of answering is adequate.	3	4	75
9	The color that applied in the product is appropriate.	4	4	100
10	The music is appropriate	4	4	100
11	The selection of the images is appropriate.	3	4	75
	Total Score	40	44	90.9

Table 2. The Result of Content Expert Validity

No	Criteria	X	Y	Percentage (%)
1	The organization of the materials in the form of text and activities is appropriate.	3	4	100
2	- The text can be exploited into interractive task. - The number of text is sufficient. - The selection of the text is rich.			
3	The selection of the vocab is appropriate to the target situation.	3	4	100
4	The grammar is correct and accurate.	3	4	75
5	Presentation is clear, educative, and conttructive.	3	4	75
6	The product can motivate and foster reading skills of students.	3	4	100
7	Scoring system is fair and well regulated.	2	4	100
8	The level of difficulty of each question is proper with the score.	3	4	100
	Total Score	23	32	71.87

Table 3. The Result of Practitioner Expert Validity

No	Criteria	X	Y	Percentage (%)
1	The use of letter is appropriate, clear, and readable.	4	4	100
2	This typing is clear, neat, and regular.	4	4	100
3	The spacing is appropriate and consistent.	4	4	100
4	The layout is attractive and clear.	3	4	75
5	The organization of the materials in the form of text and activities is appropriate.	3	4	75
6	-The text can be exploited into	3	4	75

	interactive task.			
	- The number of text is sufficient.			
	- The selection of the text is rich.			
7	The selection of the vocab is appropriate to the target situation.	4	4	100
8	The grammar is correct and accurate.	3	4	75
9	Presentation is clear, educative, and constructive.	4	4	100
10	The product can motivate and foster reading skills of students.	4	4	100
11	• The product can be extracted. • The product is easy to be operated.	4	4	100
12	Scoring system is fair and well regulated.	4	4	100
13	The click-buttons can be operated	4	4	100
14	The time of answering is adequate.	4	4	100
15	The color that applied in the product is appropriate.	4	4	100
16	The level of difficulty of each question is proper with the score.	3	4	75
17	The music is appropriate	4	4	100
18	The selection of the images is appropriate.	4	4	100
	Total Score	67	72	93.65

Based on those tables, it was known that the lowest percentage of validity belongs to the content, for many errors are available on the media which are related to the grammar. Therefore, in this case, the developer mainly focused revising on the grammar of the content of media. Moreover, the developer also revised the product based on the experts' suggestion and recommendation.

Finally, the product of electronic-based material of reading comprehension skill for second semester at the first grade students of senior high school is in the form of instructional compact disc (CD) which can be used by teachers in teaching process in the classroom. Besides, it also can be used independently by students to learn English, especially reading. The materials which consist of narrative, descriptive, and news item texts were developed from *Kurikulum Tingkat SatuanPendidikan (KTS)* of English for senior high school. Moreover, this instructional media consisted of six main parts such as (1) home (it displays the main menu of the media), (2) competencies (displaying the standard and basic competences and also the indicators of the material), (3) instruction (displaying some information about the media), (4) materials (displaying the materials which are consisted of narrative, descriptive, and news item texts), (5) evaluation (displaying the evaluation of each kind of text which is in the form of multiple choices and true or false) , and (6) profile (displaying the identity of developer).

CONCLUSION AND SUGGESTION

The proposed of electronic-based material of reading for reading comprehension skill was packaged in the form of Compact Disc which adapted the research and development procedure of Sadiman. The procedure included seven steps such as (1) need analysis, (2) formulating objective, (3) formulating the materials, (4) formulating validity measurement, (5) writing media sheets, (6) testing, and (7) revising. Then the result product was electronic-based materials. Several software were utilized to develop the product were Microsoft Office 2010, Adobe Flash CS3, paint, and WinRAR 4.6. It was consisted the reading materials of the second semester of the first grade of senior high school such as narrative, descriptive, and news item texts. Each kind of text has its own evaluation which is in the form of multiple choices and true or false

questions. And the last was that the materials were developed based on KTSP curriculum.

Based on the result, the researcher suggested for students and teachers to understand the instruction for use the media before utilizing. Furthermore, it is important for English teacher to review the materials and evaluation on the media. And for further researchers that want to conduct similar study, it will be better if he or she tries the media out to the real students after revising the media.

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