

HARISH (Happy to Read English) as Learning Media on Reading Skill for Senior High School

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ABSTRACT

The aim of this research was to design reading materials for the eleventh grade students of Vocational High School TI An Najiyah Bahrul Ulum, Tambakberas, Jombang. The research used Research and Development method, the model used for designing the materials was ADDIE model that consist of analysis, design, development, implementation, and evaluation. The materials designed for reading skill. The researcher focused on designing reading material for first semester. Based on data development stage, the researcher got 81,3% on material validation and got 74,2% on media validation. After the product has been validated, the researcher tried out the product to know the respond of students toward the product. The student's responses were 88% that could be categorized as "very good". Based on the data, it can be summarized that this application is feasible and can be applied to Senior High School Level.

Keywords: *Android Application, HARISH, Reading Skill*

ABSTRAK

Tujuan penelitian ini adalah untuk merancang bahan bacaan bagi siswa kelas sebelas SMK TI An Najiyah Bahrul Ulum, Tambakberas, Jombang. Penelitian menggunakan metode Research and Development, model yang digunakan untuk perancangan bahan adalah model ADDIE yang terdiri dari analisis, perancangan, pengembangan, implementasi, dan evaluasi. Materi yang dirancang untuk keterampilan membaca. Peneliti fokus merancang bahan bacaan untuk semester pertama. Berdasarkan tahap pengembangan data, peneliti mendapatkan 81,3% pada validasi materi dan mendapat 74,2% pada validasi media. Setelah produk divalidasi, peneliti menjajal produk tersebut untuk mengetahui respon siswa terhadap produk tersebut. Tanggapan siswa adalah 88% yang dapat dikategorikan sebagai "sangat baik". Berdasarkan data tersebut, dapat dirangkum bahwa aplikasi ini layak dan dapat diterapkan pada Jenjang SMA.

Kata Kunci: *Aplikasi Android, HARISH, Keterampilan Membaca*

INTRODUCTION

English is an international language that is almost used by the rest of the world, English also takes an important role in the language used to communicate in various sectors, such as politics, trade, education, technology, and others. In this era, Education and knowledge cannot be separated from the increasingly advanced science of technology, Almost all of the technologies in the world used international language. Especially, English language. That is why English is very important to learn where English as a foreign language has a function as a language learned in formal and informal education.

There are four basic skills when learning English, one of them is reading. Maxom (2009 in Dinda, 2019) states that "reading is one of the key skills in language learning". In learning reading English we

can also learn vocabulary, pronunciation, and grammar (Komang dkk, 2018). In other words, Reading can also be a supporter to improve students skills in speaking, listening and writing. By reading students can change their mindset and increase knowledge, get a lot of information, and at the same time reading can enrich their vocabulary.

In teaching reading, there are some things where students find the difficulty to understand the meaning of the reading text. Many students have difficulty when answering the questions, making conclusions, knowing the main idea of the text, and the meaning of a text of the reading they have read. Students will only read if the teacher asks. This is due to the lack of interest in reading students in learning English. Many students quickly get bored when they see so much and monotonous text. It could be due to poor teaching materials and only use textbooks as a learning media.

Based on the facts above, the researcher need to help the students in learning reading English materials. One of the effective way is to apply the teaching and learning process by using interactive media. According to Atmawarni (2012) Interactive multimedia is a tool that combines text, graphics, animation with audio and video images to create dynamic and interactive presentations. By using interactive media the teacher can provide some material based on android and the teaching learning process are more interest especially in reading English material, the students are more interested, enjoying the class, not easy to get bored and happy to reading English.

Based on those problems, the researcher is interested in designing HARISH (Happy to Read English) as an application for eleventh grade students as supporting media in the teaching leaning process and increasing reading interest as well as students' reading skill.

METHOD

The type of this research is Research and Development method. Research and Development is a research method used to design specific products, and test their effectiveness (Sugiono, 2010). According to Sujadi (2003) Research and Development is "a process or steps to develop a new product, or improve on existing product, which can be accounted for". Product to be developed in this research is an application based on android for Senior High School.

RESULTS AND DISCUSSIONS

Based on the observation that was done to students of eleventh grade of Senior High School of TI Bahrul Ulum Tambakberas Jombang, the researcher collected the information of need analysis. The need analysis was done by questionnaire and interview. The development procedure includes several stages (1) analyze, (2) design, (3) develop, (4) implement, and (5) evaluate.

• The Result of Analysis

At this step, the researcher analyzed what students' needed. The researcher used data collection techniques by distributing questionnaires to students and interviews to English teacher of Senior High School TI An Najiyah Bahrul Ulum. Berdasarkan hasil analisa kebutuhan tersebut, diperoleh informasi bahwa:

- The student's reading skill is low
- The students have difficulty to understand the English reading skill and have low motivation in learning English
- The students like to use learning media based on android

• The Result of Design

There are several things that are carried out at the stage of developing learning media based on android with the material Analytical Exposition Text, Invitation Text, and Giving and Asking Advice or Suggestion Letter. includes, a) formulating learning indicators (b) compiling learning materials (c) compiling learning steps, and d) compiling the format and appearance of the application. For the material that used in this learning media contained about the material first semester English lesson for eleventh grade students of Senior High School that was suitable with the 2013 curriculum syllabus for the first semester of eleventh grade Senior High School.

• The Result of Develop

The purpose of this stage is to obtain information about the practicality of the product. The results of evaluation from the expert validation are used to revise the developed product. HARISH application was designed through two stages of validation. The first is material validation and the second is media validation, the revision was done under the suggestion from the English lecturer as material expert and Islamic education lecturer as media expert at the K.H. A. Wahab Hasbullah University.

Table 1. The Result of Material Validation

No.	Aspect	Score
1.	Curriculum	8
2.	Relevancy	9
3.	Completeness of serving	5
4.	Basic Concept Material	8
5.	User	13
6.	Content	10
7.	Closing	8
	Total	61
	Percentage	81,3 %

Based on the table results above, the researcher got the score 81,3%. It can be concluded that the score including in the “very worth it” category. After the researcher conducted the material validation, there is a suggestion from the validator, to change the several parts of the product of HARISH as learning media that is to change the sentence of the tittle from “Happy to reading English” to “happy to read English”.

Table 2. The result of media validation

No.	Aspect	Score
1.	Layout	6
2.	Typography	13
3.	Image	12
4.	Audio	4
5.	Utilization	9
6.	Navigation and hyperlink	8
	Total	52
	Percentage	74,2 %

Based on the table 4.8, the researcher got the score 74,2%. It was mean that media validation for this product was including “worth it”. After the researcher conducted the media validation, the validator gave suggestion to tidy up the paragraph.

• **The Result of Implementation**

Product implementation or trials are carried out to test the feasibility of the teaching materials developed. In implementation stage, the researcher tried out the product to 28 students. The researcher did the try out offline. After tried out the product, the researcher gave a questionnaire to rate the product. The questionnaire was given in paper and the students have to give the score in each aspect. The recapitulation of the questionnaire was explained as follows:

Table 3. Likert Scale

Category	Score
Strongly Agree	5
Agree	4
Enough	3
Disagree	2
Very Disagree	1

The data was calculated with the formula:

$$P = \frac{\text{score data collection}}{\text{ideal score}} \times 100 \%$$

Description:

p = percentage



Figure 7. Menu Options on the Materials Button



Figure 8. One of The Text Display of the Material



Figure 9. The Display of Exercise Button

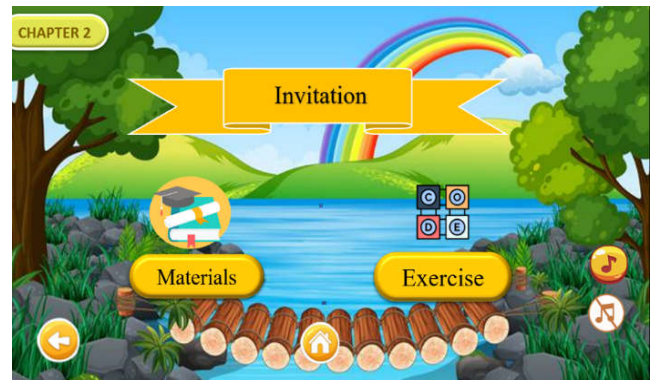


Figure 10. The Initial Display of The Chapter 2

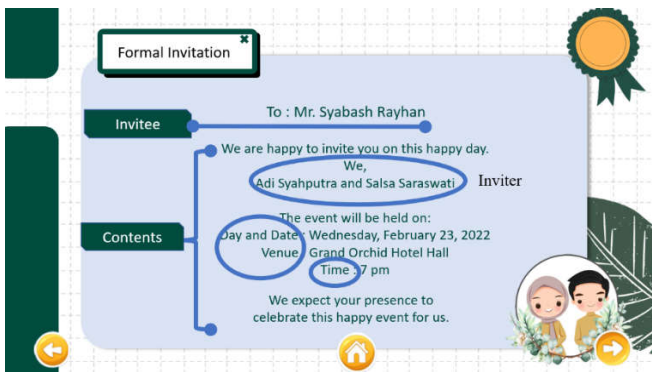


Figure 11. The Display of Materials Button in Chapter 2

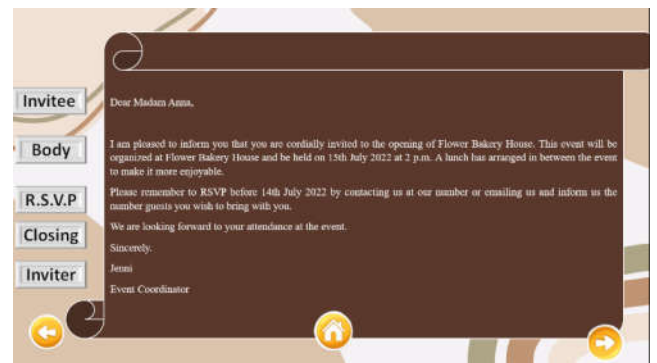


Figure 12. The Display of Materials Button in Chapter 2

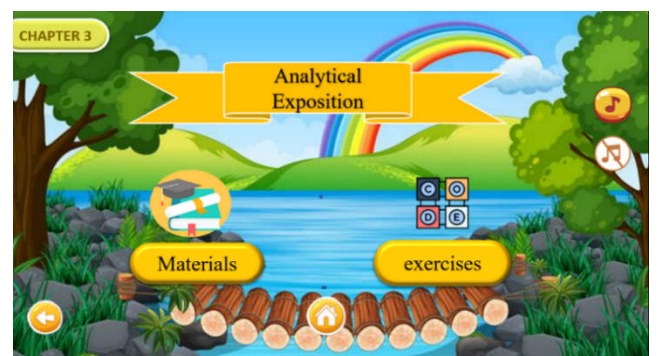
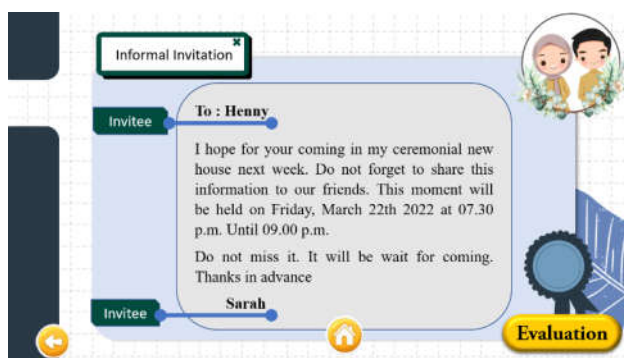


Figure 13. The Display of Materials Button in Chapter 2



Figure 15. The Display of Materials Button in Chapter 3

Figure 14. The Initial Display of The Chapter 3

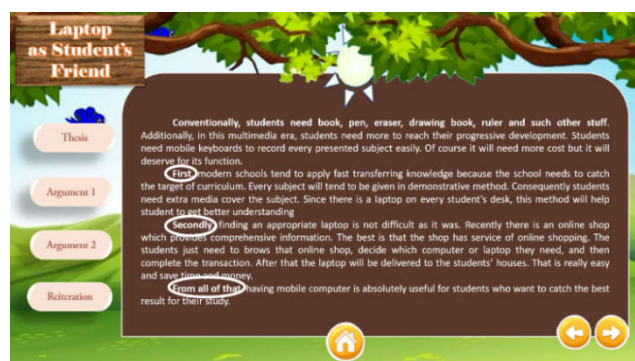


Figure 16. The Display of Materials Button in Chapter 3

DISCUSSION

Learning media by using iSpring in learning media was feasible to use in the learning process and was able to improve students learning outcomes of English lesson. ICT have many benefits, by using ICT on EFL classroom can be more relevant, interesting and motivating for students (Sari et al., 2021). By using ICT, students are motivated to learn English because the teacher presents an interesting delivery about the topic. Utilization of ICT as learning media can be in the form of PowerPoint presentations, pictures, animations, videos, audio, CAI (computer aid education) programs, simulation programs, and others (Suryani, 2015). iSpring is a tool that provides several features on power points which include realistic dialogue simulation characters with additional assessment evaluation features. The results of making learning media using iSpring can be converted in the form of flash, power point, HTML5, and MP4 video formats, or can even be used as mobile-based media (Bauman, 2016) With Android-based learning media, the use of practice questions contained in the product is made varied. And in each exercise, students will get feedback after doing it.

CONCLUSION

This research was aimed to help the teachers and students and to make interesting learning especially English material in reading skills. The result of material validation got score 81,3% and the result of media validation was 74,2% which were in "Worth it" category. It meant that this product (HARISH) as learning media was worthy to use. By having those conclusions, this research can give benefits for other people. for the teachers can use HARISH as a reference in giving their students material and exercise, and for the students, they can use HARISH as learning media for supporting them in learning English especially in Reading.

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