
Designing REACTION Media of Reading Skills for Islamic Senior High School

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ABSTRACT

This researcher aimed to design media for reading skill for Islamic Senior High School. The research procedure uses research and development by using ADDIE'S method. ADDIE'S method has five steps. They are analysis, design, development, and implementation. This learning media in this research was designing REACTION (Reading Easy Application) media of reading skills for Islamic Senior High School. Sampling using product validation techniques with media experts, Material experts. Based on the results of validations and trials on multimedia using Hyperlink products, it can be reported validation of the material shows a percentage of 76 % which mean the media into good category. Based on the media validation shows a percentage of 72 % which mean the media into good category. Based on the tried out or implantation with students, the researcher got 88,28% of its mean include to the category of strongly agree. It can be concluded that the use of media-based Hyperlinks was valid and effective when implemented in English language learning in the classroom.

Keywords: REACTION Media, Reading Skill, Senior High School

ABSTRAK

Penelitian ini bertujuan untuk merancang media keterampilan membaca bagi Madrasah Aliyah. Prosedur penelitian menggunakan penelitian dan pengembangan dengan menggunakan metode ADDIE. Metode ADDIE memiliki lima langkah. Mereka adalah analisis, desain, pengembangan dan implementasi. Media pembelajaran dalam penelitian ini merancang REACTION (Reading Easy Application) media keterampilan membaca untuk Madrasah Aliyah. Pengambilan sampel menggunakan teknik validasi produk dengan ahli media, ahli materi. Berdasarkan hasil validasi dan uji coba multimedia menggunakan produk Hyperlink dapat dilaporkan validasi materi menunjukkan persentase sebesar 76% yang berarti media dalam kategori baik. Berdasarkan validasi media menunjukkan persentase 72% yang berarti media masuk dalam kategori baik. Berdasarkan uji coba atau implantasi dengan siswa, peneliti mendapatkan rata-rata 88,28% yang termasuk kategori sangat setuju. Dapat disimpulkan bahwa penggunaan media berbasis hyperlink ini valid dan efektif jika diterapkan dalam pembelajaran Bahasa Inggris di kelas.

Kata Kunci: Media REACTION, Keterampilan Membaca, Madrasah Aliyah

INTRODUCTION

Learning English is not easy for other students because learning English is not the mother language or can say is a foreign language. In the fact, in this day English is an important language that should be able to use the students. Thus, overcoming the difficulties in learning English requires approaching and using unique media that can make the students interested and happy during learning the material. The approach and using media in elementary and senior high school are different. Because elementary school requires too much color and exciting shapes to obtain the point of the material. Nevertheless, senior high school does not require many colors and exciting something to obtain the material but, ever not too much like in elementary school.

Using media in the learning process is a good way to obtain the point of the material. Submission of material in the learning process sometimes experiences some obstacles. Some of the constraints faced by teachers are boring learning methods and the media used being less interesting. One way to overcome this problem is to use technology as a medium in the learning process. (Puspitarini & Hanif, 2019)

In this research, the researcher chooses an Islamic senior High school, especially in At-Taufiq Islamic Senior high school. In senior high school, there are many topics on reading skills. But the researcher chooses two topics. The topic is an explanation and analytical exposition text for Eleventh-grade senior high school. The explanation and Analytical Exposition text are the material for reading skills. The reading process will be so boring if only showing many words and paragraphs. Instead, the researcher acquires some pictures or some videos that aim to be easier to understand the topics.

In Senior High School, there are many topics on reading skills. But the researcher chooses two topics. The topic is an explanation and analytical exposition text is the material that requires some pictures or some video that aims to be easier to understand the topics more.

Thus, the researcher aims to facilitate students in learning English by developing learning media. Therefore, the researcher is interested in developing interactive media for Reading Skills for Eleventh-grade senior high school as supporting media in the teaching-learning process.

METODE

• Research Design

Research and development is the research of this research. The research and development method is the research method that is used to produce a certain product and validate the product (Suwandi, 2021). Research and Development is a process or steps to develop a new product or make a product perfect responsibility (Suwandi, 2021). From the definitions above the researcher concludes that Research and Development are related to a certain product. The product of this research is the Application of Reading skills for Eleventh-grade senior high school. The researcher develops ADDIE'S model as a guide to building material development. One of the designs for the development of instructional material that is often used is the ADDIE model. The ADDIE model is a learning system design model that shows the basic stages of a learning system. (Cahyadi, 2019) It is because ADDIE'S model has 5 steps that are quite enough to do. ADDIE'S model consists of Analysis, Design, Development, Implementation, and Evaluation.

• Research Development

The procedure used in the research was adapted from the R&D model by ADDIE. According (Fatkhurrohman & Susilowibowo, 2019) Development model used is a modified ADDIE development model of the branch. The ADDIE model consists of 5 stages, among others Analysis, Design, Development, Implementation, and Evaluation. The researcher develops the application of reading skills for eleventh senior high school.

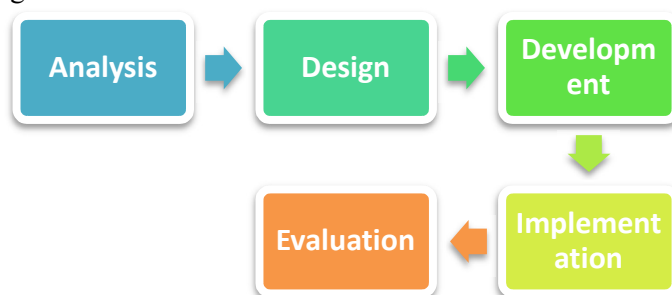


Figure 1. Step by ADDIE's Model

• Analysis

The first step of the ADDIE model is analysis. The researcher develops media for the Eleventh grade of Senior High School. The reason for designing this media is that in their school there is no innovation for learning media. Based on the analysis above, the researcher wants to give innovative learning to help some students easier than in the past. The data collection needs analysis which consists of activities like giving questionnaires to the teacher and students in 11th grade of Senior High School. the instrument of the questionnaire. The result of this analysis was the researcher hopefully by using this media the student can help the learning method funnier, and happy.

- **Design**

The next step of ADDIE was designed. The researcher develops interactive media for the 11th grade of Islamic Senior High School, especially for reading skills. The product was made by Microsoft power point and Hyperlink.

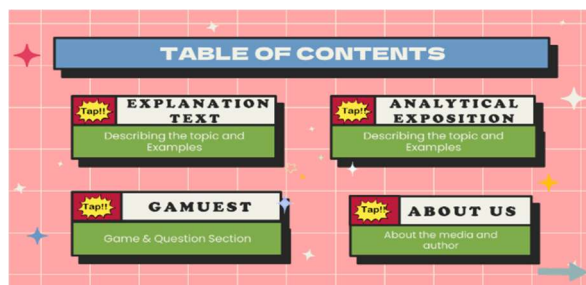


Figure 2. Table of Content

- **Development**

The next step was development. The product was validated by a material expert and media expert. The researcher chose Moh. Syaidil Khoril Mala S.kom was a media expert because he was one of the teachers of technology in Al- I'dadiyyah Islamic Senior High School. Media validation was conducted through some questionnaires with some criteria like audiovisual and the compatibility of media. For the material expert, the researcher chose Uzlifatun Nadlifah S.Pd as a material expert, because she was one of English teachers at At-Taufiq Islamic Senior High School. Media validation was conducted through some questionnaires with some criteria. The validation sheet of the media expert and material expert. Those questionnaires are arranged formula the researcher used the formula to calculate the data by (Arifin, 2012)

$$P = \frac{\Sigma x}{\Sigma y} \times 100 \%$$

P = Percentage of the validation product
 Σx = Total score of the validation in
 Σy = Total score maximal all item

- **Implementation**

The next step was implementation. After the product had been finished and through the validation test, the researcher started to apply the product and did the learning process using this media with the students in 11th grade of Senior High School.

The researcher gave some questionnaire instruments for students which contained the point of the statement about the response when using this media. the researcher used the index formula:

$$\text{Index \%} = \frac{\text{total score}}{y} \times 100$$

- **Evaluation**

After the product implementation was complete, the next step is evaluation. The researcher revised the product development based on feedback from students and from the result of the questionnaire which had been given by material validation.

RESULT AND DISCUSSION

- **Result of Analysis**

The result of the analysis was explained about need analysis through interviews and questionnaires.

- **Interview**

The researcher interviewed to get a need analysis through an interview with a teacher at At-Taufiq Islamic Senior High School. At-Taufiq Islamic Senior High School was an Islamic Boarding School-based school that focused only on religious lessons. As for general learning materials such as English, sports, and other general lessons.

The get needed analysis, the researcher got an interview with the teacher about how the learning process and how the media was used in that school the result of the interview at At-Taufiq Islamic Senior High School, for the learning process in that school used mostly used teacher-centered and not used innovative media such as using PowerPoint and multimedia.

So, the researcher made the product in this research using Microsoft PowerPoint and hyperlinks. The researcher hopefully can help the learning process be interesting.

- **Questionnaire**

The second analysis was given the questionnaires to the students to find out the needs of students for the use of technology-based or innovative learning media. Based on the results of the questionnaire given to students, it can be concluded that student innovation in learning. The innovative media by the researcher was Interactive media for the reading skill of 11th grade for Senior High School. In addition, the use of interactive learning media was more helpful if implemented in learning.

- **Result of Design**

After the researcher got the needed analysis and the researcher decided to make the product using Microsoft PowerPoint hyperlinks. For the first step of designing this media, the researcher searched and asking for the teacher about the material in the teacher's book that match that class. Thus, the researcher had been choosing the material for reading skills Analytical Exposition and Explain Text.

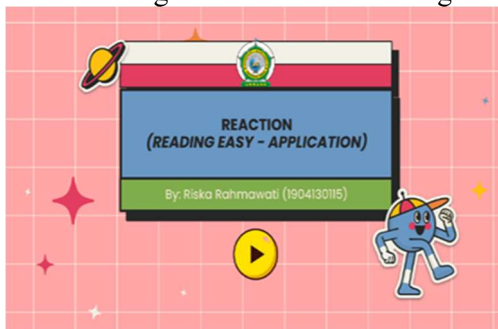


Figure 3. Opening The Product

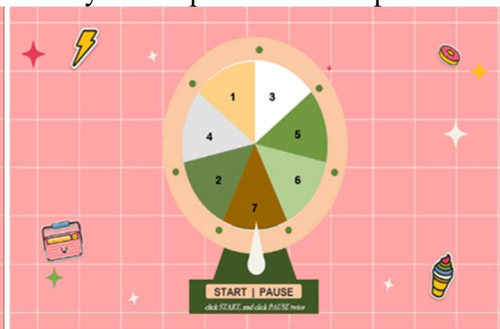


Figure 4. Layout of Exercise Application

For the design of this media, the researcher used Microsoft PowerPoint and used hyperlinks so can arrange more creative and innovative than the researcher wanted. With Microsoft PowerPoint, the researcher can input shape picture, and sound making the design looked so good and innovative. The hyperlink was used in the making of the icon back, next, tap and play. Below was the layout when the researcher inputted some icons.

For the evaluation or exercise the researcher made of evaluation or exercise with the hyperlink and made a spinner and if the students tapped the icon “pause” the students would get the question.

- **Result of Development**

The result of development explained the development of the media. The researcher chose two expert validators, the expert validator was by material and media experts.

The validation of the f material was Miss Nadia Uzlifatun S.Pd as the teacher of At-Taufiq Senior High School, she was one of the English teachers of 11th grade in At-Taufiq Islamic Senior High School. The validator of media was Moh. Syayidil Khoril Mala S.Kom was one of the communication teachers at Al-I'dadiyyah Islamic Senior High School.

After the researcher did validation media and validation material, the researcher got the revision and some suggestions. Below was detailed before and after being revised. After doing the validation the researcher counted the percentage of the quantitative data with the formula:

P = Percentage of the validation product
Σx = Total score of the validation in
Σy = Total score maximal all item

Table 1. Criteria of the product (Akbar, 2013)

Percentage	Criteria
85-100 %	Very Good
69-84%	Good
53-68%	Fair
37-52%	Poor
20- 36%	Very Poor

The following were the results of the validation of media and material by experts :

- Validation of media

$$P = \frac{\sum x}{\sum y} \times 100\%$$

$$P = \frac{38}{50} \times 100\%$$

$$P = 76 \%$$

Based on the result, the percentage of validation of media is 76 % which means the media was in the category of Good. Meanwhile, still, there was some suggestion and revision in the game and question.

- Validation of material

$$P = \frac{\sum x}{\sum y} \times 100\%$$

$$P = \frac{36}{50} \times 100\%$$

$$P = 72 \%$$

Based on the result, the percentage of validation of media was 72 % which means the media was in the category of Good. Meanwhile, still, there was some suggestion and revision. The researcher added some suggestions to give feedback on the quiz to recall the material before. There was the layout of the media before and after revision.

- Addition back sound of explanation about the example of the text and put a different color in every

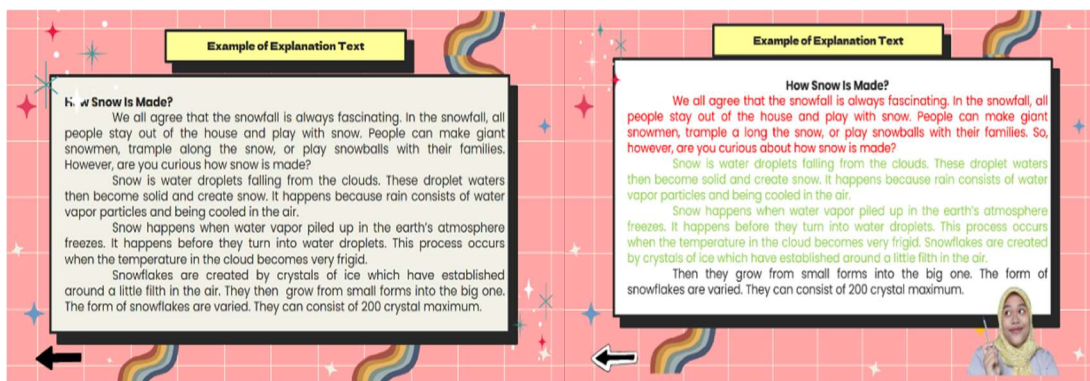


Figure 5. Before Revising the Media

Figure 6. After Revising the Media

Based on the table above, the media after the revision added some suggestions so, the images looked more attractive and good than before.

- **Result of implementation**

This chapter was about implementation, in this case, the researcher gave try out to students or implementation of the product. They tried out by questionnaire that aimed to find out students' opinions and responses after the application of learning media. The researcher chose 16 students to do the tryout. The researcher used a questionnaire by the instrument of doing the tried out was using the interval: The data was well calculated by the index formula:

T x Pn

T : total respondents that chose

Pn : what number that has been chosen in the Likert

$$\text{Index \%} = \frac{\text{total score}}{y} \times 100$$

Y : The higher score x total respondent

$$\begin{aligned} \text{Index \%} &= \frac{565}{4 \times 160} \times 100 \\ \text{Index \%} &= \frac{565}{640} \times 100 \\ &= \mathbf{88,28 \% \text{ (Strongly Agree)}} \end{aligned}$$

After the formula had been calculated data that was gotten by the researcher were:

Table 2. Table of the result of students

Numb	Result	Percentage	Indicators assessment
1	60	93,7 %	The students strongly agree that this interactive media is very interesting.
2.	56	87,5 %	The students strongly agree that the material is innovative.
3	63	95,3 %	The students strongly agree these interactive media make the learning process to be interesting in this era.
4	53	82 %	The students strongly agree that this media is easy to use because it is accessed offline
5	55	85,9 %	The students strongly agree this interactive media can make the class happier
6	54	84,3%	The students strongly agree to make easier understand this material
7	57	89 %	The students strongly agree about the detailed explanation using audio and written
8	54	84,3 %	The students are strongly that these interactive media help the
9	55	85,9 %	The students strongly agree that the explanation.
10	60	93,7 %	The students strongly agree that this game and question match to recall the material.
SUM		565	
Total score		88,28 %	

Based on the tried out or implantation with students, the researcher got 88,28% of its meaning included in the category of strongly agree. It can be concluded that the use of interactive media-based Hyperlinks was valid and effective when implemented in English language learning in the classroom.

● **Result of Evaluation**

In this part, the researcher had already developed learning media namely REACTION (Reading Easy Application). The researcher explained the strength and weaknesses of this product.

- The strength of this product
 - The strength of this product was this product can make it easier for the students to understand. because this had been completed with a detailed explanation along with examples.
 - This product was easy to use because this product was offline and can be accessed without the need to use the internet network.

- The weakness of this product
 About the weakness, this product was only able to present a small amount of material. Developing media can innovate an interesting learning process than before.

• **Final Project**

The result of the revision was the final project of this research REACTION (Reading Easy – Application). Here were the specification of REACTION (Reading Easy - Application) there are 2 materials or topics. The topic was Analytical Exposition and Explanation Text.

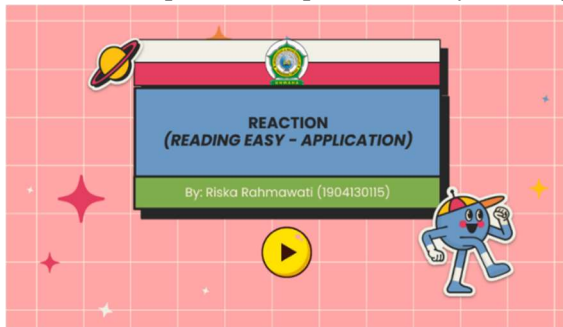


Figure 7. Header of project

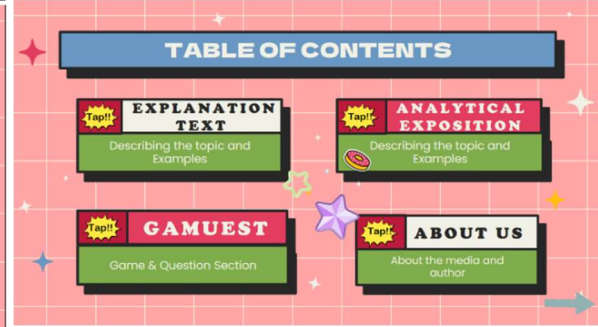


Figure 8. Table Menu of REACTION

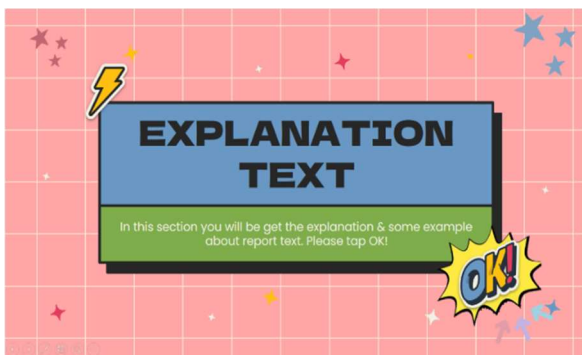


Figure 9. subchapter of Explanation

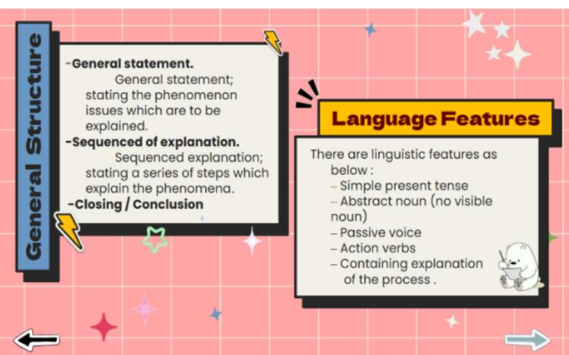


Figure 10. General structure of explanation text

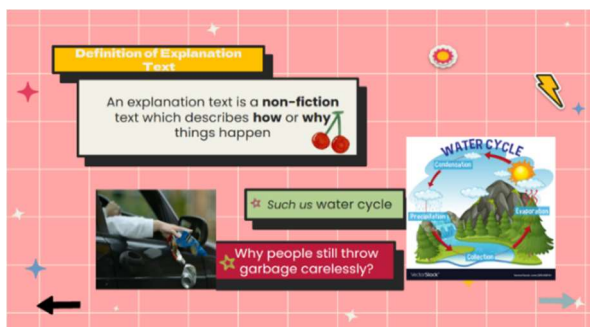


Figure 11. Definition of explanation

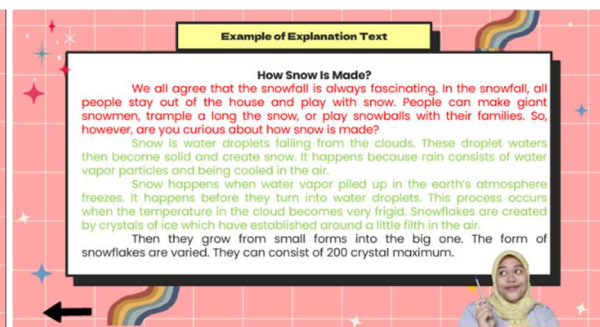


Figure 12. Definition of explanation Figure

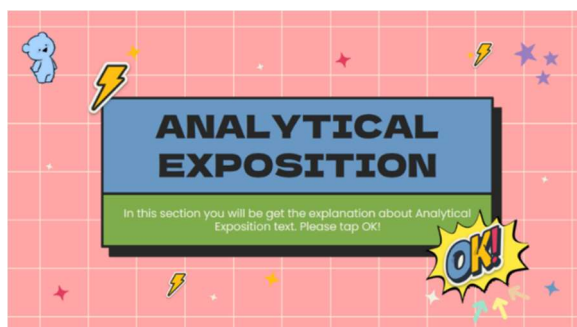


Figure 13. Analyze of Explanation Text

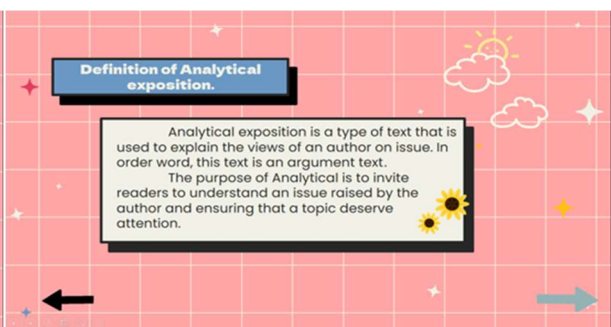


Figure 14. Subchapter of Analytical Exposition

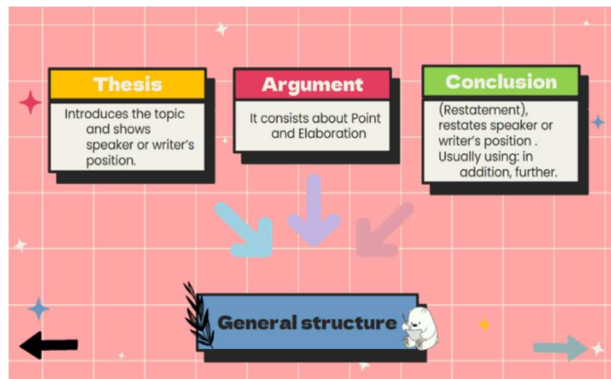


Figure 15. Definition of analytical exposition

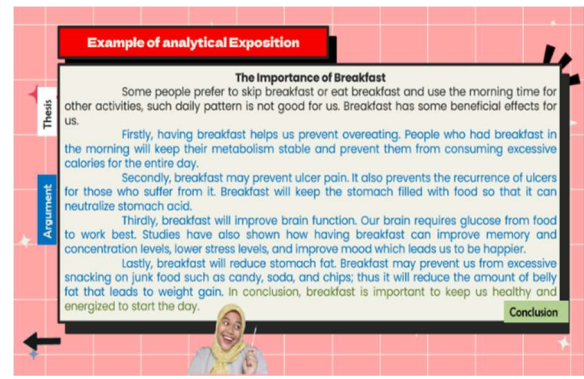


Figure 16. General structure of analytical exposition

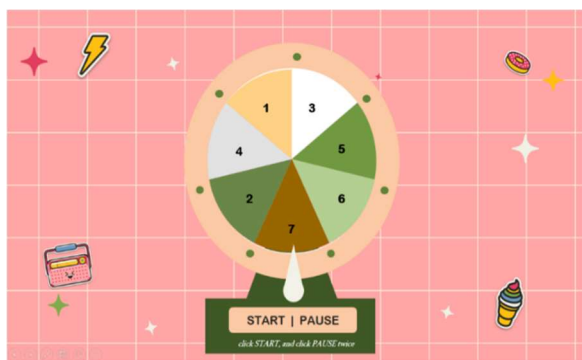


Figure 17. Slide of game and quizzes

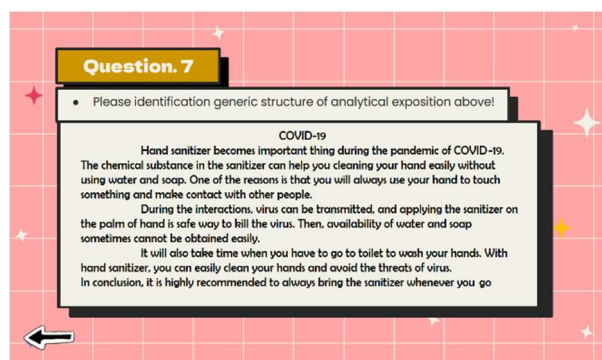


Figure 18. Slide of the quizzes

CONCLUSION AND SUGGESTION

- Conclusion

The purpose of designing this media was to help in the understanding of the material and was designed with as much innovation as possible. Based on the result before, it can be concluded that this media or interactive media by PowerPoint are proper and effective in learning English process. The media obtained when testing the validity of a product using media experts and metering experts is 76% for media experts. while 72% was for material experts, meanwhile the media was valid to use when the learning process. For the student's response or tryout, the research got the calculated 88,28 % of students agreed if that interactive media helped the learning process easier than before.

- Suggestion

The suggestion of this research was this product still there is a weakness and was not perfect yet. The next researcher can be developed the media to make it better than before.

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