DESIGNING LEARNING MEDIA BASED ON ICT FOR STUDENT'S READING SKILLS OF TENTH GRADE SMK TI ANNAJIYYAH BAHRUL ULUM

Ulfa Wulan Agustin
Universitas KH A Wahab Hasbullah, Indonesia
ulfa.wulanagustina@unwaha.ac.id

Nani Mukhlisoh
Universitas KH A Wahab Hasbullah, Indonesia
nanimukhlisoh@gmail.com

Luluk Choirun Nisak Nur
Universitas KH A Wahab Hasbullah, Indonesia
lulukanisa@unwaha.ac.id

Rohmat Hidayat
Universitas KH A Wahab Hasbullah, Indonesia
rohmathidayat@unwaha.ac.id

ABSTRACT

This study aims to design MRELISH (Mukhlisoh Reading English) based on ICT, to improve the tenth-grade Vocational High School students' interest in English learning, especially reading skill. This study used Research & Development (RND) method with the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model. In the Analyze phase, the researchers used two instruments, those are interviews and questionnaires. The results from interview data stated that MRELISH English teachers approved MRELISH media to be designed and developed. while the results of the students' questionnaire stated that 69% of the total number of students agreed that MRELISH media was developed and applied in their English learning. In the Development and Implementation phases, the researchers used some instruments to collect data: interviews, questionnaires, observations, and documentation. The result of questionnaires from the material validation was 82% in the "very good" category and the result of the media validation was 92% in the "very good" category. After being implemented to students, the final result of the implementation was 84% which was categorized as "very good". Based on those results, it can be concluded that MRELISH (Mukhlisoh Reading English) application was suitable to use in English learning to improve student's reading skills in Vocational High School

Keywords: *Learning Media, MRELISH, Reading Skill*

INTRODUCTION

This world has millions of different languages in each region, race, ethnicity, etc (Ilyosovna, 2020). However, in a large scope, some languages are used as international languages, including English. English is a popular language used as a common means of communication between people from different countries so that they can understand what the speaker or writer means. The popular language that is often learned and used by a lot of people from other countries is English. It is because in the 18th century, during its heyday, England had many colonies around the world and had the largest territory in many countries, one of them being India. (Vijayalakshmi.M & ManchiSaratBabu, 2014). So automatically most citizens from various countries around the world begin to know, understand, and use English in their everyday lives such as systems–legal, financial, educational, business (Vijayalakshmi.M & ManchiSaratBabu, 2014). Since then, English has become an international language used to communicate between countries.

English is important for young learners (Oktaviani & Fauzan, 2017). That statement is supported by (Ilyosovna, 2020). English is important for everyone in the current technology era. In Indonesia, English is the third important language that must be mastered by a lot of people after the mother language (regional language) and official language (national language). English needs to be learned by all Indonesian citizens, especially for the nation's generation which will later determine the glory of the Indonesian state. In Industry 4.0, several people or companies are using English that give a big influence on everyone (Hariharasudan & Kot, 2018). That statement was supported by San Mig as cited in (Jefferies et al., 2018) stated that the level of unfruittable in academic performance for ordinary students who are proficient in English is much smaller than for students who have low levels of English ability although they are international students. So that Indonesian is not outdated, the students as the nation's generation which determine the progress of the nation and its success in the future, it is very necessary to master the international language that is widely used and chosen by various countries, none other than English.

English learning is a process to learn and understand how to master writing, reading, speaking, and listening skills. This statement is supported by Fitrah et al., (2021) in their journal that learners will use English correctly, fluently, and effectively when they can master the fourth basic skills in English. Then according to Hameed & Ali (2022), English learning has four skills there are reading skill, writing skill, speaking skill, and listening skill. Alhamami et al (2014) said too, that English learning has some skills that must be learned by the learners such as reading skills, writing skills, speaking skills, and listening skills. From that explanation, it can be concluded that English learning includes four skills and the researchers only focus on reading skills.

According to Fitrah et al (2021), Reading is one skill in English learning that is important for students so they can get more information they need like the meaning of language, culture, business, etc. According to Anderson, Hiebert, Scott, & Wilkinson (1985) as cited in the journal Reading is a skill that can be fatal to a child's success in school or throughout his life if neglected (Profile, 2019). Reading is an activity that includes visual skills, feeling, and thinking to get the meaning of the text that is delivered by the writer. Thus, the teacher's performance is needed to improve student's reading skills. To improve students' reading comprehension, students need to read the literary work more (Fitrah et al., 2021). Literary work is a creation that is spoken communicatively about the mean of the writer for aesthetic objectives. Literary work has two types fiction and nonfiction. Usually, literary work material is used in senior high school.

Talking about literacy, effective academic literacy will be a success when the students or learners can do some activities that are embedded learning, the development of critical thinking, and reflective writing (Jefferies et al., 2018). Literacy can make students smart and have great insight to support the progress of the nation.

Unfortunately, Indonesia has a lower literacy rate than 10 countries. Indonesia the ranked 64 of 65 countries and in the low category (Ristina et al., 2019). To answer that problem, the teacher must create the learning media based on the development of the times and curriculum used as well as relate with the characteristics of the student to improve literacy quality in Indonesia. So as not to miss information, a lot of people in this world use ICT (Information and Communication Technology) (Bindu, 2016). By using ICT, the teacher can get attention from the student so that the learning activity will be focused and fun like digital literacy (Reddy et al., 2020). The use of ICT in language education has a very large positive influence on students (Buyukahiska, 2016). this proves how important ICT is in education.

As explained before, digital literacy and teachers' creativity to make a learning media needed to improve students' literacy skills in educational Indonesia to be better than before. In addition, the teacher must also know what curriculum is used so that later it can be used as a guide in the process of compiling material for the media that will be made. According to (Fitria, 2022) the education curriculum in Indonesia is Kurikulum Merdeka where that curriculum was inaugurated by the Minister of Education and culture, namely Nadim Makarim in 2022. Therefore, the researchers created an educational product based on ICT for students' reading skills of SMK TI Annajiyyah Bahru Ulum with the title "Designing MRELISH (Mukhlisoh Reading English) for Student's Reading Skill of Tenth Grade SMK TI Annajiyyah Bahrul Ulum".

METHODS

This was a Research and Development (R&D) method using ADDIE model. ADDIE was an acronym for Analysis, Design, Development, Implementation, and Evaluation. The chart of ADDIE model is displayed in Figure 1 below.
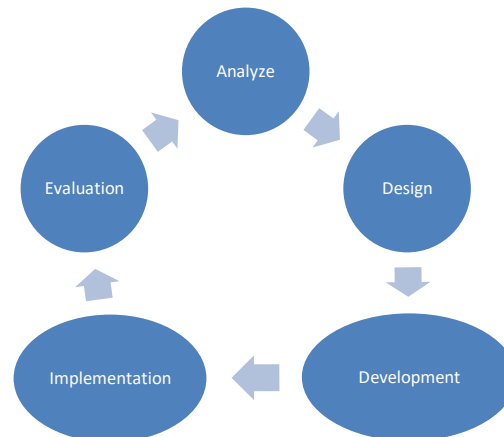

Figure 1. The chart of ADDIE Model

Analysis

This step is to analyze learning activities and characteristics, the needs and limitations of teaching materials, and formulate student competency that needs to be achieved (Hadi et al., 2017). In this phase, the researchers needs analysis by using two methods of collecting data were interviews and questinnaires for the English teacher and all of students in the tenth grade with total 20 students.

Design

In the design phase there are three activities which have to focused by the researcher are (1) choose the relevant materials for the students, (2) learning strategy, and (3) assessment form, method and evaluation (Widyastuti, 2019).This Media was manage by using Powerpoint hyperlink, Ispring Free 11, exe packeger, and website 2 apk builder V.4.0 to make it become an media.

Development

The third step of ADDIE model is development. This phase has three activities those are (1) Create a factual sample for the instruction design, (2) Develop the materials of the course, and (3) Run through the condition of the design (Widyastuti, 2019). After develop the media so the researcher conducts the validation to media validator and material validator to get a valid score about media.

Implementation

In this step, the development result is applied in learning process to know its influence on the quality of learning covering the attractiveness and efficiency (Widyastuti, 2019). The research was implemented in the Tenth grade of a

vocational high school called SMK TI Annajiyyah Bahrul Ulum. In this process aimed to know whether the developed media is suitable for use in English learning or not. This Implementation used some research instruments, such as observation and documentation when the implementation direction as well as shere questionnaires for the students after implementation was done.

Evaluation

The last step is evaluation (Widyastuti, 2019). The researchers use formative assessment to evaluate English learning by using MRELISH. The result of the ADDIE model was used by the researchers to measure the quality of the MRELISH.

FINDINGS AND DISCUSSION

In this phase, the researchers did need analysis by using two methods of collecting data were interviews and questionnaires. The result of both instruments were the students of tenth grade in SMK Annajiyah Bahrul Ulum have interest with obtained score was 69% and stated agreed to used MRELISH to improve their reading skill.

After the development process was completed, the materials and media of MRELISH was validated by four experts with shareing the questionnaires for them. The results of questionnaires for the fourth experts must concluded by using persentage formula of likert scale was explaination below.

P=f/N×100

P = Percentage of the item
f = Collected Scores/ observed frequency
N = Number of Cases / expected frequency

The score of that formula will measured based on criteria of product in table 1 below.

Table 1. Criteria of product

Percentage Score	Category
81% - 100%	Very good
61% - 80%	Good
41% - 60%	Fair
21% - 40%	Poor

The result of the questionnaires from the fourth experts was explained in the table 1 to 4 below. First, the researchers explain the results of questionnaires for the material experts through Tables 2 and 3 below.

Table 2. The result of questionnaires for the first material expert

No	Component	Score
1.	Relevance	22
2.	Accuracy	8
3.	Completeness of Serving	4
4.	Basic Concepts of Metter	7
5.	The Suitability of the presentation with demands of student-centered learning	7
	Total	**48**
	Percentage	**74%**
	Criteria of Product	**Good**

Table 3. The result of questionnaires for the second material expert

No	Component	Score
1.	Relevance	25
2.	Accuracy	9
3.	Completeness of Serving	4
4.	Basic Concepts of Metter	10
5.	The Suitability of the presentation with demands of student-centered learning	10
	Total	**58**
	Percentage	**89%**
	Criteria of Product	**Very Good**

The average of the results of questionnaires for the material experts showed that MRELISH got a percentage of 82% including the "Very Good" category. then, the results of the questionnaires for the media experts are explained in Tables 4 and 5 below.

Table 4. The result of questionnaires for the first media expert

No	Component	Score
1.	Design layout	9
2.	Text	15
3.	Image	23
4.	Audio	5
5.	Packing	9
6.	Using	10
7.	Navigation and Interactive Link	8
	Total	**79**
	Percentage	**93%**
	Criteria of Product	**Very Good**

Table 5. the result of questionnaires for the second media expert

No	Component	Score
1.	Design layout	8
2.	Text	14
3.	Image	22
4.	Audio	5
5.	Packing	10
6.	Using	9
7.	Navigation and Interactive Link	9
	Total	**77**
	Percentage	**91%**
	Criteria Of Product	**Very Good**

The average of the results of questionnaires for the media experts was 92% including "Very Good" category. all of the results of media and material validations showed that MRELISH has to be used or is worthy of application in English learning. In the implementation phase, the researcher carried out some instruments such as documentation and observation. After the implementation was done, the researchers shared some questionnaires for the students to obtain the data how the effectiveness of this media. The results of the questionnaires for the students are explained in Table 6 this follow.

Table 6. The result of questionnaires for the students

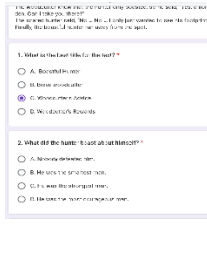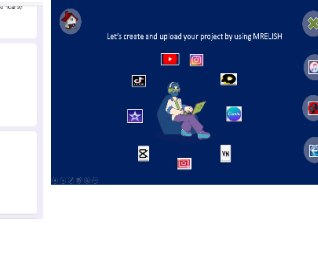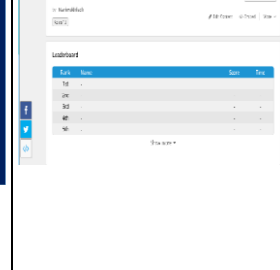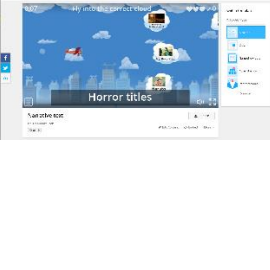| Number of Question	Total Score
1	85
2	86
3	87
4	82
5	86
6	86
7	84
8	79
9	82
10	87
Total	**844**
Average	**84,4%**
Criteria of Product	**Very Good**
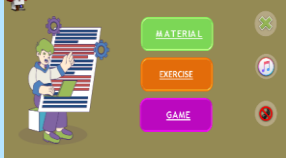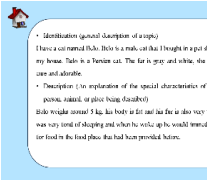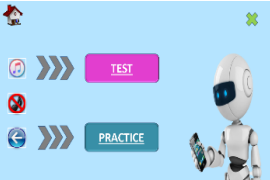
There are many results of the studies that have similarities. However, each study has its uniqueness or characteristics so each similar study also has prominent differences. These differences can be used as a reference source for readers. Same like the studies in (Apsari et al., 2023), (Napratilora et al., 2020), (Mustadi et al., 2022), and (Net, 2023) only focused on the development of learning media based on ICT of the early reading in elementary school and just
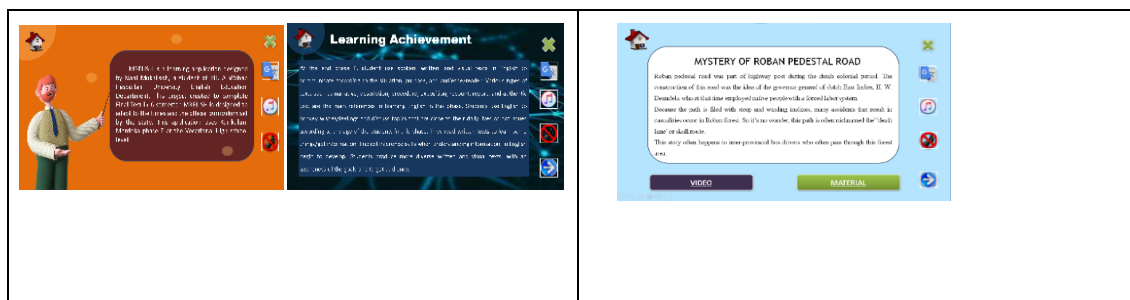
can accessed when the user has an internet network. The similarity between previous research and this research is the creation of ICT-based learning media. The differences between the previous studies and this study are the subject of the study, the materials of the media, the model of the research design, and the classroom problems that must be solved.

Suryani & Rochsantiningsih (2019) this study aims to design learning media based on a smartphone application for tenth grade of Senior High School which focuses on reading comprehension. (Choirun et al., 2021) the study aims to design learning media based on ICT for Senior High school, especially in reading material. (June et al., 2023) that study aimed to develop learning media based on Android for students' reading skill in the 11th Grade of Islamic Senior High School. The differences between the previous studies and this study are not only focused on reading comprehension but focused on students' pronunciation and intonation when they read the text too.

Different from the previous studies, the researchers build MRELISH using many AI such as Canva, Google Form, Worwall, Google Translate, and Capcut as well as the complete materials that relate to the multimedia and software engineering majors in vocational high school to cover English learning especially in reading skill. focused on the students of tenth-grade SMK TI Annajiyyah Bahrul Ulum. Besides that, MRELISH can be used when online or offline condition and also can be accessed through a Laptop, a smartphone, and a Computer. So, it can make it easier for the users to learn English, especially in reading skill. below, there are table 7 that display the content of MRELISH.

Table 1. The content of MRELIS

CONCLUSION

After conducting R&D research involving the ADDIE model as a research procedure, the researcher obtained some data from an analysis of the needs of students, teachers, and schools, obtaining a percentage of 69% which stated that students, teachers, and schools agreed to MRELISH. After the analysis phase, MRELISH carried out a media and material validation stage to validate that MRELISH media was suitable for application in learning activities and produced a percentage of 82% from two material experts and 92% from two media experts. from these two data can be categorized into the "Very Good" category. The next stage was the implementation stage for students which resulted in a percentage of distributed questionnaires of 84% that included the "Good" category. So, it can be concluded that the overall data supports MRELISH media being applied in English language learning for students because it is interesting, easy to understand, and fun.

REFERENCES

Alhamami, C., English, O., World, S. P., & World, S. P. (2014). Title : Oxford English for Information Technology Authors : Glendinning, E . & McEwan, J . Hardcover pages : 220 Publisher & Publishing Location : *Oxford University Press*, Oxford Reviewed By : Munassir Alhamami (Vol. 15, Issue 43).

Apsari, Y., Rissa San Rizqiya, & Nissa Kamila Auliya. (2023). Developing Quizizz-Based Learning Media in Teaching Reading. *Journal of English Education and Teaching*, 7(3), 510–525.

Bindu, C. N. (2016). Impact of ICT on Teaching and Learning : A Literature Review. 4(1), 24–31.

Buyukahiska, D. (2016). The Use of Case Grammar in Teaching English as a Foreign Language. *Peer Review Academic Journal*, 5(4), 293.

Fitrah, R. A., Khairati, S. U., & Daddi, H. (2021). Improving Students ' Reading Comprehension By Using. 1(3), 208–216.

Fitria, T. N. (2022). Students' readiness for the implementation of face-to-face learning at English class in the academic year 2021/2022. 8(1).

Hadi, S. P. I., Kuntjoro, T., Sumarni, S., Anwar, M. C., Widyawati, M. N., & Pujiastuti, R. S. E. (2017). the Development of E-Partograph Module As a

Learning Platform for Midwifery Students: the Addie Model. *Belitung Nursing Journal*, 3(2), 148–156.

Hameed, H., & Ali, H. (2022). The Importance of the Four English Language Skills: Reading, Writing, Speaking, and Listening in Teaching Iraqi Learners. *Humanitarian and Natural Sciences Journal*, 3(2).

Hariharasudan, A., & Kot, S. (2018). social sciences. https://doi.org/10.3390/socsci7110227

Ilyosovna, N. A. (2020). The Importance of English Language. *International Journal of English Learning & Teaching Skills*, 2(1), 22–24.

Jefferies, D., McNally, S., Roberts, K., Wallace, A., Stunden, A., D'Souza, S., & Glew, P. (2018). The importance of academic literacy for undergraduate nursing students and its relationship to future professional clinical practice: A systematic review. Nurse Education Today, 60(August 2017), 84–91.

June, V. N., Afidah, N., Kumalasari, E., & Agustina, U. W. (2023). APPLICATION : Applied Science in Learning Research Developing Best Analytical Material Application Based on Android in Reading Skill for Eleventh-grade Students. 3(1).

Mustadi, A., Sayekti, O. M., Rochmah, E. N., Zubaidah, E., Sugiarsih, S., & Schulze, K. M. (2022). Pancalis: Android-based learning media for early reading in the new normal. *Cakrawala Pendidikan*, 41(1), 71–82.

Napratilora, M., Lisa, H., & Bangsawan, I. (2020). Using WhatsApp as a Learning Media in Teaching Reading. *MITRA PGMI: Jurnal Kependidikan MI*, 6(2), 116–125.

Net, W. W. W. P. (2023). Developing Android-Based Learning Media to Enhance Early Reading Competence of Elementary School Students. *Pegem Journal of Education and Instruction*, 13(4), 43–55.

Oktaviani, A., & Fauzan, A. (2017). Teachers Perceptions about the Importance of English for Young Learners. *Linguistic, English Education and Art (LEEA) Journal*, 1(1), 1–15.

Profile, S. E. E. (2019). Developing Reading Skills through Effective Reading Approaches Developing Reading Skills through Effective Reading Approaches. February.

Reddy, P., Sharma, B., & Chaudhary, K. (2020). Digital literacy: A review of literature. *International Journal of Technoethics*, 11(2), 65–94.

Ristina, H., Linuwih, S., & Nuswowati, M. (2019). SETS Learning Efficacy to Improve Students Science Literacy Skills. *Journal of Innovative Science Education,* 8(2), 183–189.

Vijayalakshmi.M, & ManchiSaratBabu. (2014). A Brief History of English Language Teaching in India. *International Journal of Scientific and Research Publications*, 4(5), 1–4.

Widyastuti, E. & S. (2019). Using the ADDIE model to develop learning material for actuarial mathematics Using the ADDIE model to develop learning material for actuarial mathematics. *Journal of Physics: Conference Series*.