



Immersing Android-based Teaching Module in Reading Class for Second Semester Students

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Abstract

To comprehend the meaning in a sentence or passage, students need to practice and elevate their reading skill. Furthermore, some learning sources are made to facilitate students in improving their reading level. One of those is android-based module that was made by one of English lecturer in IAIN Kediri. After the product was published, this study aimed to implement it in reading class for second semester students. This study was conducted qualitatively by observing reading class where the android-based module is implemented. Additionally, this study provides students' response to the implementation of android-based module as well. Reading comprehension test was arranged to know whether or not the android-based module affect student's reading comprehension skill. In the end, this study indicates that android-based module helps the teacher to teach reading comprehension simply and facilitates students to elevate their reading comprehension skill. Moreover, this Android-based module obtained positive response from students proved by questionnaire result.

Keywords: Android-Based Module, Reading Comprehension, Teaching Reading

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INTRODUCTION

Every knowledge gain by some is can be easily said as the result of reading. Therefore, reading plays essential role in one's ability to understand many things (Wall, 2014). Reading is commonly understood as basic skill that will help someone to improve another skill (Rintaningrum, 2019). However, many countries, especially developed countries, are struggling in increasing students' interest in reading (Zong & Jin Ming, 2017). Reading, for most students, is a boring activity that will waste their time. Meanwhile, reading has some levels that will indicate one's ability in mastering reading. The highest level of reading is comprehension (Hansen, 2016).

Reading comprehension means that the reader can process all information in passage and connect each information to draw a conclusion (Nurdianti, et al., 2019). There are indicators that should be had by someone in mastering reading comprehension (Topping, 2014). Those indicators are: a) able to identify main idea of the given passage, b) able to identify supporting sentences, c) understanding almost all vocabularies, d) capable in identifying reference, and e) capable in drawing inference. Furthermore, advanced readers will show some behaviours such as, the desire to read different types of passages and reading materials, reading becomes the main tool to gain information, the ability to formulate longer text, have strong understanding of meaning and semantics words, and the ability to understand and retain complex reading materials (Aini, Sari, & Rikarda., 2020). Hence, reading comprehension is an important skill for students especially in higher education. By mastering reading comprehension skill, students are expected to have capability in understanding not only information in a short passage, but also the hidden meaning in a long passage such article and book.

Since reading is not only basic, simple, and easy skill, teachers who teach reading skill are expected to deliver the material effectively. Not only effective teaching, the material should also attract student's desire to read more and gain specific information from the text they have read. Teaching reading skill is not only about giving the students many passages to be read (Veneranda, 2014). It is also not about teaching the students how to read word by word. More than that, teaching reading is an elaborated work. However, some teachers still use old-fashioned method to teach reading where the students are given many passages in every meeting and answer many questions related to the passage without knowing the effective way to finish it. Teachers who teach reading, especially reading comprehension, or teach advanced reading learners should find

appropriate media, resource, or tool to make the teaching process more exciting (Alyousef, 2014). Besides, teachers should also plan the teaching process to reach the expected goal.

Generally, teacher will be accompanied with module during the teaching. Based on Adawiyah, Susilawati, & Anwar (2020), module is teaching and learning guidance used by teacher to keep the teaching process on track. Additionally, Seruni et al stated that module consists of teaching and learning goals, materials, activities, and exercises. There are several types of module. Printed module is the common module used in the class. However, since the technology is developed, module can be opened from any gadget. Therefore, this study aimed to observe the implementation of android-based module in a reading class for second semester students. Additionally, this study will also collect and analyze students' response towards the immersion of android-based module in reading class. Brief information about android-based module used in this study will be explained below.

Android-based Module

Since its launch, android always makes many innovations continually. Google developed android as an operating system which includes Linux system, middleware, and also application (Musahrain, 2013). Android can ease people to do many things, such as finding information, communicating, study, and working (Uttarwar, et al., 2021). Therefore, learning sources conduction often uses android as its base. One of those sources is module. Android-based module used in this study was conducted by English lecturer in IAIN Kediri. This module consists with reading materials and quizzes. Furthermore, many passages with different topics and levels are also provided (Fakhrurriana, 2023). Using this android-based module, students are expected to elevate their reading comprehension in phases.

METHOD

Research Design

This research was conducted using descriptive qualitative design which analyze and present the data and results descriptively. Descriptive qualitative design means that the researcher describe the process and the result in depth (Christensen, Johnson, & Turner, 2014). while the subject of this study are assigned reading lecturer and 36 students of reading class. The students who participate in this study are those who are in second semester level.

Data Collection Technique and Research Instrument

To collect the data from those subjects, observation sheet, interview guideline, and questionnaire were applied. A non-participatory observation were done three times. The implementation of android-based module were done in three meetings. In the first meeting, the lecturer ask students to try the lowest or easiest level in this module. While in the next meeting, the students are asked to open and learn the medium level. Then, in the third meeting, the students study and test their selves in hardest level. After the students are accustomed to read and quiz their understanding, the reading comprehension test was carried out. There are 20 questions with 3 passages in the test. The minimum score for students to pass the test is 75 point. After the observation and the test session were done, the researcher gathered the students in the classroom and distributed the questionnaire.

Data Analysis Technique

Finally, the collected data were analyzed and described. The analysis process was done by displaying the data in different categories. For instance, the data from observation session would be displayed by describing each activity done in the process of android-based module implementation. Furthermore, the data from reading comprehension test would be based on this formula. The passing grade of the test is 75 point. It means that the students will be passed the test when they got minimum 75 or more. Furthermore, when there are at least 75% students who pass the test, it will indicate that the implementation is successful. The last data, students' response, will be analyzed based on the highest and the lowest response in agree and disagree statement.

FINDINGS AND DISCUSSION

Result

The researcher attempts to find out how teachers of reading class implements android-based module made by English lecturer in IAIN Kediri. The product has been validated and published. The product consists of three main part, namely course outline, material, and exercise. While the course outline contains four parts, namely course description, activities, assessment, and topic. Besides, the material part will help teacher to keep the teaching and learning process on track.

Figure 1. Display of Android-based Module



During the observation session, there are some indicators that are used by the researcher to obtain particular information. Those indicators include before implementation, whilst implementation, and after implementation. After observing the reading class where the reading teacher implements android-based teaching module, the researcher gains some results.

First, for the preparation process, the teacher does not need to make lesson plan manually. The teacher only needs to understand the material and the course outline provided in the module. Then, the students will be asked to open it while the teacher is explaining it in front of the class. For those, who need more explanation or do not understand yet, quarries are welcomed. The teacher mentioned some activities that will be done in that day as well.

Second, during the teaching and learning process, teacher mentioned the material that will be done in the first meeting. Moreover, the teacher will some materials such as how to analyze text, how to find information in the text, and how to find main idea in the text. After around 45 minutes explanation, the teacher will ask students to open the activity part. Since the activity contains some levels, from easy to hard, students are asked to open the easy level in the first meeting. The students were also asked to choose three topics, read the passage, and do the quiz.

Third, in the end of the meeting, the teacher ask students to write a note of their score from the quiz the have done. The score was noted manually because the application does not have feature to record every score from the quiz. When the quiz has played, it will restart automatically. This score will be used to compare their skill from the beginning to the last meeting using android-based module. Hence, both the teacher and the students will know whether or not the student's ability in reading comprehension is improved.

Besides doing non-participatory observation, the researcher conducted reading comprehension test to know the significant improvement of the students. The test was multiple choice question which examine students' ability in particular area, a) main idea identification, b) supporting details identification, c) vocabulary understanding, d) reference identification, and e) inference drawing.

There are four passages in the test, which was taken from TOEFL Practice: Longman Book. The result of students' test is presented below.

Table 1. Scores of Reading Comprehension

Participants	Test Result	Participants	Test Result
Student 1	75	Student 19	85
Student 2	80	Student 20	80
Student 3	75	Student 21	85
Student 4	80	Student 22	75
Student 5	70	Student 23	70
Student 6	85	Student 24	90
Student 7	80	Student 25	85
Student 8	80	Student 26	85
Student 9	85	Student 27	80
Student 10	75	Student 28	70
Student 11	75	Student 29	90
Student 12	80	Student 30	80
Student 13	85	Student 31	75
Student 14	65	Student 32	80
Student 15	75	Student 33	85
Student 16	85	Student 34	80
Student 17	85	Student 35	85
Student 18	80	Student 36	70
Average Score	79,58		

From the data served above, it can be seen that the average score of the reading comprehension test is 79,58 out of 100. It means that the score is higher than the passing grade, 75 out of 100. Furthermore, the number of students who pass the test is 31. it means that students who get pass than the passing grade are more than 75%. Hence, it can be conclude that most of the students have good proficiency in reading comprehension.

In the end of the research, the researcher collected students response toward the implementation of android-based module in reading class through questionnaire. The questionnaire consisted with 10 positive statements that will be responded by choosing one box among strongly disagree, disagree, agree, and strongly agree boxes. The result of the questionnaire session is resented as follow:

Table 2. Result of Students' Response in Questionnaire

Item	Students' Responses			
	Strongly Disagree	Disagree	Agree	Strongly Agree

Android-based module facilitates me to understand reading material that is learned in every meeting.		2	32	2
The course outline part helps me to know whether or not the lesson run as scheduled.			30	6
The activity in android-based module has many variation.			27	9
There are many reading topics that interest me to read more.			33	3
Sometimes, I open the android-based module outside the class to read some text.			30	6
I learn some materials before the class started.		5	26	5
I can understand the information in the text by doing the quiz in each exercise.		3	26	7
I feel excited every time the lecturer ask me to read and find hidden information in the passage.		7	23	6
I can fine more accurate information in every passage after several meeting		4	22	10
I feel satisfied with the score I got from reading comprehension test.		7	29	

According to the data from the questionnaire result, it can be indicated that most of the students agree and feel comfortable with the implementation of android-based module as learning source in reading class. More than 20 students choose 'agree' in every positive statement in the questionnaire sheet. In addition, there are less than 10 students who choose 'disagree' in some statements in the questionnaire sheet. Moreover, in '*Sometimes, I open the android-based module outside the class to read some text.*' there are 30 students who agree and 6 students who strongly agree this statement. It is a good sign that students start to put reading as a habit, and it will help them to master reading comprehension rapidly.

Discussion

The purpose of this study is to immerse a product named android-based module in reading class for second semester students. The development of android-based learning media gives fresh atmosphere in educational field (Cabanban, 2013). in line with that, the implementation of the new educational product which carries out technology in it is expected to not only bring new reference for teacher in teaching, but also will trigger other learning media developer (Mer, Mulyadi, & Fatimah, 2022). The android-based module used in this study was developed by English Lecturer from IAIN Kediri. The module

contains three major parts, namely course outline, material, and exercise. As general course outline, it draws the arrangement of all meeting during the semester. While in materials part, the user will be shown specific lesson that will be completed in one or two meetings. The last part, exercise, contains three levels of reading passages and quizzes, easy, medium, and hard.

During the observation process, the researcher obtain some data, then analyze it. In the process of implementation, the teacher did common phase of teaching, pre-teaching, whilst-teaching, and post-teaching (Suryadi, 2020). What makes it different is when teacher does not need to spend more time in explaining the goal of the study, the material, the technique of assessment, and so on, because those are already mentioned in the android-based module. Furthermore, the students are asked to read some passages and do the quiz during the teaching and learning process. Furthermore, students are also asked to note the result of the quiz to, then, will be compared to the next result in higher level.

The next data that was analyzed by the researcher is the score of the reading comprehension test. Based on the result, more than 75%, specifically 32 students, pass the test well. It can also be seen from the average score which shows 79,58, more than the passing grade. Hence, it indicates that students are more understand regarding the way to find information from the text.

The last thing that is carried out in this study is the response of students towards the android-based module immersion. Based on the result, the students give positive response on the implementation of android-based module in their class. It can be seen from the result where most of the students agree with the positive statements given in the questionnaire. Additionally, there are only less than 10 students who choose disagree in some statements. This result is in line with the related study which mention that students can be more stimulated and interested in learning with technology as their mediator (Fathira & Utami, 2019).

CONCLUSION

Based on the data and analysis result shown in this study, there are several points that can be taken as conclusion. First, teacher does not need to make a lot of preparation before teaching because the course outline and the materials are served in android-based module. Hence, it makes the teaching preparation more efficient in time. Second, students are more encouraged to read different passage in different levels. It is a good start to build reading habit for students. Third, based on the reading comprehension test, it can be seen that students make positive improvement than the score they had in the first meeting. Fourth, students show positive response towards the use of android-based module in class. It can be seen from the questionnaire result.

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