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Developing Reading Comprehension Material By Using Teaching Aids At SMP IT Al Fajar Tanjung Morawa

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Abstract

This study aims to determine the deveopment, validity and effectiveness of the Developing reading comprehension material by using teaching Aids at SMP IT Al Fajar Tanjung Morawa. This research is a research and development (R&D) using the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). The instrument used is a questionnaire for expert lecturers and students, interviews with teachers, and the results of the last test given to students. The test results from the validator through media design as a whole get very feasible criteria (88,9 %) so that teaching materials can be used as teaching materials for students in the learning process. The results of the assessment of English Teaching Materials by experts on the substance of the material as a whole from the aspects that are considered to have received appropriate criteria (87,5%) so that the Teaching Materials can be used in the learning process. And the test results show that the average value of students with score 81,18%so that they get the effective criteria.

Keywords: *Teaching AIDS, Developing, Reading Comprehension.*

Abstrak

Penelitian ini bertujuan untuk mengetahui pengembangan, validitas dan keefektifan materi Mengembangkan pemahaman bacaan dengan menggunakan Alat Peraga di SMP IT Al Fajar Tanjung Morawa. Penelitian ini merupakan penelitian dan pengembangan (R&D) dengan menggunakan model ADDIE (Analysis, Design, Development, Implementation, and Evaluation). Instrumen yang digunakan adalah angket dosen ahli dan mahasiswa, wawancara dengan dosen, dan hasil tes akhir yang diberikan kepada mahasiswa. Hasil pengujian dari validator melalui perancangan media secara keseluruhan mendapatkan kriteria sangat layak (88,9%) sehingga bahan ajar dapat digunakan sebagai bahan ajar bagi siswa dalam proses pembelajaran. Hasil penilaian Bahan Ajar Bahasa Inggris oleh para ahli terhadap substansi materi secara keseluruhan dari aspek-aspek yang dinilai telah mendapat kriteria layak (87,5%) sehingga Bahan Ajar tersebut dapat digunakan dalam proses pembelajaran. Dan hasil tes menunjukkan nilai rata-rata siswa dengan skor 81,18% sehingga mendapatkan kriteria efektif.

Kata Kunci: *Teaching AIDS, Mengembangkan, Pemahaman Membaca.*

INTRODUCTION

Language is a symbol for communication. It people in communicating. what they want to inform each other. Actually, we cannot understand. What will the other people say if we do not know the language and we need Language is used not only to obtain science and technology, but also to create it. Our communication is getting better. There are so many languages in this world. One of them is English. As we know, English is an international language. So, in this era, we have to know English well. In Indonesia, English is a foreign language. It's one of the topics that is learned from elementary school until university. The students have to master it well. They must study diligently in order for them to comprehend it.

There are four basic skills in English. These are listening, speaking, writing and reading. So, teachers should develop these four skills to make Their students can use the skills to communicate with each other and express their feelings or opinions well in English. The importance of English at this time is due to an increasingly modern era, and to anticipate the era of globalization. It is expected that after learning English, one will be able to shape the character of students who are able to compete internationally.

Similarly, Gilby urges that teaching English as a foreign language (TEFL), which is also known as Teaching English to Speakers of Other Languages (TESOL) or English Language Teaching (ELT), necessitates the English language used to teach people who are not native English speakers TEFL (English as a Foreign Language) is focused on the purpose or Studies of English by teachers and English learners with a different mother tongue. The precise meaning of TEFL is that they treat English, as a tool of communication in the world of various countries, instead of using it as an official language or primarily educational language. Most generally, the term "TEFL" is applied to emphasize that English language learning in nations where English is not the most important language.

On the other hand, English is allowed to apply anywhere in their own countries freely for governmental purposes administering behaviors, school education, and communications in diverse Reading is the most important activity in any language class. Reading is not only a source of information and a pleasurable activity, also as a means of consolidating and extending one's knowledge of the language. Reading is very necessary to widen the mind, gain knowledge, and understanding of the foreign culture. Reading is certainly an important activity for expanding knowledge of a language.

Reading is a skill that has to be mastered by students. The students will have new knowledge and new information by reading. They are able to have good comprehension. in reading because it helps them understand what the information that They wish to obtain.If they have not, it will be difficult for them to get the message.

Based on the background of the research, researchers conducted an English textbook media development study in the form of reading comprehension material. The existence of learning material using English reading comprehension material is expected to help students improve their interest in learning English and improve the mastery of English vocabulary of students. In addition, the researcher hopes that with the English textbook in the form of reading comprehension material, it can provide a medium for SMP learning that can be used by teachers in increasing interest in learning English and facilitating teachers in teaching in an interesting way. Therefore, the researcher conducted a research titled " Developing reading comprehension material by using teaching Poster at SMP IT Al Fajar Tanjung Morawa".

RESEARCH METHOD

The type of research use is research and development (R&D) research methods. The model used is the ADDIE Model. The ADDIE model is an abbreviation for the five stages of the development process, namely Analysis, Design, Develop, Implement, and Evaluate.

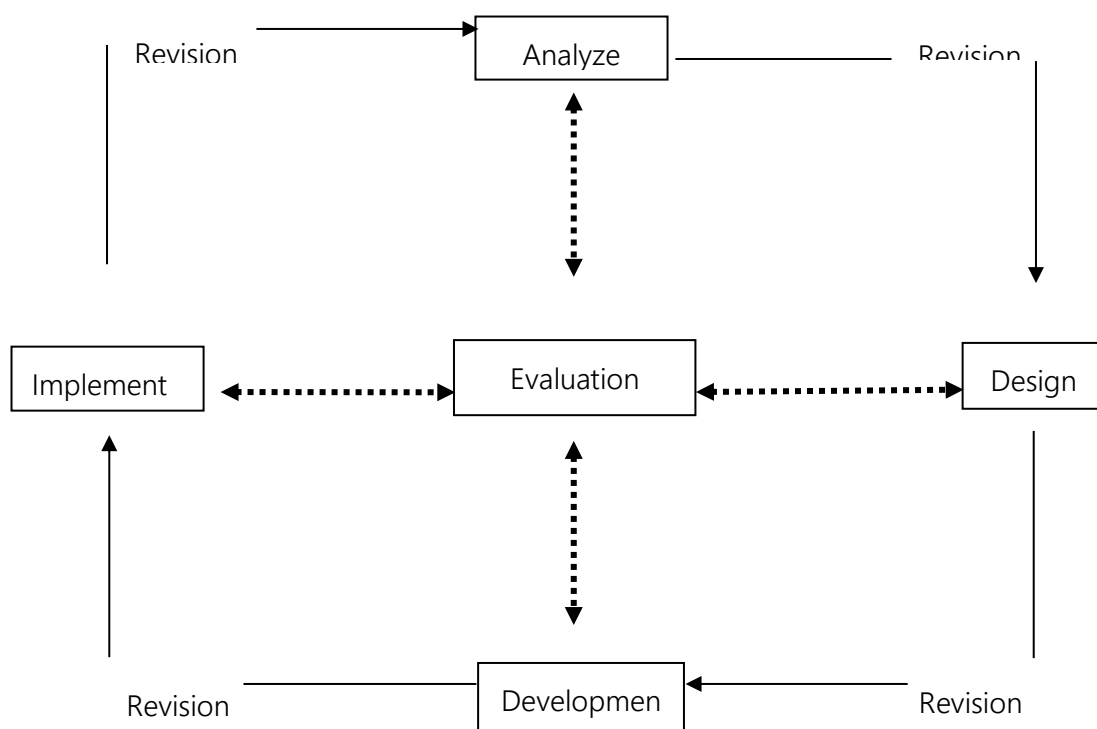


Figure 3.1 : ADDIE model

The answer from each question score based on Likert Scale (Riduwan & Sunarto, 2010, p. 21) which are:

Table 3.1. Category Convention Table

Category	Score
Strongly Agree (Sangat Setuju/SS)	4
Agree (Setuju/S)	3
Disagree (Tidak Setuju/TS)	2

Sterongly Disagree (Sangat Tidak Setuju/STS)	1
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To analyze the percentage, the researcher use the following formula:

$$NA = PS \times (100 \%) SM$$

Where : NA = Final Score
 PS = Score Obtained
 SM = Maximum Score

Table 3.2 The range of score interpretation criteria proposed by Riduwan (2016: p.41)

Score Interpretation Criteria	Category
0 % – 20 %	Very Low
21 % – 40 %	Low
41 % – 60 %	Sufficient
61 % – 80 %	High
81 % – 100 %	Very High

RESULTS AND DISCUSSION

After validating the English reading materials, the process is carried out tests on students eight grade at SMP IT Al Fajar Tanjung Morawa. The researcher gave test to know the practicalities of English reading materials. While, in developing English reading materials the researcher used ADDIE model. Researcher was consisted of five phases that include analysis, design, development, implementation, and evaluation.

1. Analysis

Analysis In analysis step, the researcher analyzed students' needs and students' interest. Students' needs was analyzed through syllabus that is managed by Curriculum 2013 (K13). Besides, the researcher also analyzed the Worksheet that students used in learning English. While, students' interest was analyzed by identifying the students' interest by giving the questionnaires.

The need analysis covered the syllabus and students' need. First, syllabus analysis of Junior High School students should learn reading. In standard of competence and basic of competence, the students were expected to be able to read aloud sentence by correct pronunciation where the students' achievement is measured by the indicators. Second, students' need was analyzed by identifying the students' need, and interest, and performance of the students. In term of performance context, there are two meetings in a week, it takes 90 minutes for each meeting.

The standard competence and basic competences for eight grade students can be seen in appendix.

- 1) The Result of Questionnaire for Eight Grade Students The questionnaire consisted of 15 questions with four answers.

a) Goal

the information about students' opinion and interest of learning activities in the classroom especially in reading. Based on the result of the questionnaire (53%)

of the students assume that reading activity in the classroom was less interesting. It was because in teaching learning process, they only used English reading materials which was not interesting for them. In the students said that learning reading was very important in English. It means that students need reading activity to improve their reading comprehension and learn reading in interesting activity.

b. Necessities

The questions were aimed to know the students' need of the material. In question (86,7%) of the students said that they need additional material in learning English. While the students said that vocabulary was important in learning English. It showed that they need more vocabularies to understand the material. And the English reading materials that they use now was less interesting for them.

c. Wants

The aim of the questionnaire was to find the students' want in learning English especially in reading. However, the researcher made the task in English reading materials not only focused on multiple choices so that the task that was designed by researcher still had varied exercise although mostly in multiple choices form. Based on there was no significant different between 4 options, but most of students expected that they want to be able to read well and correctly and they prefer to work in pair, and in group.

d) Topic

The purpose of this question was to find the information about the students' preference for the topic of materials. Based on xl the table above, there is 60% students' choose daily life topic. It was present in the English reading material, because the material was designed by the researcher related to daily life.

e) Material

The purpose of these questions were to find out the appropriateness of the material especially in reading. To make the students' interested and easier to understand the material, the researcher combined the material in English reading materials with many pictures. It can seen that most of the students (60%) assumed that picture is important in learning reading, it can make students motivated and interested in learning. Beside, these questions were to measure wheter the worksheet currently used interesting or not. Based on question number 1, the worksheet currently used was less interesting. However, in questions number 2 and 3, it can be seen that the worksheet was still unable to improve their reading ability yet and sufficient the students' reading need. It can be conclude that the worksheet

which used was less interesting, so it was not improving the students' reading ability yet.

f) Lack

The purpose of this question was to know the students' difficulties in learning reading. Based on the table above, there were different answers from 4 options. It can be seen that most of the students (86,7%) feel difficult to comprehend the grammar.

2. Design Stage

After doing the analysis, the next step is to design. This design stage includes two parts, namely compiling research instruments, making questions and teaching materials.

3. Development Stage

The third stage is the development of teaching materials, as a follow-up to the design that has been carried out. The learning tools developed in this research are based teaching materials. Teaching materials developed at this stage will be evaluated by expert lecturers. The structure or framework chosen in the development of teaching materials should be simple and appropriate to the needs. After everything is finished, to get a valid and good teaching material, the researcher gives teaching materials to experts so that they are validated. The purpose of the development stage is to produce a product that has been revised based on input from the validator. Validation test The validation by a team of experts is as follows:

Table 4.10. expert validation results

Expert validation	Presentation from all aspects	Category
Media experts 1 and 2	88,9 %	Very good
Material experts 1 and 2	87,5%	Very good

Based on the questionnaires that have been filled out by experts, there are several parts that need to be revised. The design expert stated that the product design was very good and suitable for students, but there was a need for product improvement.

3. Implementation Stage

There were fifteen students of VIII A class of SMP IT Al Fajar Tanjung Morawa. Before the students used the product, the researcher show the product to the students in order to explain the process of using the product.

Student response questionnaire Assessment of student questionnaire responses aims to determine the English teaching materials from the students' perspective. Based

on the students' responses received an average of 76,07% which was included in the very High category.

4. Evaluation Stage

The last stage in ADDIE is the evaluation stage. The researcher assessed this ability by following the results of the assessment test which was distributed to the students getting a good assessment with the overall average of the students' tests showing the categories. The following is the assessment of all students in grade 8-1.

CONCLUSION

This English reading materials was developed using ADDIE model. It was analysis, design, development, implementation, and evaluation. The result of The English reading materials had valid criteria with the score is 76,07%, and by the students was practical with score 81,18%. It showed that the The English reading materials was easy to use, helpful both of students or teacher and learning time more efficient. Based on the research that has be done, it can be concluded that the researcher made English reading materials for the first and second semester of eight grade students of SMP IT Al Fajar Tanjung Morawa.

The English reading materials in the form of a printed instructional material with 5A size (half of A4). It contains preface, table content, syllabus, using instruction, learning material, tasks, bibliography/References and writer's profile. Each page of The English reading materials have different color and interest zone. The Worksheet is presented in two language (English and Indonesian). The conclusion based on the result it showed that the English reading materials is accpted as learning material as additional learning for English lesson that is interesting contextual, and congruen to syllabus.

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