

DEVELOPING INTERACTIVE ENGLISH READING ASSESSMENT BASED ICT FOR THE SECOND GRADE IN MIN 2 NGAJUK

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Abstract: *A lot of the second grade students of Islamic Elementary School MIN 2 NGANJUK found many problems in understanding their English material especially reading comprehension. Designing Islamic material for the elementary students and giving media learning can motivate them in teaching learning English better. Concerning these problems, a set of suitable instructional Islamic material and media learning for the students of MIN 2 NGANJUK for the second grade needed to be developed. The procedures employ in this study were doing need analysis, stating instructional goal, developing instructional material and media learning, conducting to expert validation, revising the material and media learning, trying out material and media learning and revising the material and media learning, In the expert validation and try out, checklist and field notes were used material and media learning as the instrument to record the feedback for revision to Final product. To collect relevant information for basis of developing material and media learning, the writer used instrument: interview, observation sheet, questionnaires were employed here. The product of this research is the units of Islamic topic and presented into Autoplay media learning.*

Keywords: *Interactive English, Reading Assessment, Islamic material topics*

Facing the globalization era and competition as an unavoidable consequence of the process requires improving the quality of human resources. The competition of globalization era has been fulfilled by all advanced technology. Living in traditional and globalization era is different. Nowadays, almost all areas make use of it to get maximum results. Unfortunately, educational system has not utilized the educational advancement of these technologies maximally.

It is a big challenge for educational institutions in the country to improve itself. One of such effort is to adopt Information and Communication Technology (ICT) in learning and education. There have been many higher education institutions in Indonesia, which promotes itself as technology-based educational institutions. In fact, technology has become a keyword campaign to create credibility and quality of educational institutions. Referring to this phenomenon, so it appears that the public, including our academic community, believed on be positive benefits of ICT to the achievement of educational productivity. This belief is acceptable since in some developed countries ICT does provide positive benefits for improving the effectiveness and efficiency of the process of learning and education.

Education technology is an important role, especially after the development of information and communication technology (ICT), in which the computer is an integral part in it. Education technology and many other education alternatives to the present and the future encourage teachers making the most use of the computer in education.

Education technology is the development, application and evaluation of system, techniques and aids to improve the process of human learning. Education Technology is



the application of scientific knowledge about learning, and the condition of learning, to improve the effectiveness and efficiency of teaching and learning

Technology is needed in the development of education in Indonesia. Moreover, the Indonesian government is responsive to the needs of ICT-based education. For example, in education, the increasingly widespread availability of the internet, video technology became available, all of which provide reinforcement on teaching and learning process. Similarly, in the primary, secondary and vocational, the government has established an e-learning site that is a real form of government step in building e-education in the world of education in the country.

Currently, many schools compete strictly to enter a new era of education, schools try to apply the elements of information and communication technologies in the implementation of education, both in terms of learning as well as in terms of education in the school's management. School based ICT key component comprising at least: Content and Curriculum, Learning process, Facility and Infrastructure, Human Resources Competency, School System Administration and Management. Therefore, nowadays there are many schools that have included ICT-based education on their mission and vision.

Today computers in schools are both a focus of study in them (technology education) and a support for learning and teaching (educational technology). Schools provide ICT capacity to ensure that all teachers and students have immediate access to all software that is required to support the curriculum framework and adequate support in teaching, studying and learning in order to achieve specific, well-defined educational objectives and goals. In other words, ICT is used to support pedagogic practices that provide learning environments that are more Learner-centered, Knowledge-centered, Assessment-centered, and Community-centered. It means that ICT is used to encourage students to be active as participants in their own learning, to provide more motivating and challenging learning experiences that encourage them to be more engaged with their individual learning, and provide various assessment instruments.

To make English learning more interesting, it is important that Islamic topic and media learning are integrated so the learner has more interested in English language. It was needed to design Islamic English material presented into media learning and make learning that are helpful for the students to improve their English proficiency by doing something they really know.

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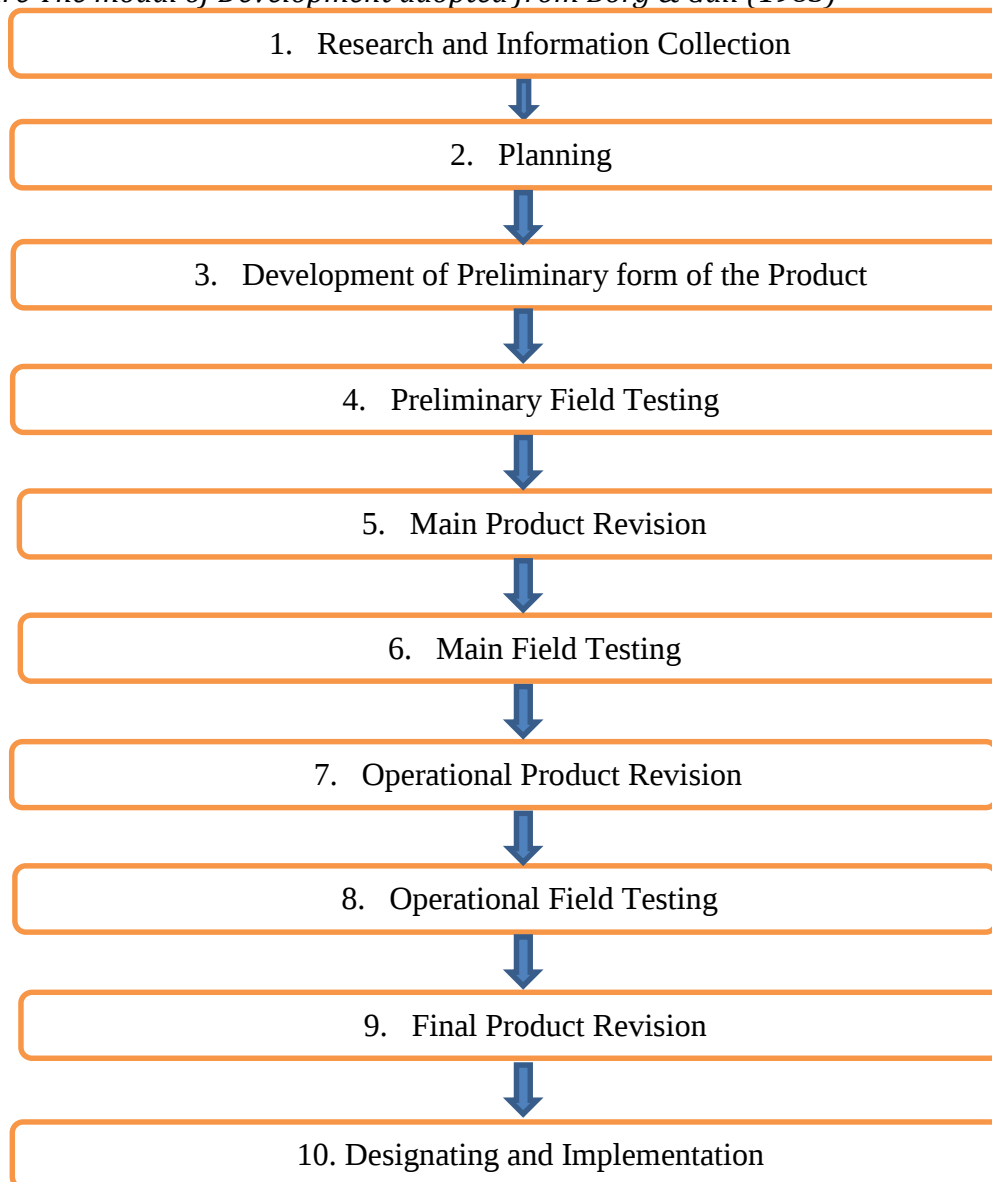


Method

Research Design

The research was conducted using Research and Development principles as stated in Borg and Gall (1989, p.789) According to them, R&D is a model of research and development. The process used to develop and validate educational product in this study Research and Development was used to develop material product of K13 curriculum using Islamic material for the second grade Islamic elementary school student. Researcher followed some steps of Research and Development as follow: 1) Gathering set of information relevant, 2) Needs assessment, 3) selecting and sequencing the material 4) Expert validation, 5) Revising, 6) the main-field testing or try out, 7) Evaluating and revising, 8) Finishing

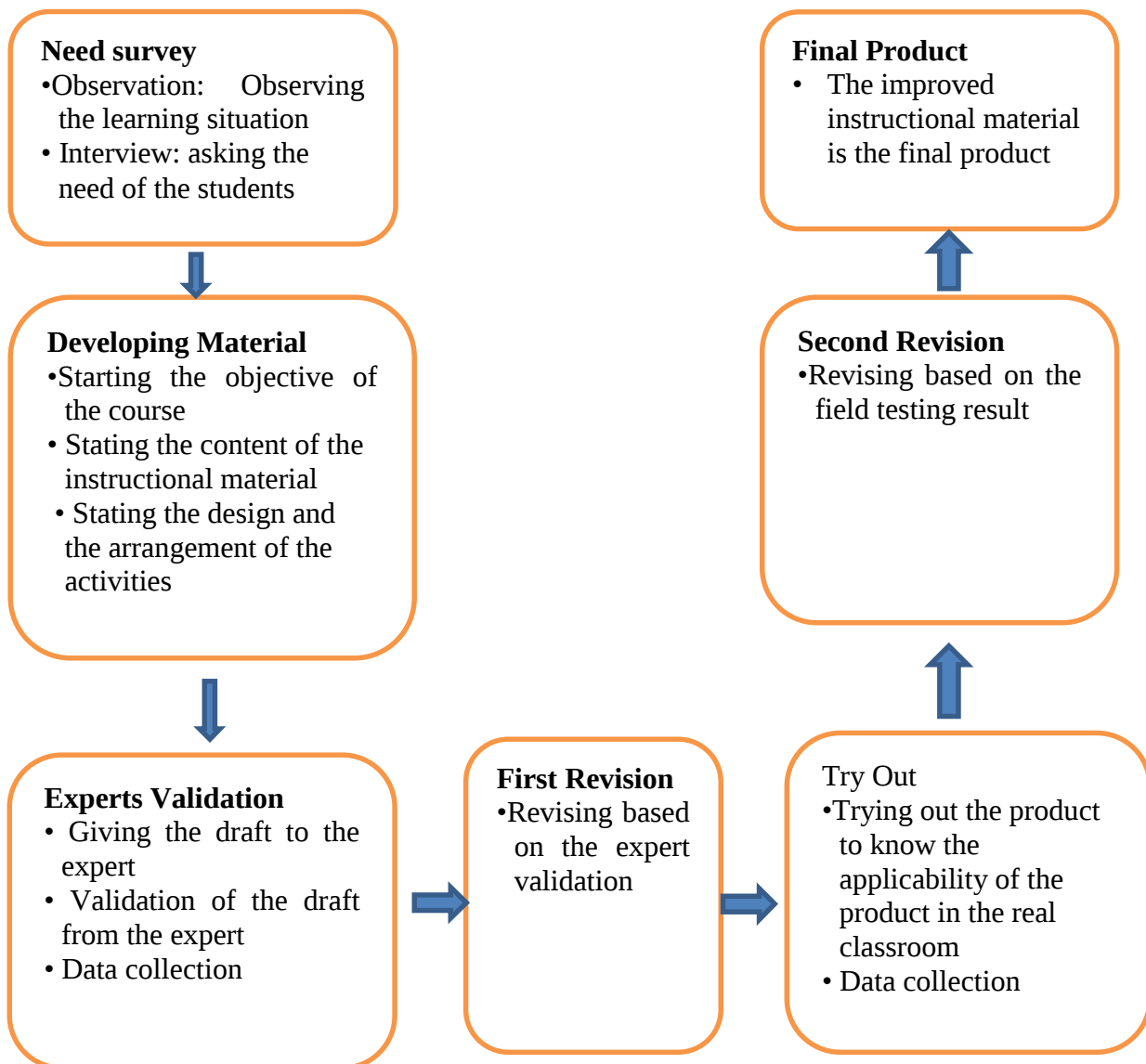
Figure The modal of Development adopted from Borg & Gall (1983)





In this study, the researcher does adaptation and adjustment from the R&D cycles design by Borg and Gall to meet the reality in the field and the sake of practicality. It is because of under consideration in adopting the steps and also the estimation of money, workers, and time to develop the product.

The following steps are the model taken after being adopted and adjusted.





Subjects of the Study

The involved for the subject of this research is 30 students or the second grade in MIN 2 Nganjuk. Researcher chosen involve the process of obtaining information, needs assessment and try out. Beside that an English teacher in this school also involved in the needs assessment conducted in the interview stage and questionnaire.

The purpose of need assessment in the study is follow: 1) identify the student's English Background, 2) identify student's achievement, 3) identify the students interest when they studied English in the class room, 4) identify their motivation to learning English material, 5) identify what topic of learning can motivate the students to learn English.

Instrument

Questionnaire, interview guideline, observation sheet, and field note are employed to get the data information. The steps in analyzing data: collecting data findings, verifying, validating, and drawing the conclusion. The data are informed in qualitative like comments, opinion, suggestion, etc.

Developed material contains Islamic content to make the student easy to understand the material.

The researcher outlines element that must be needed in developing material of Islamic topics for the second grade of Islamic Elementary School MIN 2 NGANJUK as follows: Islamic topics, skill use, objectives and learning activities. Islamic English material based on k13 curriculum for Islamic elementary school for the second grade.

The procedures are described as follow: 1) Final draft as a result of the product was multiplied for evaluation purposes by expert, 2) The product is consulted first to the expert for their comments and suggestion of content and format, 3) The product was distributed to an expert, 4) along the line with experts judgment, a set of questionnaire is established, 5) next revision are made based on experts feedback.

Result and Discussion

Need Analysis

Need assessment was done to the second grade students. In MIN 2 Nganjuk.

Based on the curricula English is given for 12th semester for the students. This question is asked to know more detail what kind of English that they need as written in question number 8. The result of this question is shown at the table Table 1. Material for Islamic senior high school student

Option	Total	Percentage
a. General Conversation	5	16,66
b. Islamic English	17	56,66
c. Grammar and Vocabulary	3	10,00



d. Others	5	16,66

The data above shows us that 17 student or 56,66% need English which has correlation with their program or Islamic religion. So they need Islamic English since they study in school.

To give what they need, so English Instructional which the researcher develops specify to Islamic English. This subject has correlation with their field and match with their need. The Instructional Material talks about their background knowledge, their life experiences. As the result, the students as the user this media can get their need by practicing more exercises through this media.

So by giving English is fun and Autoplay media learning, hopefully it can give them strong base in learning English at their class.

Expert Validation

The writer had consulted the product to three experts to involve in this step. The first expert is Amirotul Roirah, SS., and MA. She is the Lecture of English in Islamic State University of Maulana Malik Ibrahim Malang and University of Hasym Asy'ari Jombang and. The Second is Dr. Hj. Mutmainnah Mustofa, M.Pd. she is the lecture of Islamic University of Malang. The third expert is Indrata Teja Pranata, S.T. He is the computer teacher and also the head of LKP Media Kertosono.

The consultation with the experts about the material is really needed because the product will be used by the students. So the product should be match with their need as Islamic senior high school student. The result of the consultation is hopefully to make the product better.

Observation during try out

The researcher had done some step for implementing the try out

- Making lesson plan of the chapter
- Developing syllabus
- Observing the learning process
- Taking picture the activity
- Giving questionnaire
- Reporting

Try out was done to get the feedbacks for the material and media learning. Try out is needed to determine the acceptability of the instructional material. Some notes that researcher gets from observation sheet in try out phase:



Result of Students and the Teachers Responses after Using the Autoplay Media for Teaching and Learning English

- ❖ The Islamic material on the web-based model according to levels of student ability, so they can understand easily.
- ❖ Presentation of the material in the based models coherent and easy to understand.
- ❖ The materials in the model include learning activities.
- ❖ Reading material in Autoplay media is according to student ability.
- ❖ The existence of images and illustrations to help students understand in learning.
- ❖ Activity in Autoplay media improving students' skills
- ❖ Icon in the navigation model of Autoplay media easy to understand functions

From the data above it can be concluded that Islamic material can increase motivation the students in learning. They looked interest during learning process in the class because the presentation of the material in the based models coherent and easy to understand. The student can be active in discussing material with their friends and try to understand the material well.

Beside that the students' response was very positive, they are enthusiastic in learning process and doing the task. Autoplay media learning make them easy to understand the material, by using computer they can repeat the material at home as they want.

Conclusion and Suggestion

Conclusion

Learning using Autoplay media with sample of second grade in MIN 2 NGANJUK according to the research objectives outlined is to develop learning media for teaching and learning English. Krashen (2000) proposed the concept that learning the language will be successful if it is supported by the relationship between the provision of adequate language model and the enabling environment for the language used.

Autoplay media is very helpful at answering the opinions of Krashen and Spolsky, where the students into Autoplay media is very helpful and will be easier to equip the students in mastering English. Learning language skills, such as listening, speaking, reading and writing. After students gain adequate language models in listening and reading, students are then trained to speaking and writing. Giving example of this would be enough to help the process of language acquisition because students are in a state of low anxiety (low anxiety) to produce language that is being studied. This product is easy to use, the first copy this product, and then paste into computer it doesn't need internet access. Then double click the object of Autoplay to operate it.

From try-out stage and validation the product it can be conducted the advantages and the weakness of this product is conducted from students and the teacher.



Suggestion

English as a second language in school was supposed to be learning this material is not the time to be scary subjects or boring for students, because today, English is one of the main lessons which make it mandatory that students have mastered. How it is achieved, teachers must be good at creating conditions for learning interesting and fun, and it can be reached by a learning media.

Developing of learning media English is very important and should be used regularly in the English learning, all students in the elementary school, junior high, and senior high school should get the appropriate learning to enable them to achieve the target of English language learning. And also development of learning media is one of the most important things for the achievement of educational goals.

Development of learning media is one of most important things for the educational goals, with the existence of this research are expected to learn media can be a suitable media in MIN 2 Nganjuk, and learning is achieved by optimal media, selected Autoplay media as a learning media because students attending this school are very easy without the internet connection .

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