CHAPTER I

INTRODUCTION

This chapter describes an introduction consisting of the background of the study, the problem of the study, the objective of the study, advantages of the study, product specification of the research, the significance of the research, assumption and development limitations, and definition of key terms.

1.1 Background of the Research

The academic method known as MALL (Mobile Assisted Language Learning) is currently acknowledged as being more effective in the twenty-first century. Teaching and studying with MALL support is very flexible and convenient. Additionally, conventional learning environments are losing their effectiveness and changing into more cutting-edge learning environments where MALL plays a significant role. The MALL is more interesting to learners of all skill levels. The availability of resources quickly, the ease with which they may be used online, and the feasibility of collaborative and independent study—all of these elements contribute to an atmosphere that fosters learning and improves professional skills. "Mobile devices include smartphones, tablets, PDAs, and mobile phones, those can all be utilized for MALL. At this time, cell phones appear to be used in the bulk of MALL activities" (Mehta, 2013; Kukulska-Hulme & Shield, 2008). This claim states that the newest learning techniques are simplified with the use of smartphones, PDAs, tablets, etc., enabling instant access to learning in a variety of circumstances.

These days, few students no longer prefer reading printed books. They frequently read from the displays of their smartphones or computers. Teachers must help their students read and understand texts. Technology-based learning materials are crucial for assisting students in their education since they can improve their comprehension of the subject matter. As a result, Khan et al. (2016) and Lowerison et al. (2006) state that the main goal of learning media is to help students understand the learning materials. When teachers integrate appropriate and pleasant new technology in the learning process, students'

academic achievement will increase. One such is a smartphone, which features a program that can boost learners' motivation during the learning process (Zaim & Hum, 2016). Because they are seen as media that give students access to a variety of material over which the teacher may have little control, mobile phones are seen as empowering education (Muhfiyanti et al., 2021).

Teaching English at the senior high school level, particularly when reading is being taught as a second language in Indonesia, is referred to as teaching reading comprehension. It seeks to enhance the abilities of students who can read in their native language and EFL to comprehend the meaning of written text. Teaching reading focuses on assisting children in developing the abilities required to attempt to construct meaning. However, in practice, a lot of EFL students have trouble fixing their reading comprehension issues. Students struggle to understand the material due to a variety of factors, including inadequate reading techniques, a lack of vocabulary knowledge, background information, and problematic grammar. When teaching reading, the teacher must also pay close attention to the provided text model. Since there aren't enough exemplar texts provided by teachers, most students struggle to understand English texts.

Samsi (2016) claims that English claims that English is a foreign language that is taught throughout all educational foundations in Indonesia. For a very long time, Indonesia's national curriculum has required students to take English. Because students' aptitude for learning English differs, their capacity to comprehend the subject matter depends on their vocabulary proficiency (Kacetl & Klimova, 2019; Sari & Aminatun, 2021). Some students who have more ability may be able to understand English faster than other students who are less able to understand English. But these different comprehension abilities can be slightly overcome if the teacher can find new innovations that can be given in the classroom. So that students feel like they are learning in a new and fun way. The use of technology in education would eliminate the limitations of time and location, facilitate the efficient and effective dissemination of knowledge, and guarantee that the communication delivered is in line with the

learning objectives (Halimah, Nurviyani, Saepulah, Helimie, & Wandawati, 2022). According to Khaerunnisa and Izzah (2021), the advent of the digital age has caused us to switch from traditional to digital educational habits.

Lately, technology should be used in the learning process. The use of ICT or e-learning media is often used as a learning tool in public or private schools. As a teacher in the modern era, teachers should be able to combine learning activities and the use of technology, one of which is by using an application to conduct learning activities. What is meant by learning activities themselves has been defined several times by experts. According to Tomlinson (1998), learning is a conscious process involving memory associated with the information being studied, for example supporting greetings, using language rules, and vocabulary. Meanwhile, According to Jogiyanto (2001), an application is an implementation in which something, data, problem, or work is stored in a means or medium that can be used to apply or implement something. A means or medium in which an existing thing or problem can be adapted or transformed into a new form without losing the core value of the data, problem, or work itself. Meanwhile, according to Supriyanto (2005: 117: 132), Applications are programs that have command processing activities needed to carry out user requests with specific purposes.

The meeting hours of English lessons are minimal, along with the old-fashioned methods that teachers usually use to teach reading making the development of students' knowledge and understanding of English vocabulary seem hampered and ineffective. Some methods such as reading aloud, GTM, and flashcards are considered unable to play a role in helping teachers convey reading and vocabulary material to their students properly.

In teaching reading, there are some ways or strategies that can be used by the teacher to manage the strategy or facility that will help the teacher to find ways to effectively manage their classroom and identify interventions that may prevent classroom management problems. One example of good classroom management is utilizing the internet facilities provided by the school or a smartphone, and then the teacher conducting fun learning using

READRITE. READRITE is a reading application that allows all students to practice together using their smartphones as a fun classroom activity. Therefore, the students can get some information from the READRITE and students share it with their teacher. It will make the students have motivation about the benefit of using READRITE application media to learn reading in a new and fun way.

1.2 Identification of the Problem

Based on the formulation of the problem above, the objectives of this study are:

1. How to develop READRITE English Application for senior high school student reading learning?

1.3 The Objective of the Study

This study aimed to:

1. Know how to develop READRITE English Application for senior high school student reading learning.

1.4 The Advantage of the Study

The expected results of this READRITE English Application development are:

1. For teacher

   This research is expected to be able to provide additional ideas in the learning and teaching process and can add creativity and knowledge to the development of teacher abilities. It is also expected that this application can increase teacher motivation in developing teaching materials or teaching media that are closely related to student characters in learning activities.

2. For student

   This research is expected to be able to increase students' ideas about the learning process using applications and can add knowledge to learning innovations. In addition, it is expected to be able to increase student motivation in understanding English reading material and provide knowledge about the importance of learning reading.

3. For institute or school

For institutions or schools, this research is expected to improve the quality of education, especially in English language learning classes, and consider the use of different and innovative teaching materials. In addition, this application was developed to complement the teacher's teaching materials to add variety to the learning process, especially in terms of English language learning.

1.5 Product Specification Developed

The specifications of the product application to be developed are:

1. The product developed is in the form of an Android-based application.

2. This application is developed using Thunkable as one of the application developers that are often used today.

3. The components of this application include 2 components, namely a trial which functions as a practice question that can be taken by students before taking the reading test, and a reading test that has been adjusted to the related material.

4. The material in this application refers to the basic competencies and second semester English lessons for eleventh grade. This is adapted to the object of research and development for high school students. The object of research for making this application is grade 11 high school.

5. Development Procedure

    a. READRITE English Application was developed using the Thunkable platform. This application is developed using different UI (User Interface) on each part.

    b. This app is set up to be installed after being shared via some file sharing apps on the Android OS (Operating System).

    c. This application has been made with a screen size that can change according to the screen size of the user's cellphone, besides that this application can be opened offline without an internet network.

6. Content of the Product
   a. Home screen: Home screen page contains the name of the app, an image about the app, and a start button.
   b. Username screen: A page used by students to write their names before taking the test.
   c. Reading Test screen: Contains several reading practices questions on certain chapters accompanied by a score screen after doing several practice questions.
7. The design used to develop this application is responsive screen size, using Poppins fonts with font sizes around 8-18, using several images that can be taken on the internet and patterned backgrounds.
8. The first appearance after opening this application is the home screen with Trial and Reading Test button that when pressed will lead to the trial and reading test screen. When pressed, the button will go to the username page that students fill in before taking the trial and reading test. After filling in the username, students will be directed to the trial or reading test page that they have chosen to then be able to work on the trial and reading test. Then the score page will appear at the end of the trial and reading test session to show the results of their test.

1.6 Significance of the Study

Considering the purpose of this research which is developing the READRITE Application as a teaching and learning media, the writers decide that the appropriate research design is Research and Development (R&D) since it is used to develop a reading teaching and learning media. The major purpose of the research is not to formulate or test a theory like in the basic research, but it is to develop effective products for use in schools (Gay, 1992:10). Research and development are one type of research that can bridge or break the gap between pure research and applied research.

In the current era, the use of gadgets and technology as a medium for teaching and learning activities is almost a necessity. The technology era makes it easy for teachers and students to carry out activities in the classroom with the

help of technology. So that some of the old-fashioned methods that are often used by teachers at school are starting to be considered not very effective.

The same applies to reading teaching and learning. Nowadays, old-fashioned methods such as reading aloud and then drilling vocabulary memorization are no longer effective among students. A new innovation is needed that is not only easy to use but also leads to something current. Application development is an example of innovation that can be used by teachers to teach in class.

Based on the explanation above, it can be concluded that the development of the READRITE English Application is important for teachers in increasing innovation, creation, and motivation in the classroom. This development will provide solutions to some of the problems of teachers and students in learning English in the classroom, especially in the eleventh grade of the second semester. Not only it's providing new ideas for teachers, but students can also more easily understand new way to learn reading in English that some students may find difficult to understand.

1.7 Assumption and Limitation of Development

1. Assumption of Development

   The assumptions of this application research and development are as follows:

   a. Students can more easily understand reading English that they not only learn through books but also from this application.

   b. After doing teaching and learning activities using this application, it is hoped that the use of cellphones is not always for negative things, but can be used to open applications that are useful for learning activities such as this application.

2. Limitation of Development

   In this research and development, there are several things that are considered for development, including:

a. Development specification

The product is developed in the form of an Android OS (Operating System) based application. Developed using Thunkable, ease of use will be one of the advantages of this application.

b. Material of application

The development of material in this application is limited only to material taught in the eleventh-grade English subject in the second semester, that is hortatory exposition text.

c. Research Subject

The research subjects for the development of this application are eleventh-grade students of semester 2 of MAN 4 Kediri.

d. Location of Research

The location of this research is MAN 4 Kediri. Jl. Melati No.14 RT.002/RW.001, Krecek, Kec. Badas, Kabupaten Kediri, Jawa Timur 64218.

1.8 Definition of Key Terms

The definition of terms from this study that discusses reading learning applications are:

1. READRITE English Application

READRITE English learning application in this research refers to an application developed using Thunkable as one of the supporting websites for making simple Android-based applications that can be used as a medium for teaching and learning English both in class and outside the classroom. It consists of several parts such as reading tests. With UI and content that is simple and easy to understand, it makes the application more effective.

2. Android-based Application

A software program that runs on the Android platform is known as an Android app. A typical Android app is made for a smartphone or tablet PC running the Android OS because the Android platform is meant to be used on mobile devices. Although Android applications are generally uploaded

and traded on the Play Store, in this application, the download is done by sharing through social media because the use of this application is not for the public but only for research targets.

3. Student Reading Learning

The reading learning of the students in this study refers to student's comprehension of words in a variety of reading texts. This reading test contains 20 questions from hortatory exposition text material that has been taught previously at school by the student's teachers.

4. Hortatory Exposition Text

Febrianti (2022) stated that hortatory exposition is a type of text in which the writer attempts to persuade the addressee to do something or act in a specific way. Hortatory exposition is a text in which the writer uses thorough explanations to persuade the reader that something should or should not be done (Dewi, 2020). Hortatory text is one of the forms of exposition text besides analytical exposition text. Consisting of 3 main structures namely thesis - argument - recommendation, hortatory text is one of the materials in the teaching curriculum at the high school level.