

# **DEVELOPING READING MATERIALS BY USING EDMODO FOR GRADE TENTH AT SMA NEGERI 11 MEDAN**

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## **ABSTRACT**

The objective of this study was to develop reading materials by using Edmodo for grade tenth at SMAN 11 Medan. This study was conducted by using Research and Development design through six stages; gathering data and information, need analysis, designing materials and media, validating, revising (final product). The subject of the study was grade tenth of SMAN 11 Medan. The data were gathered by reviewing documents, conducting interview to English teacher and distributing questionnaire to X IPA 7 consists of 36 students to get the students' need. The interview and questionnaire result prove that the students need the high order thinking reading materials and media. The developed reading materials were validated by two experts which are the average scores (4.55 and 4.05) show that the reading materials are valid and suitable to use for grade tenth students of SMAN 11 Medan. The result of product distributed to the students through edmodo.

**Key words: *Development, Reading Materials, High Order Thinking, Edmodo.***

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## **I. INTRODUCTION**

### **A. Background of the Study**

Teaching reading has been changed from the learning of passive language skills mostly known as reading and listening to the active ones; speaking and writing. The teaching of English had been focused on the implementation of reading class since the main purpose of learning English was to be able to read

and write. The students are also expected to be able to not only understand the texts but also criticizing the texts they read. It can be seen from the curriculum developed by the government for the senior high school students. The main purpose of English language teaching and learning is the empowerment of the higher order thinking skills. the integration of the technology within 21<sup>st</sup> century language classroom promotes students' activity engagement through collaboration, creativity, critical thinking and communication (McKeeman & Oviedo, 2013: 68).

In reality there are many students could not master English well. Actually, there are some various factors that make English fails to understood, one of them is inappropriate teaching materials. The selection of the reading materials are also important for the teacher to consider before they teach. Tteaching material is an essential factor which influences a teaching process in a classroom. Tomlison (2003) emphasizes that teaching materials help a teaching and learning process; and teaching materials must be suitable for students' needs, even they are not design specifically for them, the teaching material should make it possible for students to preview and prepare their lessons, and the teaching materials should allow for adaptation and improvisation.

However it is necessary to have improvements to the learning process that can foster students' higher order thinking and interest in learning English, in this research, researcher focused to develop the descriptive reading materials for grade tenth and edmodo as the e-learning platform to distribute the materials. The development was adapted the R&D research methodology by Borg and Gall (2003) who stated the educational R&D is an industry-based development model

in which the findings of the research are used to design new product and procedures, which systematically field-tested, evaluated, and refined to meet the specified criteria of effectiveness, quality or similar standards.

Based on the background of the study mentioned above, the problem of the study was “How is the developed reading materials by using Edmodo for grade tenth at SMAN 11 MEDAN?”. To the scope of the study, researcher focused on basic competencies for grade tenth in curriculum 2013, students should be mastered three long functional genre texts, those three long functional genre texts are descriptive text, recount text and narrative text. Due to scope on the part of writer, the research would be develop focus on descriptive text. The media that will be used in order to help teacher to teach the reading materials is Edmodo, teacher will put the descriptive reading materials into Edmodo, so that descriptive reading materials will be applied by using Edmodo in grade tenth at SMAN 11 MEDAN.

## **II. REVIEW OF LITERATURE**

### **A. Theoretical of frame work**

In supporting the idea of this study, the research presented some books containing information and theories that helped the researcher to design this thesis proposal. Theories are very important because they are used as the basic foundation in conducting the analysis of this research.

#### **1. Reading**

reading, even less in school every day we can't separate with these activities. Teacher always asks the student to read and understand the text. Rarely, most of them do not know what reading means. Reading is a complex conscious

and unconscious mental process in which the reader uses a variety of strategies to reconstruct the meaning that the author is assumed to have intended, based on data from the text and from the reader's prior knowledge (Mikulecky, 2011 : 5). Based on Moreillon (2007: 10), reading can be simply defined as making meaning from print and from visual information. However, it is not as simple as what imagine. Reading is an active process that requires a great deal of practice and skill. It is a complex task which seems to go on inside people's heads.

Reading tasks play an important role in helping the students read comprehensively. Hence, the suitability between the tasks and the topic is crucial, remembering that as long the tasks are proper and matching with the topic, the students will learn more effectively. In conducting this study researcher will develop the reading materials, so that researcher decided to choose one genre of long functional text. The genre text that chosen by researcher is descriptive text. Kies (2006: 366) in descriptive paragraph, the writer describes what he or she looks or feels. The writer makes stimulating ideas, brainstorming and outlining (descriptive organization). In descriptive organization the writer introduces the object or event of description, the important point of the paragraph and make conclusion. The conclusion gives the writer's final opinion about the description.

## **2. Reading materials**

Reading classes often centre around textbook passages and accompanying pre-, during and post-reading activities. In more specialised settings (e.g. English for Academic Purposes and English for Specific Purposes classes), teachers sometimes compile sets of readings to accommodate student interests and needs. Hedgcock and Ferris, 2009 states that Textbook reading materials rarely meet all

our classroom needs while Reading classes often centre around textbook passages and accompanying pre-, during and post-reading activities. In more specialised settings (e.g. English for Academic Purposes and English for Specific Purposes classes), teachers sometimes compile sets of readings to accommodate student interests and needs.

### **3. Teaching Media**

Teaching Media generally defined as all tools that has a function to help the teacher to deliver learning material to the students in order to achieve the learning goal. In the other word, learning media is the tool that help to achieve the learning objectives. It is confirmed by Daryanto (2010) that teaching media is all physical tools which can deliver message and stimulate students to learn. It includes attention , interest, thoughts and feeling of students in learning activities in order to set the goal of the learning objective.

Gerlach and Ely in Bakri (2011) divide teaching media in wide meaning and narrow meaning. Media in wide meaning is people, material or event which can create condition so that students can get new knowledge, skill or attitude. In this meaning teacher, book, and environment is included in media. While media in narrow meaning is graphic, photo, picture, mechanic and electronic tools that use to express, process and also convey visual and verbal information.

Arsyad (2009:6-7) states that, teaching media has some basic criteria, those are:

- a. Teaching media has physical meaning that called by hardware. The hardware is an object that can be seen, heard, and touched by five senses.

- b. Teaching media has non-physical meaning then we called it software that is the message which wants to deliver for pupil in hardware.
- c. The emphasizing of teaching media is in the visual and audio.
- d. Teaching media is a tool to help teaching-learning process both inside and outside class.
- e. Teaching media used to communicate and interact between teacher and students in teaching-learning process.

#### **4. Edmodo**

Edmodo is a social media platform that is often described as Facebook for school and can be used for many purpose according to needs. Edmodo is an interesting application for teachers and students with a social element that resembles Facebook, but there is actually benefits in this e-learning based education application (Rismayanti: 2012).

To teach reading descriptive text, the digital media that will be used is Edmodo, Edmodo is an interesting application for teachers and students with a social element that resembles Facebook, but there is actually benefits in this e-learning based education application, it can help students to enjoy in learning and develop their ability to use the technology for learn. In teaching reading descriptive text by using edmodo, teacher will also develop lesson plan with scientific approach as the learning approach.

#### **5. Descriptive text**

Descriptive text is a kind of genre text that learnt in odd semester of tenth grade based on syllabus of curriculum 2013 revision 2017, reading descriptive text may help students to enrich their vocabularies and knowledge, so that

descriptive reading materials should be developed based on students' need and interest, in this research the topics of Descriptive text are about tourism spot and historical building. For this research, researcher will use the syllabus based 2013 curriculum revision 2017 because English teacher of SMA Negeri 11 Medan use that syllabus as the one of teaching kit. Based on Education and Culture Ministerial Regulation of Indonesia Number 24 year 2016, K-13 revision relies on component of that syllabus itself, such as : Core competence and Basic Competence. Furthermore, syllabus components of K-13 are the identity of the syllabus learning, Basic Competence, learning materials, learning activities, indicators of competencies achievement, assessment, time allocation, and sources of learning.

After determine the approach , researcher developed reading materials based on syllabus and students' needs, the needs was collected from needs analysis, as a theory of Mehmet (2015), he stated that needs analysis is an important means of conducting research prior to designing and evaluating lessons/materials/syllabus and it helps draw a profile of students/course in order to determine and prioritize the needs for which students require English.

Then researcher developed the indicators with its topic, which is the topics that consisted in the syllabus of 2013 curriculum for X grade are tourism spot and historical building, after that researcher arrange the activity based on the scientific approach steps (lesson plan), in the activity researcher will make worksheet based on taxonomy bloom in order to improve students' higher order thinking. After researcher finish in develop reading materials, the materials will be uploaded into edmodo step by step based on the activities in lesson plan.

### **III. RESEARCH METHODOLOGY**

This research conducted by using developmental research. The research and development (R&D) design raised by Borg and Gall aimed to develop and validate products of education such as curriculum, syllabus, lesson plan, textbooks, media, modules, assessment, instrument, etc. The research findings were used to develop new products and procedures. This research was conducted in SMAN 11 MEDAN which is located in Jl. Pertiwi. The Subject of this study was one class of grade tenth at SMAN 11 MEDAN, The class was X IPA 7, it was consisted of 36 students.

In collecting the data, this research was conducted by observing and reviewing the documents such as syllabus and textbook. Then interviewing teacher in order to find information about the reading materials and media that teacher used in classroom and the problem that teacher faced while using it and distributing questionnaires to students in order to find out the students' needs to obtain the data about the developing of reading materials by using Edmodo.

After gathering data, information and need analysis, researcher designed the reading materials, then validated to experts, revised, and the result of revised product was the final product, these steps were adopted from Borg and Gall's research and development theory (2003:596), with some modifications which become 6 steps of R & D cycle.

### **IV. RESEARCH RESULT AND DISCUSSION**

#### **A. Research Result**

The descriptive reading materials were developed by using several stages, those are;



1) gathering data and information by using some instruments, namely: document, interview, and, questionnaire. based on the reviewing documents (syllabus, textbook), the basic competence in syllabus stated that the grade tenth students had to be able to Capturing contextual meanings related to social functions, text structures, and linguistic elements of descriptive, oral and written, short and simple texts related to tourist attractions and famous historical buildings. Then researcher found that the teacher used reading descriptive materials only from textbook and in the textbook there were 3 sections of reading, after reviewing the texts and the tasks researcher found that the existing reading materials were not suitable with senior high school level, the reading materials in the textbook still consisted of lower order thinking task and questions.

After reviewing the documents, researcher also got information from interviewing teacher, based on interview teacher said that teaching reading usually done after 1 till 2 times meeting, it depends on the class. While teaching reading teacher faced that the materials in the textbook were not interesting for students, students were bored and students were not interested with the reading text in textbook. Teacher also said that the reading materials in the textbook were not enough to fulfil students' needs, which is it should hone students' critical thinking, vocabulary and pronunciation.

2) Need analysis, it found that in target analysis, first students' necessities were students learned reading descriptive to carry out every task and learning activities effectively and efficiently, and the use of media is one important factor that can influence and improve students' English ability.

The Reason Of Learning Reading Descriptive

<b>Question</b>	<b>Answer</b>	<b>Percentage</b>
	Carry out every task and learning activities effectively and efficient	66,7%
I learn reading	Communicate with teacher	0
descriptive text	Communicate with friends	0
because	Communicate with foreign people	33,3%
	Others	0

#### The Factor To Influence And Improve Student's English Ability

<b>Question</b>	<b>Answer</b>	<b>Percentage</b>
	Interesting students worksheet	0%
What factors have	Using media during learning	66,7%
the most influence	process	
on improving your	Explanation of the materials by the	0%
English	teacher	
	Classroom condition	33.3%
	Others	0

Based on the tables above, 66,7% of students chose their reason in learned descriptive text because to carry out every task and learning activities effectively and efficiently, and the rest of students chose the reason of learned descriptive text to communicate with foreign people. 66,7% of students chose the factor that can

improve and influence students' ability in reading was by using media during learning process.

Second, students lack, all of the students were on a basic level in English level proficiency, students were still lack of vocabulary, grammar, and pronunciation.

**Table 4.1** The Students' English Level Proficiency

<b>Question</b>	<b>Answer</b>	<b>Percentage</b>
	Basic	100%
Which one is your	Intermediate	0%
English level	Advance	0%
proficiency		

**Table 4.2** The Students' Difficulty

<b>Question</b>	<b>Answer</b>	<b>Percentage</b>
	Lack of vocabulary	30,6%
I find difficult to use	Lack of grammar	25%
English because	Lack of pronunciation	44,4%

As mentioned above, the level proficiency of students in X IPA 7 were 100% on the basic level, because 44,4 % of students were difficult to pronounce while they read the text, and beside the pronunciation, 30,6% of students were also lack of vocabulary and 25% of students were lack of grammar.

Third, students' wants, students of X IPA 7 wanted to be able to communicate with using English properly and correctly. In learning needs, students' needed the media that can create interactive and collaborative learning.

#### The Students' Need In Learning English

Question	Answer	Percentage
I need an English learning that can help me to...	Be able to speak	0%
	Be able to mastering vocabulary	33,3%
	Be able to communicate properly and correctly	66,7%
	Be able to understand conversation	0%
	others	0%

Based on the tables above, 66,7% of students chose that the students' need in learning English was they wanted to be able to communicate properly and correctly, and 33,3% of students chose their need to be able to mastering vocabulary.

3) After administering the needs analysis, the appropriate descriptive text material for reading skill students of X IPA 7 at SMAN 11 Medan were identified. The main point was the descriptive text materials given should consist of higher-order thinking questions and interested in them. So that, the researcher developed reading materials based on basic competence on the syllabus and develop it into some indicators using C4 (analyze) - C6 (create) verbs which are referred to as higher-order thinking activities. In this case, the researcher developed indicators into lesson plans for 3-time meetings.

In designing descriptive reading materials, the researcher developed materials based on scientific approach stages, so that researcher developed indicators into the lesson plan, and then the materials developed related to the stages, such as in the observing, the researcher used interesting media such videos and pictures to help them in learning how to pronounce vocabularies, and also the subtitle and its text to make students learn about grammar and enrich their vocabularies. The video adopted from YouTube related to the topics in basic competence on the syllabus which were topics about tourist spot and historical building. After designing materials completed, the researcher will ask students to sign up for Edmodo and join the class with a code, and the researcher will upload the materials based on scientific approach stages in Edmodo. In developing the media in materials and Edmodo, researcher used the theory of TPACK (Technology Pedagogical Content Knowledge), which was teachers needed to teach and explain the set of knowledge effectively to their students by using technology, Koehler (2013).

4) validating by the Experts,

Validation Data By The First Expert

No	Criteria	The Number of Criteria	Maximum of Criteria	Score
1	Product and Content	7	35	31
2	Linguistic	5	25	23
3	Process / Setting	5	25	22
4	Layout	3	15	15

<b>Total</b>	20	100	91
Average $91/20 = 4.55$ or percentage = $91/100 \times 100\% = 91\%$			

The average score of validation from the first validator was 4.55 or 91% and it was categorized as relevant or very good. Thus, the final draft or developed reading material were valid and suitable to be used as learning materials for grade tenth students.

The second expert was Afnida Lubis S.Pd.,M.Hum, an English teacher in SMAN 11 Medan.

#### Validation Data By The Second Expert

No	Criteria	The Number of Criteria	Maximum of Criteria	Score
1	Product and Content	7	35	29
2	Linguistic	5	25	19
3	Process / Setting	5	25	21
4	Layout	3	15	12
<b>Total</b>		20	100	81
Average $81/20 = 4.05$ or percentage = $81/100 \times 100\% = 81\%$				

average score of validation was 4.05 or 81% and it was categorized as Good. It means that the materials were valid and suitable to use for grade tenth students of SMAN 11 Medan. from the first validator (the Lecturer of English Education) the average score was 4.55, it was categorized as “very good” and the

second validator ( the English Teacher in SMAN 11 Medan) the average score was 4.05, it was categorized as “good”.

5) Revision, after giving the materials to the experts/validators, there were some revisions suggested by them. validators suggested to provide and add more kinds of reading exercises, make the design and layout be more eye-catching, and replace the long text with the shorter text.

6) Final Product, after validated by the Experts and revised the reading materials, the final product distributed to students through Edmodo.com.

## **B. Discussion**

After distributed and develop reading materials, researcher found that the existing materials in SMAN 11 Medan was not fulfil students’ need, the reading materials did not suitable with students’ necessities and wants this is in line with the theory of Hedgcock and Ferris, 2009 stated that textbook reading materials rarely meet all our classroom needs, while Tomlison (2003) emphasizes that teaching materials help a teaching and learning process; and teaching materials must be suitable for students’ needs, even they are not design specifically for them, the teaching material should make it possible for students to preview and prepare their lessons, and the teaching materials should allow for adaptation and improvisation. So that the reading materilas that have developed by the researcher are suitable for students in SMAN 11 Medan because researcher focused on their needs, use of media and technology.

In developing media, researcher focused on the activities that could help students in using technology, researcher designed the activities that involved

digital media and e-learning, it helped teachers to deliver the materials in this pandemic situation effectively, the used of technology in the activities also could interact students in learning reading because in their needs, they wanted to use technology while learning process. Thus are suitable with the theory of Daryanto (2010), which is teaching media is all physical tools which can deliver message and stimulate students to learn. It includes attention, interest, thoughts and feeling of students in learning activities in order to set the goal of the learning objective. It also related to the theory of Steven (2014), Edmodo is described as a social learning platform for teachers and students using a micro blogging format it is free service with the aim of facilitating learning and teaching and helping educators use social media to create a customizable learning environment.

## **V. CONCLUSION AND SUGGESTIONS**

### **A. Conclusion**

Based on the need analysis, the researcher concludes that the students need to improve their higher-order thinking in reading, students also need another resource of reading materials besides the textbook, and while learning reading students need to use interactive and collaborative digital media to make the students are interested to study. The developed reading materials used scientific approach (observing, questioning, exploring, associating, and communicating), in every step some worksheets consisted of higher-order thinking question, and also consisted of video as digital media for students to enrich their vocabulary and pronunciation. The reading materials were validated by two experts which are the average scores (4.55 and 4.05) show that the reading materials are valid and suitable to use for grade tenth students of SMAN 11 Medan.



## **B. Suggestions**

In line with the conclusion above, some suggestions are recommended as follows:

1. It is suggested that recently developed materials should be used by the English teacher to encourage students in SMAN 11 Medan to do the reading activities using their higher order thinking skill.
2. It is suggested that the English teacher should be more responsive to the need of the students, such as their needs in media usage, learning sources, and learning to set, teacher also should be able to provide reading materials and media which can hone students' higher-order thinking skill, vocabulary, and pronunciation.
3. Due to limited time, this research only develops reading materials for the descriptive text genre. Therefore, it is expected to other researchers to develop reading materials for other genres, grades that have the problem with appropriateness English reading materials.

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