AN INTEGRATING IPUSNAS TO ASSIST INNOVATIVE READING STRATEGY TO DEVELOP READING COMPREHENSION FOR EFL STUDENTS: A NARRATIVE INQUIRY

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Abstract

To improve the quality of education, teachers and stakeholders need to innovate education. In carrying out innovation, teachers can integrate technology as a tool for innovation in learning. IPusnas as a medium for learning to read English can help teachers and students improve their reading comprehension. This research was conducted to determine students' experiences with improving reading comprehension in English through the iPusnas application. Students' experience of being kidnapped through a humanistic approach with interview techniques and questionnaires was carried out in the eleventh grade at SMK Insan Tazakka Cikampek. The study results indicate that iPusnas can help teachers innovate to improve student learning quality. In addition, student activity and student learning performance increased. It is due to the student's interest in interactive media used by the teacher.

Keywords: Innovation, iPusnas, Reading Comprehension

INTRODUCTION

Education is one of the essential elements in shaping the civilization of a country. Education will create discoveries in the field of science and technology. Rapid technological developments require teachers to make an innovation in the learning process. In addition, teachers also need to maintain the quality of student achievement (Lubis, 2011; Mustafa et al., 2021). Innovations made by teachers in their teaching practices are an effort to improve the quality of teaching based on educational aspects (Mustafa et al., 2021). In education, innovation can be carried out in various ways (Rijst et al., 2019; Mustafa et al., 2021). such as observing, experimenting, and reflecting on the activities carried out. As a teacher in a secondary school, Mykhailyshyn et al. (2018) remind us that being a teacher requires mastering teaching techniques or thinking about what strategies to use to innovate in their learning. Mustafa et al. (2021) argue that teachers can adopt several strategies that can be used as options for the teaching and learning process when carrying out innovation. Technology helps deliver powerful teaching innovations in instructional design (Dalziel, 2016; Laurillard et al., 2018). In online teaching, the approach between teachers and students is more structured. The development of computational tools can support learning activities and allow others to adapt learning designs (Dalziel et al., 2016; Laurillard et al., 2018). However, according to Ghislandi & Raffaghelli (2015), the development of technology in learning activities has not been fully utilized by teachers.
Changes in patterns and technologies occur as digital applications' growth increases exponentially (Ghazanfarpour et al., 2013; Gazca et al., 2019; Fernandez et al., 2020). Education experiences various challenges in developing students into quality individuals in the digital era. Technological assistance applied in learning can help teachers face these challenges (Eu, 2010; Ilomäki & Lakkala, 2018). Educational innovations are carried out to improve the

quality of schools and students (Creemers & Reezigt, 2005; Ilomäki & Lakkala, 2018). Students' digital competence can be improved by applying technology in classroom learning (OECD, 2010; Livingstone, 2012; Ilomäki & Lakkala, 2018).

Technology innovation has always been at the forefront, and its application is no stranger to the world of education. Technology facilitates teachers to innovate their learning (Tondeur, 2016; Spiteri & Rundgren, 2020). The use of technology in learning to read can help teachers and students in the classroom. Educational innovation by applying technology can make it easier for teachers to deliver learning materials effectively (Ratheeswari, 2018; Anggriana et al., 2021). This utilization has a positive impact on learning. The use of digital media can increase student motivation in learning to affect learning outcomes (Nursamsu & Kusnafizal, 2017; Anggriana et al., 2021). In some studies, web texts appeal to readers more than information found in printed books (Nginye, 2011; Gilbert, 2017). In addition, the factor of using gadgets that are more often used by modern society in this digital era is very influential. Thus, it makes students interested in reading online rather than offline.

Cho & Afflerbach (2017) states that digital reading text refers to online sources that allow readers to read various information, such as hypertext, which has many webs, links, and nodes. According to Kasper in Gilbert (2017), second language learners need to develop their digital literacy skills and strengthen their English skills in the digitalization era. So that, they can participate in the social, academic, and labor environment. In addition, digital reading skills are a tool in the student learning process. The integration of technology in learning to read can improve students' literacy skills and open up new knowledge that is wider (Korat & Shamir, 2007; Öztürk, 2021). Technology provides facilities that help students to increase their motivation in reading. The E-book is interested in multimedia such as visuals and audio, supporting electronic books' facilities (Bal & Tezer, 2017; Öztürk, 2021) to increase reading motivation. It is an advancement in the world of literacy that has begun to shift to the era of digital transformation, replacing conventional media (Lai & Chang, 2011; Lynch, 2012; Shen, 2011; Oyaid & Alshay, 2019). Using e-books as a digital literacy media affects students' attitudes (Lin, 2010; Öztürk, 2021). It affects student learning outcomes and reading comprehension (Kelley, 2011; Öztürk, 2021).

Digital libraries are various organizations that provide information resources, including employees who are specially trained in selecting, organizing, offering access, understanding, distributing, maintaining the integrity, and ensuring the integrity of a digital work so that the collection can be made available. Furthermore, easily accessible to a group of communities or individuals who need it (Pendit; Samosir, 2017; Puspita & Irwansyah, 2018). The current digital library is a breakthrough for conventional libraries in spreading reading culture to the Indonesian people. The ease of accessing e-books and information through digital libraries is expected to increase the reading culture.

The research objective is to know how students respond to learning reading by integrating iPusnas in innovative teaching reading and identifying the potential of implementing digital literacy in ELT for Vocational Students. This study is critical to do. It is because digital literacy comprehension for vocational students encourages them to think critically about the information that is available on the internet (Hague & Williamson, 2009; Reyna et al., 2018). Students should be able to earch, identify, analyse and judge online content for credibility (Hinrichsen and Coombs, 2014; Vaičiūnienė and Mažeikienė, 2017; Reyna et al., 2018). Thus, they can interact with others.

METHOD

By conducting a narrative inquiry study with information retrieval through interviews, researchers explored students' experiences integrating iPusnas in innovative reading learning. This study uses a narrative inquiry design as the primary source and direct data source. This research aims to discover students' experiences in integrating iPusnas in innovative reading classes to improve digital literacy and critical thinking skills. The media used in this research is the iPusnas application. The research sample was 30 students at SMK Insan Tazakka Cikampek class XI. The researcher distributed a questionnaire to the sample. Then the researcher chose three students to be interviewed. They are students who are active in the discussion of reading learning, have standard scores in learning reading comprehension, and have the lowest scores in reading comprehension. They are required to tell their experiences honestly about their feelings and responses to reading learning strategies. To find out students' understanding of reading, students will conduct focused discussions with questions from the researcher. Focus group discussion is an excellent way to gather in-depth information about the community's thoughts and opinions on a topic (Stewart , Shamdasani, Rook , 2007; Zacharia et al., 2021). Focus group discussion can yield much information about a topic relatively quickly. In addition, students' responses in Focus group discussions are open-ended, relatively broad, and qualitative (Sheeha et al., 2020; Zacharia et al., 2021).

RESULTS AND DISCUSSION

Results

From the interview, the researcher found students' experiences and responses related to enhancing their reading comprehension using iPusnas. The researcher gave two main questions. The questions were "How do you feel about learning English through the methods and media used?" and "Do you think iPusnas helps you improve your reading comprehension compared to using conventional media?". The researcher interviewed three students from eleventh grade. The first student is the one who is active in the discussion of reading learning, the second is the one who has standard scores in learning reading comprehension, and the third is the one who has the lowest scores in reading comprehension.

Student 1:
Question 1:
I feel comfortable and enjoy learning by using the media provided by the researcher. I am very interested in doing it. I am bored with the media used by teachers in the form of books. The teacher only gives the text in the book, and it is not attractive because we cannot select the text to read.
Question 2:
iPusnas can help me improve reading comprehension because I can choose the text to read so that it increases reading motivation. Motivation is essential to me. Because if I am not interested in the text given, I will feel lazy in reading. It affects my reading comprehension because I do not pay attention to every word's meaning in the text.

Student 2
Question 1:
Interestingly, I have never used this media and teaching method before. Usually, the teacher only asks about the content of the text without any discussion built with friends.
Question 2:

I agree iPusnas can help me improve my reading comprehension in English. Many other media/platforms provide a variety of stories. However, iPusnas facilitates readers to find various types of texts in English easily. However, I cannot annotate text when using iPusnas, so some unfamiliar words cannot be marked by me. However, it did not affect my reading comprehension because the results of discussions related to understanding are not much different from friends.

Student 3
Question 1:
I enjoy learning. I have never been given learning methods and media using technology during my schooling. All text-based. So far, I like learning to read. I enjoy reading more
Question 2:
books. However, it did not significantly affect my reading comprehension. Because, discussions with friends helped me to improve reading comprehension. Nevertheless, I have been able to improve my reading comprehension through iPusnas. It is because I can easily choose the text to be read.
The researcher found that students feel it is easier to use iPusnas as English reading media from the interview. Moreover, they cannot annotate the text like conventional media (book). They find it challenging to know the unfamiliar word in the text. iPusnas help them to enhance their reading motivation. It influences their reading comprehension. Gilbert (2017) and Anggriana et al. (2021) state that motivation in reading text influences learning outcomes.

Discussion

The E-book is an innovative technology that can replace traditional books (printed paper) with less paper (electronic) (Lai & Chang, 2011; Lynch, 2012; Shen, 2011; Oyaid & Alshay, 2019). Electronic books are electronic text forms published digitally and are available on computers, portable tablets, and customized reading devices. This new digital literacy becomes more accessible as people use e-book applications with various portable tools, such as tablets, ipads, and e-book readers (Amazon Kindle and Barnes & Noble NOOK; Lee, 2017; Öztürk, 2021).
From this research, it can be seen that innovative learning to read English using iPusnas can improve students' understanding and motivation. Gilbert (2017) and Anggriana et al. (2021) state that motivation in reading text influences learning outcomes. iPusnas provides many E-books, and it is easy to use (Pendit; Samosir, 2017; Puspita & Irwansyah, 2018). In addition, iPusnas facilitate the user to interact with others (Puspita & Irwansyah, 2018), so users can have many online friends. As a media innovation, E-Books make it easier for students to find the type of text they like (Pendit; Samosir, 2017; Puspita & Irwansyah, 2018). This discussion group teaching method is used to improve students' reading comprehension. Focus group discussion is an excellent way to gather in-depth information about the community's thoughts and opinions on a topic (Stewart D, Shamdasani P, Rook D., 2007; Zacharia et al., 2021).
In implementing iPusnas as a medium for learning to read English for students, teachers need to pay attention to the type of text used. The choice of text to be read affects students' motivation to read. Thus, research bias can be minimized. The more attractive the text read the more students are interested and motivated to read the text to completion.

CONCLUSION

In education, teachers and stakeholders need to innovate. Innovation in education aims to improve the quality of education. Educational innovation can be done from small things for example, integrating technology as a learning medium. Technology makes it easier for teachers

and students to support the learning process. In addition, technology is able to assist students in increasing interest and motivation in learning. This research shows that the integration of iPusnas as a medium for learning to read English is effective for students of SMK Insan Tazakka. iPusnas is an Indonesian digital library technology that provides a variety of EBooks in Indonesian and English. iPusnas facilitate students and teachers in learning to read English. In iPusnas, there are various interesting features that users can use. It affects the interest and motivation of students to explore the iPusnas website more deeply so that they are indirectly interested in reading the text presented

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