# Artikel Developing Reading

*by* Sofi Yunianti

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# DEVELOPING READING COMPREHENSION ASSESSMENT BASED ADOBE FLASH CC2015 FOR BIPA INTERMEDIATE LEVEL

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*Abstract*

**Purpose of Study:** Learning Indonesian for foreign speakers of Indonesian Language classes (BIPA) needs to be assessed using an interesting evaluation device that serves to make it easier for students to do tests, especially tests to measure reading comprehension. The required media was developed based on the 2015 Adobe Flash Creative Cloud software for intermediate level BIPA. The purpose of this study is to develop assessment media to read properly and effective understanding.

**Methodology:** Research and Development research uses the Borg and Gall model which is simplified into six stages, namely (1) needs analysis; (2) product design; (3) manufacture of products; (4) validation; (5) revisions; and (6) product testing. Data collection techniques used were questionnaires and tests.

**Results:** The results showed that the media for reading comprehension based on Adobe Flash Creative Cloud 2015 software was proper 76 and practical.

**Implications/Applications:** Learning Indonesian for BIPA students is certainly different from domestic student learning. The specificity of treatment is not only in the teaching material but also in the assessment. This is done with the aim that learning is more successful because it is provided by media that is very helpful for BIPA students in mastering reading skills. Quiz as a media assessment was developed using local wisdom materials in Indonesia.

*Keywords:* *Adobe Flash CC 2015; Assessment Media; Reading Comprehension; BIPA*

## INTRODUCTION

Research on Indonesian language learning for foreign speakers (BIPA) has been carried out, among others, by Wirawan (Wirawan, Abdul Karim., 2018) who in his research found that the immersion method is very effective in boosting the ability of students to master Indonesian and understand Indonesian culture. The research conducted by Saddono (Saddhono, Kundharu. 2018) on the content of textbooks for BIPA in Indonesia concluded that the textbook for BIPA contained seven aspects of cultural elements, namely religious systems, social systems, population knowledge systems, social language systems, art systems, livelihood systems, and system of technology and living equipment. Rejeki (Rejeki, Sri and Choirul Asari, 2018) n the study of the greetings used by BIPA teachers concluded that BIPA instructors mostly used greeting words in the form of other nouns followed by self-names, kinship terms, self-named and pronouns were forms of greeting that are often used by BIPA instructors. Reasons for using greeting words because of politeness, familiarity, habits, and/or culture. Rizkyanfi (Rizkyanfi, Mochamad Whilky. 2018) examines the material, type of text, and type of training for BIPA learning in Moscow Russia and concludes that material that is meaningful for BIPA studies is the material that students meet in daily life, the types of texts that are worth teaching are all types of texts suitable for BIPA students Beginner level (including tickets, coupons, identification cards), and all types of reading exercises are appropriate, especially right or wrong type exercises. While research related to the development of adobe flash CC 2015 based assessment media to measure the reading ability of intermediate level BIPA students' understanding has not been done.

Reading comprehension test will be a success if it is done in the medium and long term. However, many students who do not like to read, they like to do sports, chat, listen to music, and watch TV, which does not have a positive impact on the development of their reading ability. Strategies that are faster and more efficient in reading comprehension are "answering questions", summarizing, clarifying, and predicting, based on the research results Angosto (Soleymani et al., 2014). A similar study was conducted by Danesh (Danesh, Maghsoud and Nava Nourdad. 2017), a study of the relationship between problem-solving creativity skills of Iranian middle school students had a significant positive correlation with reading comprehension skills. Elements of elaboration and originality have a significant positive correlation with reading comprehension, while the element of flexibility and fluidity in creative thinking does not have a

significant correlation with the reading comprehension score., Research in silent reading and favorite book discussions have strong potential and mutual support to improve students' ability to read. This strategy is recommended for students who lately have decline tendency in reading Merga (Merga, Margaret. 2018.)

In its essence, the aim of foreign students learning Indonesian is to learn to communicate and learn Indonesian culture. Therefore, learning Indonesian in the BIPA class must be directed at communicating both verbally and in writing. To be able to absorb the information conveyed by other people, students certainly must understand the content and purpose of the information. Students are required to have the ability to understand the adequate text. Reading is one of the receptive language skills in addition to listening skills. Dalman (Dalman, 2017) interpret reading as an activity that involves cognitive aspects in the process of finding information in the reading. That is, reading does not only see a series of words and sentences but more than that,

reading involves the process of interpretation that occurs in the reader's mind.

Assessment is the process of finding, gathering and interpreting information related to student learning outcomes. The purpose of the assessment is to provide information about students' abilities, increase students, and regulate the direction of the learning process Macleod (Macleod, Julie Hinde, and Ruth Reynolds, 2003). Scope of assessment includes aspects of knowledge, understanding, skills, and attitudes. Various methods and instruments, both formal and non-formal, are used in assessments to gather information. The information collected concerns all changes that occur both in qualitatively and quantitatively (Grounlund (Shishova et al., 2016). Assessment of the knowledge or cognitive aspects is the assessment of the mental domain (brain). The cognitive domain relates to the ability to think, including memorizing, understanding, applying, analyzing, evaluating and creating Krathwohl (Trámpuz, Juan Pablo, and Daniel Barredo Ibáñez, 2018)) One type of assessment to get cognitive aspects is formative assessment. Formative assessment is an ongoing process that asks teachers to identify standards, plan related instruction, teach, assess student performance, analyze collected information to identify the pattern of student need and plan forward steps or revisions to instruction that will address the perceived needs. The goal is to use continually collected performance data to plan additional instruction and interventions to help all students achieve the identified standards (Lapp (Lapp, Diane, Barbara Moss, Maria Grant, Dan Kelly Johnson, 2015)).

Reading the practice of using text to create meaning. The two key words here are creating and meaning. There is no reading taking place. Reading is a constantly developing skill. Reading integrates visual and nonvisual information. reading is the act of linking one idea to another ((Hock, Michael, Irma, Braseeur-hock, and Donald, Deshler, 2015)). Although reading and writing are distinct skills in psycholinguistic processing terms, they are activities which nourish each other. Reading nourish writing, and writing, in so far as it leads to a greater distancing between the object/language and the subject/writer-speaker, allows reading (especially aloud) to be seen as a "materialization" of inner language. but writing is also improved by language methods, which help to show how language works. A suitable approach to language from an early age may then contribute to the enrichment of oral and written language as a manifestation of language in general. reading also improves oral language and may lead the child to become familiar with various aspects of language, from its sonority to its style, including the different language levels (phonetic/phonological, morphological, lexical and syntactic) and punctuation (Selomo and Govender, 2016)

Hock (Hock, Michael, Irma, Braseeur-hock, and Donald. Deshler, 2015) (define reading comprehension as a process in which the reader constructs meaning text-based information. during this process, the reader creates a mental representation of the meaning of the text by using features of the text and the reader's knowledge of the world. When the reader integrates text-based knowledge with prior knowledge, deep comprehension occurs. thus, reading comprehension is not limited to knowledge of textual information, but comprehension becomes the complex interaction of text, reader, and contextual factor. Teaching study to effective comprehenders of text who engage in the process described above will require a significant shift in how reading comprehension is taught in BIPA classes.

Based on the results of interviews with BIPA teachers, information was obtained that the instructor in assessing reading comprehension had not yet used media, the instructor only used modules, books, and presentation slides. This development in accordance with the aim is to develop a reading comprehension media in the form of an animation-based quiz with the adobe flash CC 2015 program so that students are helped in doing reading comprehension tests/assessments. The use of technology is a very urgent matter at this time considering the progress of technology and information has been very adequate (era 4.0). If reading comprehension learning continues to be done like that, it is possible that BIPA students will experience boredom and difficulties in understanding Indonesian reading.

One way to deal with student boredom in the process of learning reading comprehension is to use media. Sanjaya states that learning media are everything that includes tools, environment, and activities that are conditioned to increase knowledge, change attitudes or instill skills in everyone who uses them. Through the media, students get messages and information so that knowledge of things becomes clear. In addition, the media is also used to train students 'skills in operating it, so that students' skills will increase. The research was conducted by Rahmawati (Rahmawati, Ida Yeni. 2018) that is, BIPA learning by using Moodle media has proven to be very effective in helping facilitate learners in mastering Indonesian language skills.

The assessment media developed in this study were in the form of an Adobe Flash-based quiz. The quiz is in the form of text about culture and phenomena that exist in Indonesia. This media is intended to measure the ability to read comprehension because reading is a technical requirement to use written language well and the cultural ability to be alone at certain times. Suryaman (Suryaman, Maman. 2015). After reading, students will be given a multiple-choice test which is the most widely used test in the world of education ((Nurgiyantoro, Burhan. 2016)) to measure his understanding of the text that has been read. The appearance and packaging of the media that is designed is expected to be able to improve learning skills and make it easier to understand the text that is read.

## EXPERIMENTAL DETAILS

This research is Research and Development (R&D) Borg and Gall (Zad & Zade, 2014) with a qualitative descriptive approach. This method is simplified into six steps, namely: (1) needs analysis (2) product design, (3) manufacture of products (4) product validation, (5) product revisions, (6) product trials. The research data is in the form of expert validation (material experts and media experts) and user validation. The instrument used is a questionnaire (validation sheet). The collected data were analyzed using qualitative descriptive analysis techniques ((Huberman, Michael, and Mathew, Miles, 1994), (Creswell, John 2013)) with steps (1) data collection, (2) data reduction, (3) data display, and (4) interpretation and conclusion. The data were analyzed descriptively by using percentage (%) feasibility by using the following formula.

$$P\ (\%)\ Feasibility\ \ \frac{Validator\ Score}{Total\ Score}\ x\ 100\%$$

Figure 1. Percentage Feasibility Criteria Formula

Expected outcomes refer to the grouping (category) as follows.

**Table 1:** Value grouping category

| No | Percentage Group (%) | Feasible Category |
|----|----------------------|-------------------|
| 1 | 87 -100 | Very Feasible |
| 2 | 73-86 | Feasible |
| 3 | 59-72 | Feasible Enough |
| 4 | 45-58 | Less Feasible |
| 5 | ≤ 44 | Not Feasible |

## RESULTS AND DISCUSSION

Based on the results of data collection through a validation questionnaire, which includes the validation of material experts, media expert validation, and user validation, the following data are obtained.

**Table 2:** Results of Material Expert dan User Validation

| Assessment Aspect | Validator expert | | | | | Validator user | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| Presentation of Evaluation Media | | | | | | | | | | |
| The suitability of indicators with basic competence | | | | √ | | | | | √ | |
| Basic competence suitability with the material | | | | √ | | | | | √ | |
| The truth of reading content which contains Indonesia context | | | | √ | | | | √ | | |
| Material suitability with the student knowledge level | | | √ | | | | | | √ | |
| The complexity of material difficulty between chapters | | | √ | | | | | | √ | |
| Presentation | | 92% | | | | | | 76% | | |
| Average | | | | | 84% | | | | | |
| Category | | | | | Feasibility | | | | | |
| Language | | | | | | | | | | |
| The accuracy of language selection in delivering material | | | √ | | | | | | | √ |
| The use of language is easy to understand | | | √ | | | | | √ | | |
| The use of language based on the rules | | | √ | | | | | √ | | |
| Presentation | | 80% | | | | | | 87% | | |
| Average | | | | | 83,5 | | | | | |
| Category | | | | | Feasibility | | | | | |
| Test Item | | | | | | | | | | |
| Suitability of the question formulation with the learning objectives | | | √ | | | | | √ | | |
| Suitability of questions with reading text | | | √ | | | | | √ | | |
| Question clarity | | | √ | | | | | | | |
| The coherence of the difficulty level in each number questions | | | √ | | | | | √ | | |
| Presentation | | 80% | | | | | | 85% | | |
| Average | | | | | 82,5 | | | | | |
| Category | | | | | Feasibility | | | | | |

The results of Material Expert dan User Validation are graphed as follows:
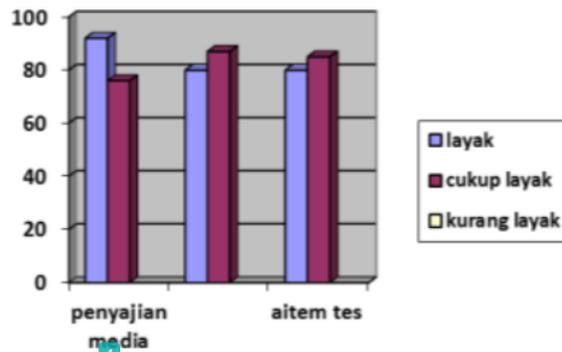


**Table 3**: Results of Media Expert Validation

| Assessment Aspect | Scoring Scale | | | | |
|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| Media Display | | | | | |
| Accuracy of background color selection | | | √ | | |
| Suitability of writing color with the background | | | | √ | |
| Animation's attracting | | √ | | | |
| The accuracy of text color selection | | | | √ | |
| Image color clarity | | | | √ | |
| The accuracy of sound selecting | | | | √ | |
| The accuracy of button placement | | √ | | | |
| Button size suitability | | √ | | | |
| The accuracy of image size | | | √ | | |
| Accuracy of font selection | | √ | | | |

| Assessment Aspect | Scoring Scale | | | | |
|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| The attractive slide design display | | | √ | | |
| Suitability of the composition in each slide | | √ | | | |
| Total | | | 35 | | |
| Presentation | | | 58,3% | | |
| Category | | | Feasible Enough | | |
| Proglramming | | | | | |
| The easiness of interacting with the media. | | | √ | | |
| Clarity of navigation structure. | | | | √ | |
| The easiness of buttons use | | | | √ | |
| Total | | | 11 | | |
| Presentation | | | 73% | | |
| Category | | | Feasibility | | |
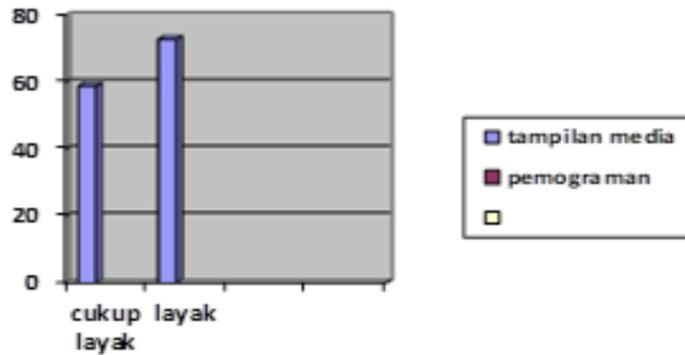


The results of expert media validation are graphed as follows.

Validation results are used to improve/revise the assessment media (quiz) development. The results of the validation in the form of suggestions, among others from the material expert validator (1) improve the dots writing in the question; (2) add a list of difficult vocabulary words in the reading; (3) add the title above the reading; (4) include sources of images and text; (5) replacing news icons in the mass media; (5) and equalize the size of each theme icon. Suggestions from media expert validators (1) reading, layout, and font size should be equated to be consistent; (2) minimize the back and forth buttons and move their position down; (3) minimize the Points and Results box; and (4) adding pictures to the cover of the story. While the user validator recommends changing the reading theme buttons with more interesting icons so that the appearance of the media does not seem rigid. Here are some views of media assessment (quiz) based on Adobe Flash CC 2015 after being revised.



Figure 2. Display of the main menu after being revised

Figure 3. Source Addition, dan Image on reading cover



Figure 4. Display the back and forth buttons and points box and the results after revision and the use of dots on the question after revision

This interactive media quiz was developed through six stages. In detail these stages include: (1) the problem analysis stage, at this stage, the researcher conducts interviews and discussions with BIPA instructors. From the discussion, it can be seen that learning to reading comprehension is very important, but the media used to measure the success of reading comprehension does not yet exist, so that assessment media are needed to help the process of assessing reading comprehension of BIPA students; (2) product design, at this stage, the researcher creates an Indonesian language flowchart quiz; (3) the production of products begins with the collection of reading material that has the nuances of local wisdom, collects pictures of reading support, formulates questions, and composes answer keys. Local wisdom is taken as a material character because local wisdom can be used as a medium for the introduction of local culture for BIPA students (medium students of Indonesian language for Foreigner). (Yolferi., 2018). Meanwhile, (Rahim, Abd. Rahman. 2018) states that almost all local values including local wisdom values can be used as source or inspiration to enrich the development of life values that are needed by students as a means of living in learning in Indonesian society.

After the required data is collected, the process of creating media starts using Adobe Flash CC 2015; (4) product validation, at this stage, an assessment of the evaluation media in the form of a quiz from the material aspects and animation media. The material is validated by material experts and users, animation media is validated by media experts and users; (5) Revision is the stage of correcting/revising the assessment media (quiz) in accordance with the advice given by the validator and then after being revised it is requested to return to the reviewer for review; (6) product testing is carried out for BIPA students. Based on the assessment of the material expert validator, media expert validator, and user validator, the average value was 76% (good category).

**CONCLUSIONS**

Learning Indonesian for BIPA students is certainly different from domestic student learning. The specificity of treatment is not only in the teaching material but also in the assessment. This is done with the aim that learning is more successful

because it is provided by media that is very helpful for BIPA students in mastering reading skills. Quiz as a media assessment was developed using local wisdom materials in Indonesia. A culture that contains local wisdom is the material for reading comprehension quizzes that are developed including Profession (batik craftsmen), the inauguration of village officials, Tourism (Banyuwangi Beach), Historic sites (Heroes Monument), and Folklore (Lake Toba). Based on the results of the validation from reviewers both material expert reviewers, media experts, and users, the results of the Adobe Flash CC 2015 based assessment media in the form of feasible quizzes were used as media for reading comprehension skills of BIPA students. The quiz developed has also been revised according to the recommendations of the reviewers so that the media assessing reading comprehension is feasible.

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