

## **The Cultural Reading Comprehension Through Test Mobile App in Teaching and Learning Reading Comprehension**

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### **Abstrak**

Reading comprehension has been regarded as something which will assist students in broadening their reading comprehension especially in English language. The design of this research is Ethnography Creswell's, ethnography is the attempt to characterize culture and its features. The concept of culture, according to Bigdan and Biken is the framework utilized in undertaking ethnography investigation. The technique of data collection in this research such as interview, observation and documentation. The purpose of this study is to determine how the Reading Comprehension App Mobile Test affect reading comprehension learning. It employs a qualitative approach method and research subject from SMK Negeri 7 Kota Bekasi. According to the findings of this study, students demonstrate success in mastering reading comprehension through the use of Reading Comprehension Test Mobile App, where every learning component was fulfilled beginning with the role of the teacher, resulting in a good result and the teacher was also dose to her students by always providing apperception every beginning of study.

Key word: reading comprehension, reading comprehension test mobile app

## **1 INTRODUCTION**

One of the important skills that must be mastered by vocational high school students is reading. Reading is an activity in which you use some of your talents to process material in order to comprehend what you're reading. As a result, reading may be defined as an activity that involves receiving information or a message in written form. A person who can read is able to do so not simply by chance, but also through learning and practicing how to read a text. As a result of this viewpoint, reading has been regarded as something which will assist students in broadening their reading comprehension especially in English language on written form or reading skill.

Moreover, reading comprehension has been taught to us from elementary school to university level, and at the vocational high school level reading comprehension is a skill that vocational high school students must learn along. In school reading comprehension is combined with various activities, such as reading different types of texts or genres and so on. A reader should be able to comprehend the reading passage in order to read comprehension. The major concepts, facts, and a conclusion that can be derived from the texts are the most prevalent questions about the passages and also understanding reading or reading comprehension is a key ability that is employed in every aspect of life, particularly in schooling. The ability to read will come in handy while reading directions, road signs, procedures for using an item, or English-language announcements.

Reading comprehension is not a skill that comes easily to a person who is learning. This talent arises from a process that necessitates active thought; therefore, it must be rigorously honed. In practice, this process is regarded as complicated, and it is not uncommon for reading comprehension learners to encounter barriers and challenges. The

work of reading is presented within the kind of text types, usually known as genres, the types of text there must be a synergy between the teaching and learning of English. As a result, attempts to improve students' reading comprehension abilities in English are not only one of the most essential goals of English instruction, but also a means of adapting to test requirements.

Moreover, SMK Negeri 7 Kota Bekasi is a vocational high school that was founded in 2010 which is located on Jl. Komplek Perumahan Asabri Indah, RT. 004 RW.001, Jatisari, Kec. Jatiasih, Kota Bekasi, Jawa Barat 17426 is a vocational high school that has four competency skills, namely Audio Video Engineering (Teknik Audio Video/TAV), Light Vehicle Engineering (Teknik Kendaraan Ringan/TKR), Industrial Automation Engineering (Teknik Otomasi Industri/TOI) and Accounting (Akuntansi/AK), Besides that, SMK Negeri 7 Kota Bekasi has a vision that is "Akhlaq, Forward, and Competitive". Besides being one of the most popular vocational high schools, SMK Negeri 7 Kota Bekasi has been using the ICT (Information and Communication Technology) team where SMK Negeri 7 Kota Bekasi uses all current technology to maximize learning such as using many mobile applications that can be used outside of the classroom, as well as maximizing the facilities and infrastructure provided, such as projectors, computer labs, and a center of excellence room that contains practicum tools for every major with the most up-to-date technology for students to use and innovation in the field of technology which aims to minimize the use of paper or other conventional learning, including using digital technology-based learning media.

There are several obstacles in learning English such as pronunciation, vocabulary and grammar which are always obstacles in learning English at this time. Based on prior observations, there are also numerous challenges that students face when developing reading comprehension. The first is cultural knowledge, and text type knowledge. Background knowledge refers to the students' prior knowledge or understanding of the world. When students read a text without prior knowledge, they cannot understand it because they do not know what the text is about. Background knowledge is used by a reader to integrate new information from a text into his prior knowledge. (I Gusti and Yonatan E, 2022)

Furthermore, cultural differences influence reading comprehension. Unfamiliar cultural contexts, as well as cultural content knowledge and vocabulary knowledge, cause reading difficulties because students do not clearly understand the other culture. Besides that, a lack of knowledge of text type is a barrier to reading texts. If students do not know what type of text they are reading, such as newspaper articles, fairy tales, or business letters, they will not be able to understand what the text is about. In turn, if students understand what sort of text they are reading, their capacity to understand the general substance of the text will improve.

The second issue is a lack of vocabulary. The issue entails difficulties with words. Among the difficulties are issues with technical vocabulary, superordinate, synonyms, antonyms, and words with multiple meanings. Due to a lack of vocabulary, students will have a tough time understanding the material as a whole. They must recognize a high proportion of the vocabulary in order to be successful. The third issue is a sentence that is both difficult and lengthy. If a text has a long text structure and has numerous paragraphs, then the text may be considered to be a complicated text, then the text is progressively harder to grasp.

To overcome these problems, SMK Negeri 7 Kota Bekasi uses Reading Comprehension Mobile App as one of the learning media to help students overcome problems when learning English, one of which is when learning Reading Comprehension and also SMK Negeri 7 Kota Bekasi has succeeded in getting students to be more involved in learning, especially in reading comprehension, by utilizing Reading Comprehension Test Mobile App.

In this circumstance, to assist students solve this problem SMK Negeri 7 Kota Bekasi using Reading Comprehension Test Mobile App in teaching and learning, Reading Comprehension Mobile App is an academic technology mobile learning. It's intended to

bring together the functions of mobile devices in a seamless manner. In addition to the native functions of smartphones, students can have learning resources and course activities in their smartphones, which may be done both online and offline and can be customized depending on the program they utilize. It may be stated that mobile learning through technology allows students to access learning portals from anywhere and at any time utilizing smart phones, computers, and other similar devices.

Based on the explanation above, this research has five sub-focus areas, the first of which is lesson planning or Lesson Plan, then the second is the Teaching and Learning Process, Teacher's Role in Teaching, Students' Role in Learning and Assessing, where the four sub-focuses are closely related to the teaching and learning process through the use of the Mobile App.

## **2 RESEARCH METHODS**

The objective of this research is to know how the implementation of Reading Comprehension Test Mobile App in SMK Negeri 7 Kora Bekasi, the school is located in Jl. Komplek Perumahan Asabri Indah, RT. 004 RW.001, Jatisari, Kec. Jatiasih, Kota Bekasi, Jawa Barat. The time of this research is the second semester of school academic year 2021/2022 but this research began at April until July 2022. The design of this research is Ethnography study which is qualitative research. The ethnography method that used in this study, which took a qualitative approach. The concept of culture, according to Bigdan and Biken, is the framework utilized in undertaking ethnography investigations, whereas ethnography is the attempt to characterize culture and its features. A set of connected disciplines exists between the studies of anthropology, culture, and ethnography.

Furthermore, ethnography is a qualitatively constructed study in which a researcher describes and interprets shared patterns and learns the values, behaviors, beliefs, and languages of various groups, according to Creswell. As a result, the ethnographer must participate as an observer in the life of the community being researched. The researcher can then proceed to the implementation stage of the ethnographic method, which begins with the selection of an ethnographic project, followed by data collection, data recording, data analysis, and finally the researcher can write down the findings of the research.

In this research there are three ways to collect the data they are; (a) observation, that used to know how the students and teacher's role in reading comprehension learning and teaching. (b) interview, the purpose of interview is to know the informant's view about the implementation of Reading Comprehension Test Mobile App. (c) Documents, the document in this research is included photos and field notes.

## **3 RESULT AND DISCUSSION**

Based on the results of the study, there are five sub-focuses in this study, to achieve the learning objectives that have been determined, the teacher must make the following preparations before teaching students and prepare materials and media that will be used in teaching and learning activities such as:

### **3.1 Lesson Plan**

The lesson plan used at SMK Negeri 7 Kota Bekasi is one that was previously agreed upon with all teachers at the school prior to the start of the new school year. It includes eleven different parts: learning identity, themes and sub-themes, competency standards, core competencies, indicators and learning objectives. The English teacher also describes the learning materials, where in reading comprehension skills the subject matter of this learning is mostly taken from the Reading Comprehension Test App. In this situation, project-based learning and discovery learning are both often employed techniques. The

lesson plan also includes eleven different parts: learning identity, themes and sub-themes, competency standards, core competencies, and development achievement stages; basic competencies; indicators; learning objectives; learning materials; methods; learning activities; media/tools; learning materials and resources; and assessment of learning outcomes.

The English teacher at SMK Negeri 7 Kota Bekasi is of the opinion that students will learn better if they are in a positive mood and enthusiastic about learning. The lesson plan's fundamental action, this section, is one of its most crucial components. English teachers use a variety of learning tools to teach reading comprehension, ranging from ICT-based tools to the Reading Comprehension Test Mobile App.

### **3.2 Teaching and Learning Process**

In this section the researcher will explain how reading comprehension teaching and learning activities use the Reading Comprehension Test App by TDdevelopment. At the beginning of this core activity, the teacher will greet students by greeting and asking students to pray. After finishing praying the English teacher will check the attendance of students on the day and don't forget the teacher also gives apperception sentences to students so that students can have fun in learning. The English teacher explains the material and discusses the elements that exist in the text. At the end of the activity, students discuss the results of their observations and verify their observations with the knowledge of the English teacher.

After finishing explaining the material and discussing the elements that exist in the text, the English teacher gives assignments to students using the Reading Comprehension Test Mobile App, one of the texts used when teaching descriptive text material is the Short Comprehension feature, in this feature section there are about 106 tests with different discussion questions - different English teachers choose tests that are in accordance with the material discussed in the teaching and learning activities that are being carried out.

### **3.3 Teacher's Role in Teaching**

The role of the English teacher is regulated in the Law of the Republic of Indonesia number 14 of 2005 concerning teachers and lecturers. In the observation process that has been carried out, researchers found that the role of an English teacher in learning reading by using the Reading Comprehension Test Mobile App. The role of a teacher as an educator, namely by providing an understanding of students' discipline values in class during learning, reminds students to take part in every activity. There are also aspects of the teacher as a supervisor, which is shown by providing guidance during the learning process, providing guidance so that students are always disciplined in collecting the assigned tasks. The role of the English teacher is also as a motivator where the teacher must be able to motivate students to always be enthusiastic in every existing learning process.

This can be seen in the core learning activities and the end of learning when the teacher gives marks to the assignments that have been done by students before and also gives motivational sentences before the lesson is over. The teacher also plays a role of an evaluator who assess the results of student work by providing an assessment that is in accordance with the skills and material being taught. In the assessing process, the teacher English has prepared an assessment rubric that will be used.

### **3.4 Students' Role in Learning**

Students have an important role in teaching and learning activities. According to Robert M. Gagne there are several student roles that must be achieved for learning to be successful. The first is the intellectual where students play an active role in problem solving, discipline and have principles in learning these aspects are seen in almost all learning processes. The next area of learning is cognitive, where students are aware of what they are learning, can be critical, and can solve problems in any learning situation. Students are highly cooperative in learning activities where they pay close attention to the content offered by the teacher. Students that possess this quality greet their professors with courtesy and

cooperation during all learning activities. English students enjoyed and were pleased with their English courses since a variety of media were employed, from simple PowerPoint slides to mobile applications like the Reading Comprehension Test.

### 3.5 Assessing

There are roughly twelve criteria that students must meet as part of the assessment process in order to be considered to have understood the material. This includes recognizing words and word groups, associating sounds with appropriate graphic symbols, formulating word meanings and understanding relationships in sentences. The assessment that has been made by the English teacher also includes aspects of the ability to find the main idea of a paragraph from a text that had been read. English teachers also used auto scoring in the Reading Comprehension Test Mobile App to assess reading comprehension skills. Minimum Completeness Criteria (KKM) in English at SMK Negeri 7 Kota Bekasi is 75, which is obtained by analyzing the difficulty of the material being taught.

In addition, the teacher also assessed and observed characteristics of students by taking the average value of previous report cards. students by taking the average value of the previous student report cards, then the teacher also analyzes the characteristics of the subjects by looking at the level of difficulty of the material being taught, the level of difficulty is determined through the subject teacher deliberations forum (MGMP) organized by the Education office, and the condition of the education unit or school carrying capacity which includes the competence of educators and also the predicate of school accreditation, after all that is done, the minimum completeness criteria (KKM) in English is formed.

## 4 CONCLUSION

Ethnography research at tenth grades in SMK Negeri 7 Kota Bekasi second semester academic year 2021/2022 based on the results of research with the implementation of the Mobile App Reading Comprehension Test application in Reading Comprehension learning, it shows that the application has a good impact on the learning process and learning outcomes itself. According to the English teacher, the opening activity of the learning process is the most crucial one because it sets the tone for the students' attitudes and willingness to learn throughout the rest of the process. Other ICT-based instructional tools that English teachers employ include PowerPoint and the Reading Comprehension Test Mobile App. English teacher selects texts from Reading Comprehension Test Mobile App. Robert M. Gagne says there are several student roles that must be achieved for learning to be successful.

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