

The Recitation Method Development in Online Learning for Reading Comprehension Students in the English Literature Study Program

DOI: <https://doi.org/10.47175/rielsj.v3i3.547>

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ABSTRACT

In Universitas Negeri Medan, there are 6 assignments for each subjects to be accomplished in each semester, namely Routine Tasks, Critical Book Reviews, Critical Journal Reviews, Mini Research, Engineering Ideas and Projects. In doing all these tasks, of course, reading has important role. A good reading gives accurate data and information in accomplishing all tasks. To avoid a very boring reading and provide challenges, develop a good learning methods is a must. The aims of the study is to investigate how the recitation learning methods developed for the reading comprehension of the students. The data obtained through the observation, questionnaires, and interviews to know the competence of students in reading comprehension. Adopting research development method that refers to the development of model, this development research data is qualitative and quantitative data. The objective of this research is to develop recitation methods in online learning for reading comprehension skills of the students of English Literature Study Program in Universitas Negeri Medan. The results of this study are expected to be able to give contribution to the students who take Reading Subject and also to the lecturers who teach Reading Subject to be more efficient and effective in using appropriate learning methods in Reading Subject.

KEYWORDS

Recitation methods; reading comprehension; learning model

INTRODUCTION

Learning is a process activity and a very basic element in education at all types and levels. This means that the success or failure of achieving educational goals is very dependent on the learning process of students, both in a formal environment and in an informal environment. Learning a language is one of the fields of knowledge that many people study. Language is a means of human communication in interacting in their social environment. When talking about language, it cannot be separated from learning 4 basic aspects of language, namely listening, speaking, reading and writing, where listening and reading are categorized as receptive abilities, speaking and writing as productive abilities.

One's thinking ability can be developed in various ways, one of which is reading. Reading is a critical and creative reading processing process that aims to understand a comprehensive understanding of the contents of the reading. Thus, the reader will assess the content, function, impact, and what is contained in the reading as a basis for thinking and reasoning. Reading involves psychological processes, sensory processes, perceptual

processes, and developmental processes. Learning to read with a variety of texts can increase students' knowledge and insight as a means of critical and creative thinking to reflect on themselves and the actions that have been done in order to strengthen their personal values and beliefs, change outdated environments, avoid difficulties, fear, confusion, and so on.

Along with the development of knowledge and technology in this digitalization era, Gadgets have been equipped with interesting features that help many people in their daily work. For information seekers, news is presented on online media reports, where at any time or at any time the latest news can be obtained. For students, with the Gadgets they have now they can access articles/journals/novels in doing their coursework assignments. Reading is a routine that students do every day.

At Universitas Negeri Medan, each student must do 6 assignments in each course and in each semester, namely Routine Tasks, Critical Book Reviews, Critical Journal Reviews, Mini Research, Idea Engineering and Projects. In doing all these tasks, of course, reading is not spared. In teaching Reading courses with conventional methods, the impression that is captured from students is that reading is very boring and does not provide challenges. All the answers to the questions can easily be answered because they are all contained in the text. The class atmosphere is not so interactive, even though reading opens students' horizons in doing all the assignments from the courses they take.

Reading assignments can be given before the material or concept is given or after the material is given as a follow-up task. In the 6 assignments, the most essential reading activity is in the Critical Book Review and Critical Journal Review. The process of reading references carried out by students turns out to be still quoting sentences directly from reference sources when expressing ideas from the results of their reading. To minimize this, the author wants to develop a Recitation learning method in online learning. According to (Abdul Majid, 2005) recitation is a learning method that combines memorization, reading, repetition, testing, and self-examination. This method is very possible for teachers to do online learning. Why Online Learning? This is because the current situation is still in the Covid-19 pandemic and almost 75% of the courses are still delivered online.

So the hope of this technique of doing homework and reading is that students practice more actively without the help of others so that they can achieve more stable learning outcomes. Experiences can be innovative and creative to learn something more integrated, generate great ideas, and achieve great language learning outcomes.

By considering the position and important role of the Reading Comprehension course in the competence of English Literature students by not ruling out other courses, as well as the problems found in English Literature Students in online learning, the observer intends to conduct a research entitled "Development of Recitation Learning Models in Online Learning. To Improve Reading Comprehension Learning Outcomes of Students of English Literature Study Program". As an effort to improve student learning outcomes in the Reading Comprehension course. Based on the description of the background of the problem above, the formulation of the problem in this study is:

- a. Can the recitation learning method be an innovation in online learning for Reading Comprehension courses for English Literature students at the State University of Medan?
- b. What is the form of the Recitation Method innovation in the development of Reading Comprehension teaching materials for English Literature students at the State University of Medan?

Based on the problem above, the formulation of the aim of this research is:

- a. To find out how the Recitation learning method can improve Reading skills for English Literature Study Program students
- b. To see if the recitation learning method can be a new way of distance learning or online for students of the English Literature Study Program.

The results of this study are expected to contribute to students of the English Literature Study Program who take Reading courses. Then this research will contribute to lecturers in the English Literature Study Program to be more efficient and effective in using appropriate learning methods in Reading courses.

LITERATURE REVIEW

The efforts to overcome various problematic problems in the implementation of learning certainly require learning methods that are considered able to overcome the difficulties of teachers carrying out teaching tasks and also the learning difficulties of students. (B. Uno, 2008) explained that the criteria for selecting learning strategies should be based on the principles of efficiency and effectiveness in achieving learning objectives and the level of student involvement. Teachers must think, which strategy or learning model is the most effective and efficient to help students achieve the goals that have been formulated. The selection of the right learning strategy or model is expected so that students can carry out learning activities optimally (Joyce, 2009).

Model

The model is defined as a conceptual framework that is used as a guide in carrying out activities. (Benni A.Pribadi, 2009) put forward the notion of a model Model thought patterns as explanations. A model usually describes a whole set of interconnected concepts. A model can be seen both as an attempt to materialize a theory and as an analogy and representation of the variables involved in the theory (Uno, 2008).

A model can be understood as (1) type or design, (2) description or analogy. This will be used in Volume 8, Issue 3, September 31, 2017 to help with the visualization process. Cannot be observed directly. (3) A system of assumptions, data, and conclusions used to explain an object or event mathematically, (4) a simple design of a working system, a simple translation of reality, (5) a possible or fictitious system. , and (6) reduced representation to explain and show the nature of the original form (Ngalimun, 2015).

Learning

Learning is an activity carried out by someone to have the ability in the form of skills and knowledge. Required knowledge. Learning can also be seen as a process of elaboration in the search for personal meaning. The learning process basically helps improve individual skills and abilities (Perbadi, 2011: 6). In addition, (Budiningsih, 2008) shows that learning is a process of absorbing existing experiences and relating them to the material being studied to deepen understanding.

Wina Sanjaya (2006) defines learning as a thinking process. The thinking process emphasizes the process of finding and finding knowledge through interactions between individuals and the environment by learning to think. In learning to think, the education and training process does not only emphasize the accumulation of knowledge in the subject, but also the ability of students to acquire knowledge. Woolfolk in Bistari (2012:59) states that learning is (1) gaining knowledge, understanding, or acquisition through learning experiences, (2) improving thoughts or memories, printing, (3). Learn through experience and (4) be informed to know. Learning means acquiring or acquiring

knowledge through experience, memory, acquisition of experience, acquisition or discovery of information. In addition, Uno (2011: 194) learning is interpreted as a process of changing human behavior after learning.

Based on some of the opinions above, it can be said that learning is generally defined as a process or interaction carried out by someone to achieve something new in the form of behavior change as a result of the learning experience. This change in behavior is reflected in the acquisition of new patterns of student reactions to the environment, in the form of skills, attitudes and knowledge.

Learning Methods

According to (Syaiful Bahri Djamarah, 2006) explains that the learning model can be understood as a conceptual framework. Explain and explain systematic practices in organizing learning and learning experiences to achieve certain learning objectives, and serve as guidelines for teacher learning planning when carrying out learning activities.

In choosing a learning method there are several things that need to be considered (Cheppy Riyana, 2007) (Suryobroto 1986, referred to in Solihatin 2007) are:

- a. Goals to be achieved
- b. Materials to be provided
- c. Available time and equipment
- d. Ability and number of students
- e. The ability of teachers to teach.

Suryobroto defines a learning method as a pattern that is used as a guide in planning learning in class. Meanwhile, from (Zainal Aqib, 2013) the learning method is an example of learning that is illustrated based on the beginning to the end which is presented specifically by the teacher in the class. Meanwhile (Prawiradilaga, 2007) states that the learning method is a procedure, sequence, steps and methods used by teachers to achieve learning objectives. It can be said that the learning method is a learning process that is focused on achieving goals.

The method is procedural, meaning that the application of learning is carried out through regular steps and gradually starting from the preparation of teaching plans, teaching presentations, teaching and learning processes, and evaluation of learning outputs. Based on this opinion, it can be concluded that the learning method is a complete and systematic plan in presenting the subject matter. The learning method is carried out regularly and little by little using different ways to achieve specific goals under different conditions

Recitation Method

According to (Ambarjaya, 2012), recitation or assignment is a method by which teachers present materials that give students specific tasks to carry out learning activities. A similar opinion was expressed by her Supriatna (Darmadi, 2017) that the method of recitation or task is that of the learning material in which the teacher gives the students a specific task to carry out a learning activity and writes a report as a result of the task. I said it was a presentation. Doing. This method refers to applying learning by execution. Also, the purpose of the recitation method is that after completing a task, before the student completes the next task, the child is obliged to report the results of his work to the educator for evaluation and accountability.

Learning with teaching methods that are appropriate to the subject increases students' motivation to learn. For example, you can give assignments at the end of each lesson with the hope of increasing student learning activities and improving student achievement. According to Harmawati, "The task of influencing all meetings." Student learning

outcomes. Therefore, the task of each conference serves to motivate students to participate more actively in educational and learning activities” (Harmawati, 1993: 38). To improve student learning, students themselves need to play an active role in the teaching and learning process, not just the role of an educator. One of the most important things that need to be improved student achievement is learning materials. Unskilled students will have lower scores than more skilled students. To work on the material, students not only remember, but do more, namely understanding, applying, and editing and evaluating teaching materials.

The recitation method according to (Muhibbin, 2006) is the presentation of learning materials by giving assignments. Special things students do inside or outside the classroom, lab, library, workshop, or at home. From this opinion, reading in English is a task, and is a way for educators to convey material to students to assign certain tasks and carry out learning activities. The focus of this method is on learning tasks set by the lecturer to maximize student learning outside the classroom and in the school environment (AM. Sardiman, 2004). The recitation method is a way of teaching that is done by giving students special assignments to do something outside of class hours. The implementation can be at home, in the library, and others and the results are accounted for.

Reading Comprehension

Reading is one of the most important skills in English and has many benefits. Reading is a window to the world. Reading allows people to acquire more knowledge and information from books, magazines, newspapers, etc. First, reading is the most important factor in the process of interactive learning and socialization because reading is an essential means of communication in civilized societies. , is most affected by social background. Third, a development that led to two very different poles during the period of historical record. (Tarrigan Grey, (1957:1099).

Many experts define reading comprehension in different ways. Rabbin (1994), as quoted by Attika (2009), explains that reading comprehension is a complex intellectual process involving various skills. The two main tasks concern word meaning and verbal reasoning. Without word meaning and linguistic thinking, there is no reading comprehension. If you don't have reading comprehension, you can't read. Reading requires comprehension. Reading and comprehension are viewed as inseparable activities.

According to the Collins English Learner's Dictionary, reading comprehension is a text that students use to improve their reading comprehension and answer questions related to the text. It can also be used as a reading comprehension test or exam. Comprehension is the ability to understand something with full knowledge and meaning. In Longman Dictionary, perceiving written text in order to understand its content is called comprehension. Reading comprehension is the activity of extracting meaning from well-understood written material.

Crystal (2003: 66-68) states that the number of fluent or competent English speakers is about a quarter of the world's population or 1.2 billion to 1.5 billion people. Crystal continued that data from the British Council estimates, around 275 million people use English as a first language and another 375 million use it as a second language. About 750 million more speak English as a foreign language. English is now the most widely taught second language worldwide. In no less than 70 countries, English has official and special language status. English has become a universal language used throughout the world. By mastering English, we can communicate and explore the world without having to. Based on this, understanding in reading English becomes very important to apply.

The recitation method according to (Muhibbin, 2006) is the presentation of learning materials by giving assignments. Special things students do inside or outside the

classroom, lab, library, workshop, or at home. From this opinion, reading in English is a task, and is a way for educators to convey material to students to assign certain tasks and carry out learning activities. The focus of this method is on learning tasks set by the lecturer to maximize student learning outside the classroom and in the school environment (AM. Sardiman, 2004). The recitation method is a way of teaching that is done by giving students special assignments to do something outside of class hours. The implementation can be at home, in the library, and others and the results are accounted for.

a. The Purpose of Recitation Method

The definition of the recitation learning method according to Majid (2013), is a learning method that combines memorization, reading, repetition, testing, and self-examination. Each learning method must have its own purpose, and the recitation method is no exception. The following are some of the objectives of the recitation method according to Hamdayama (2014), including:

1. Students will understand more deeply about the subject matter that has been delivered and received by them.
2. Train students to be able to learn on their own and independently in doing assignments.
3. Train students to be able to use and divide the time as best as possible between playing, studying and completing assignments.
4. Train students to be able to think and complete their own tasks in the right way.
5. Adding learning experiences at school from activities carried out outside the classroom.

b. The Steps for Applying The Recitation Method

As previously known, the recitation method is the assignment method. This means that when the teacher explains the topic students are given tasks related to the topic. Exercise can also be a reference for teachers to find out how well students understand and appreciate the material being taught.

This method gives the impression that students play an active role in learning and teachers are creative in giving assignments. According to (Djamarah and Zain, 1995: 88), the following are steps that can be taken to use the recitation or affirmation method during the learning process, including;

a. Assignment Phase

The first step taken to apply this method is to give assignments to students. The assignments given should not be careless, you have to consider several things, ranging from the goals to be achieved, the types of assignments that students can understand, clear task instructions, and provide sufficient time for students to complete the task.

b. Task Execution Phase

The next step is the task implementation phase, where the teacher provides guidance or encouragement to students so that they can carry out, work on and try to complete the task properly and do it independently. Try to make students complete their own assignments by recording the results obtained in a systematic and easy to understand manner. In this phase the teacher can also explain or give examples of the tasks to be given.

c. Task Responsibility Phase

The last step is the task accountability phase or what is called recitation. In this phase, students report what they have done both orally and in writing. These assignments are in the form of questions and answers or discussions, you can assess students' work according to their abilities.

Online Learning

Based on the Government's decision in Presidential Decree No. 11 of 2020 concerning the Establishment of a COVID-19 Public Health Emergency in Indonesia (Prahmana et al., 2021). Its implementation must be in accordance with statutory regulations. In order to contain the growth rate of the spread and expansion of the COVID-19 pandemic, it was announced policies for work, worship, and learning from home, and face-to-face learning was changed to online learning. The principles of initiative, adaptability, mutual cooperation and the spirit of nationalism are embodied by the Ministry of Education and Culture in response to a double challenge: the Movement for Changes in Educational Policy. National and Emergency Management of the COVID19 Pandemic. This can make the learning process more meaningful. The Directorate General of Higher Education (Ditjen Dikti) has several strategies to make these efforts, one of which is the application of online learning. actualization Online learning brings together all stakeholders to help and support each other.

The use of mobile technology makes important contributions to educational institutions, including achieving distance learning goals (Korucu & Alkan, 2011). Various media are also available to assist in conducting online learning. For example, virtual classes use the services of Google Classroom, Edmodo, Schoology (Enriquez, 2014; Sicat, 2015; Iftakhar, 2016) and Instant His messaging applications such as WhatsApp (Sun, 2016) . Online learning can also be done through social media such as Facebook and Instagram (Kumar & Nanda, 2018). (Kilkorian, H. L., & Anderson, 2008) Online learning connects students to learning resources (databases, experts/teachers, libraries) that are geographically remote or far away, but which can communicate, interact, or Collaboration (direct/synchronous and indirect) can be direct/asynchronous.) (Wijaya et al., 2020). Online learning is a form of distance learning that uses telecommunications and information technology such as the Internet and CDROOMs (Molinda, 2005).

Based on this, online learning is a definite reference for learning in the Covid-19 pandemic so that education and teaching and learning can continue to be carried out in stabilizing education both in school education and education at universities.

RESEARCH METHODS

The type of research used in this research is development research which refers to the development model (Borg, W.R. & Gall, 2007) which consists of ten steps. For more details can be seen in the following image.

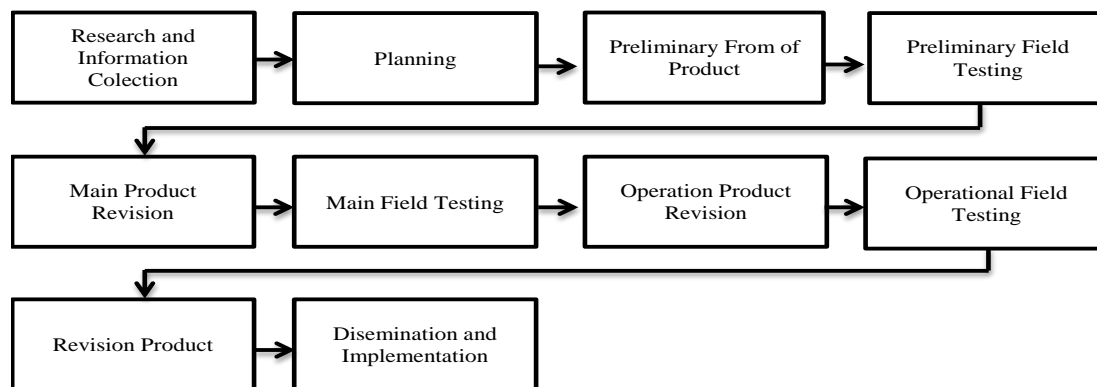


Figure 1. Borg and Gall Development Model Procedure.

Research Location and Time

This research was conducted at the Institute of English Language and Literature, Department of Language and Arts, Medan State University. This study takes place in even terms of 2021-2022.

Research Location and Time

The research will use topics from English Literature program students taking a reading course. There were 30 subjects involved in the small product test and 60 subjects involved in the large product test. The number of subjects in the efficacy study was 60 (30 in the treatment group and 30 in the control group).

Product Effectiveness Test Design

This study uses a one group pretest-posttest design combined with a one-shot case study design. According to (Arikunto, 2009) the one-shot case study design, the researcher only held one treatment which was thought to have had an effect, then a post-test was held. This design is used to examine the improvement of the Reading Comprehension ability of English Literature Study Program students with the Recitation learning method. For more details on this design action can be seen in the following image

Table 1. Evaluation Case Study and Report Text

No.	AVERAGE	QUALIFICATION
1.	1 – 1.9	Below Basic (D)
2.	2 – 2.9	Basic (C)
3.	3 – 3.9	Proficient (B)
4.	4	Advanced (A)

Information:

- a. Low Basic D (1-1.9) Does Not Meet Expectations
Does not meet the requirements to fulfill the mark for the subject matter because the student doesn't apply the Assessed Target such as Comprehends, Analyzes, and Thinks Critically.
- b. Basic C (2-2.9) Meets Expectations
The Student apply the Assessed Target such as Comprehends, Analyzes, and Thinks Critically but with gaps in information and not logically related to the journal itself.
- c. Proficient B (3-3.5) Exceeds Expectations
The Student apply the Assessed Target such as Comprehends, Analyzes, and Thinks Critically with some logical order ideas and with minimal gap in information.
- d. Advanced A (4) Substantially Exceeds Expectations
The Student apply the Assessed Target such as Comprehends, Analyzes, and Thinks Critically It presents the concepts, theory, and factual questions addressed in the unit and required by the task, in logical order and without information gaps.

Research Instrument

The test tools used to obtain data in this study were observation guidelines, questionnaires, interview sheets and multiple-choice test kits to determine student competence in Reading Comprehension.

Techniques of Collecting Data

The sources of research data and methods of data collection in this development study are:

- a) Observational data and field notes during needs analysis, expert validation, during limited product trials and broad product trials.
- b) Through a questionnaire as a test tool for material experts and media experts
- c) Data on the outcome of learning to write using process tools validated by experts. These data were obtained by pretest and posttest.

These development research data include qualitative and quantitative data. Qualitative data, or obtained data, is expressed in sentences rather than numbers. Quantitative data can be obtained by scoring. An experimental test t-test was then performed by examining the comparison of the mean difference between the control and experimental classes. Statistical calculations for t-test data are processed using the SPSS 22 program application.

Population and Sample

The population and sample in this study were 2nd semester students in the Reading Comprehension course in the Regular Class A of 2021.

RESULTS AND DISCUSSION

Table 2. Reading Section

	Assessed Targets	Advanced 4	Proficient 3	Basic 2	Below Basic 1
A F T E R R E A D I N G	Comprehends <ul style="list-style-type: none"> • Identifies the topic or message and support details 	Describe a topic or message in your own words, acknowledge different interpretations, and present supporting evidence	Repeat understanding of a subject or message and identify supporting details	Inconsistent identification or messages	Identify topics or messages in guidance
	<ul style="list-style-type: none"> • Summarize with evidence 	Summarize in your own words by identifying three main points and elaborating on them using well-formed evidence.	Then identify three or more key points and summarize them in your own words.	Trying to summarize in your own words, missing one or more points or including unnecessary detail	Recognizes abstract sentences, but cannot write abstracts singly/randomly Explain options
	<ul style="list-style-type: none"> • Make inferences 	Recognize subtle cues in choices and draw consistently valid conclusions	Draw independent conclusions based on multiple ideas in selection	Draws conclusions when guided or given explicit cues from choices	Collaborate with others to understand the conclusions described
	<ul style="list-style-type: none"> • Interprets vocabulary 	Apply word structure, etymology, and contextual cues to interpret the meaning of unfamiliar	Interpret the meaning of unfamiliar words	Unfamiliar words can be deciphered, but meaning cannot always be interpreted from context	Attempts to decipher unfamiliar words in text, but does not independently interpret

	words			meaning
Analyzes <ul style="list-style-type: none"> Applies understanding of literary elements 	Endeavors to disentangle new words in content, but does not autonomously decipher meaning	Applies understanding of how scholarly components contribute to meaning	Recognizes and applies constrained understanding of how scholarly components contribute to meaning	Recognizes but does not apply understanding of how scholarly components contribute to meaning
<ul style="list-style-type: none"> Applies understanding of educational content highlights 	Analyzes how educational content highlights contribute to the reader's understanding of the content	Applies understanding of how informational content highlights contribute to understanding	Recognize fundamental information of instructive content highlights but does not to help understanding	Disregards or does not get it enlightening content highlights
<ul style="list-style-type: none"> Compares/contrast s components inside and between writings 	Compares / differentiate components by explaining with well-chosen cases that illustrate understanding of the content	Compares/contras ts components utilizing illustrations that illustrate understanding of the content	Compare and differentiate a few components, but may not illustrate in-dept understanding of the content	Compares /contrasts one component that's secure or self-evident and possibly non-essential to understanding content
<ul style="list-style-type: none"> Make connection (cause-effect) between text part 	Makes in-depth associations and or build up cause-and-effect relationship	Makes associa- tions and /or set up cause / impact connections specific	Makes a dubious association or endeavor to set up a general cause/effect relationship	Requires direction to form a associa- tion or build up a straight-forward cause / effects relationship
Thinks Critically <ul style="list-style-type: none"> Analyze author's reason and Viability for diverse audiences 	Analyzes authors' reason and adequacy, challenging author's thoughts, inferred predis- position, or mutilations with clear basis or arguments	Analyzes author's reason and viability giving illustrations, and recognizing author's bias	States author's in general terms	Attempts clearly state author's reason in basic terms
<ul style="list-style-type: none"> Recognizes actualities and opinion 	Expresses an conclusion and looks for one of a kind ways/evidence to upgrade elucidations of	Expresses an conclusion and employments particular cases from the content to protect opinion	Recognizes an supposition and it gives common bolster and/or actualities from the content when	Struggle to recognize an conclusion and or may not distinguish realities from the content to bolster

	text		prompted	conclusion
<ul style="list-style-type: none"> Distinguish author's suspicions are beliefs 	Elaborates smart to author's presumptions and beliefs	Identify author's suspicions beliefs	Expresses a dubious thought of author's beliefs	Recognizes creators suspicions or convictions when coached
<ul style="list-style-type: none"> Assesses thinking and ideas/themes related to text 	Makes a strong, solid judgments approximately the thinking and/or primary thoughts related to the text	Makes and protects judgments approximately the thinking and/or primary thoughts in text	Make alteration around the thinking and/or thoughts in text	Demonstrate vulnerability and/or disarray when inquired to form a judgment approximately thoughts in content
<ul style="list-style-type: none"> Expands informations past text 	Makes reliable and exact applications of informations in claim life and world	Applies informations in content to possess life or world	Applied data in content claim life or world when prompted	Struggles to apply or mis applies informations in content to possess life or world

Table 3. The Shape of Evaluation Case Study and Report Text CJR:

No.	AVERAGE	QUALIFICATION	TOTAL (Students)
1.	1 – 1.9	Below Basic (D)	-
2.	2 – 2.9	Basic (C)	-
3.	3 – 3.9	Proficient (B)	25
4.	4	Advanced (A)	5

Based on the observation conducted with the participants Critical Journal Review (CJR), it is gotten that the qualification Good (B) was 25 students and the Excellent (A) was 5 students. Meanwhile, there are no students whose qualifications are Basic (C) and Below Basic (D). It's mean thar 25 students in doing Critical Journal Review (CJR) Based on a large number of selected ideas, able to repeat understanding of the subject or message, identify additional details, and then summarize in one's own words by identifying three or more main points. interpret the meaning of unfamiliar words, can apply understanding of how literary elements contribute to meaning, understand the features of informative texts apply the understanding of how it contributes to the Analyze, provide examples, express the author's biases, opinions, use specific examples from the text to defend those opinions, identify the author's assumptions and beliefs, make judgments about d, defend comprehend the reasoning and/or main ideas in the text and apply the information in the text to one's life or world. And the Advanced (A) Qualification, the data shown 5 students can explain subject or rub in possess words, recognizing diverse translations, and advertising strong prove, summarizes in possess words by recognizing three fundamental focuses and expounding with prove utilizing redress frame, recognizes unobtrusive clues in determination and reliably makes substantial inductions, applies word structure, root, and setting clues to translate implications of new words, analyzes how scholarly components contribute to meaning, analyzes how enlightening content highlights contribute to the reader's understanding of the content, compares / differentiate components by explaining

with well-chosen illustrations that illustrate understanding of the content, makes in-depth associations and or set up cause-and-effect relationship, analyzes authors's reason and viability, challenging author's thoughts, inferred predisposition, or twists with clear method of reasoning or contentions, communicates an conclusion and looks for one of a kind ways/evidence to improve translations of content, explains shrewd to author's suspicions and convictions, makes a strong, solid judgments approximately the thinking and/or fundamental thoughts related to the content, and makes steady and precise applications of information in claim life and world.

Table 4. The Shape of Evaluation Case Study and Report Text CBR:

No.	AVERAGE	QUALIFICATION	TOTAL (Students)
1.	1 – 1.9	Below Basic (D)	-
2.	2 – 2.9	Basic (C)	-
3.	3 – 3.9	Proficient (B)	26
4.	4	Advanced (A)	4

Based on the observation conducted with the participants Critical Book Review (CBR), it is gotten that the qualification Good (B) was 26 students and the Excellent (A) was 4 students. Meanwhile, there are no students whose qualifications are Basic (C) and Below Basic (D). It's mean thar 24 students in doing Critical Journal Review (CJR) can repeats understanding of topic or knead and distinguishes supporting points of interest, summarizes in possess words by recognizing three or more fundamental focuses shape following, makes free inductions based on various thoughts within the determination, translates implications of new words, applies understanding of how scholarly components contribute to meaning, applies understanding of how informational content highlights contribute to understanding, compares/contrasts components utilizing illustrations that illustrate understanding of the content, makes associations and /or built up cause / impact connections particular, analyzes author's reason and viability giving cases, and recognizing author's predisposition, communicates an supposition and employments particular cases from the content to protect conclusion, distinguish author's presumptions convictions, makes and protects judgments around the thinking and/or fundamental thoughts in content, and applies information in content to claim life or world.

And the Advanced (A) Qualification, the data shown 4 students can explain theme or massage in own words, acknowledging different interpretations, and offering supportive evidence, summarizes in own words by identifying three main points and elaborating with evidence using correct form, recognizes subtle clues in selection and consistently makes valid inferences, applies word structure, origin, and context clues to interpret meanings of unfamiliar words, analyzes how literary elements contribute to meaning, analyzes how informational text features contribute to the reader's understanding of the text, compares / contrast elements by elaborating with well-chosen examples that demonstrate understanding of the text, makes in-depth connections and or establish cause-and-effect relationship, analyzes authors's purpose and effectiveness, challenging author's ideas, implied bias, or distortions with clear rationale or arguments, expresses an opinion and seeks unique ways/evidence to enhance interpretations of text, elaborates insightful to author's assumptions and beliefs, makes a solid, defensible judgments about the reasoning and/or main ideas related to the text, and makes consistent and accurate applications of information in own life and world.

CONCLUSION

After analyzing the data, conclusions are drawn as follows:

1. Generally, the materials in the existing KKNi assignment materials are less relevant to the needs of students in the English Literature Study Program. In learning materials, they are not relevant to the needs of students which makes students less motivated in learning English.
2. Assignment materials needed by students are in accordance with their needs where flexibility in working on and collecting KKNi Critical Journal Review (CJR) and Critical Book Report (CBR) assignments are used in learning materials that are relevant and useful in learning. The developments that will be needed in the KKNi's task in Reading Comprehension are: Uploading material, Uploading the assignment of CBR and CJR KKNi, uploading rubric, connecting notification, forum discussion.
3. In KKNi-based learning, which is implied by online learning, it allows time, distance, space, repository, and learning styles of students and lecturers to be more effective and efficient.

Suggestions

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

1. It is recommended that lecturers who support Reading Comprehension courses in the English Literature Study Program should be more responsive to the needs of students and stakeholders, therefore, Lecturers must be able and creative to provide relevant material according to student needs.
2. It is recommended that lecturers who support Reading Comprehension courses in the English Literature Study Program must be responsive to the assignments given whether they are useful in helping students improve their speaking skills or not, if not, the lecturers must be creative and able to provide appropriate assignments. useful and have clear results to help and make it easier for students to improve their Reading and writing skills and work on their KKNi assignments. Therefore, it is recommended to use a technology-based learning approach in their material.

The new material in this research has been validated in terms of relevance, content, access by English language experts for special purposes, and the results show that it is good, relevant and feasible. So, it is recommended that lecturers who support Reading Comprehension courses in the English Literature Study Program use this material to improve the ability to use technology wisely and usefully for the development of students' Reading Comprehension in the English Literature Study Program easier and faster, and for other researchers who are conducting the same study to develop materials and the application of English by using technology to complete the skills needed by students in the English Literature Study Program.

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