IMPROVING READING ABILITY AND MOTIVATION WITH A SMART APP CREATOR

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ABSTRACT
The goal of this study was to discover and analyze the process of using smart app creator to improve the reading ability of eleventh grade engineering students at SMK Negeri 3 OKU Selatan. This study employed the classroom action research method, in which the researcher collaborates with another English teacher. This study was carried out in three cycles in accordance with the Kemmis and Taggart action research methodology. The study's findings revealed that students' reading abilities and motivation had improved. The minimal completion score for the English lesson was 70. Identifying 15 students, or 50% of the class, who meet the minimum completion criteria in cycle 1. Twenty students, or 66% of the class, passed the cycle 2 finding test's minimum completeness requirements, and 26 students, or 86% of the class, passed the cycle 3 finding test's minimum completeness criteria. Students' reading abilities improved from cycle 1 to cycle 2. Reading skills improved by 16% between cycles 1 and 2, and 20% between cycles 2 and 3. Students' participation in the teaching-learning process increased, indicating an increase in students' motivation.

Keywords: *Reading Ability, Smart App Creator, Motivation.*

INTRODUCTION

Reading is a way of thinking. When effective readers lose track of what they're reading, they use a reading strategy to reconnect with the text. Students can be explicitly taught reading skills and strategies while learning subject-specific content through authentic reading tasks. For students, it is one of the most important language skills. Students can improve their language skills and experience by participating in this activity. " Students who have a framework for understanding the new information presented in the text are more successful readers.," says Simaibang (2017, p.63). Reading is important because it develops our minds and provides us with a wealth of information and lessons while keeping our minds active. Reading is one of the most effective ways to obtain accurate information in today's information-rich world.

Hidayati, said that. in journal (2018,p.1) "The importance of teaching reading is to develop students' ability and knowledge of reading text material. Such as the ability

to read a variety of English texts, adjust reading styles based on the purpose of reading (skimming, scanning), and have a critical perspective on the content of the texts.". Reading comprehension remains a challenge for students. Many students struggle to understand long sentences, and when reading some texts, they lack the vocabulary needed to comprehend the meaning of the sentences. Many students are unfamiliar with reading strategies, which makes some texts difficult to comprehend. "Reading is a means of communicating information between the writer and the reader," state Vacca, Vacca, and Gove (1991). The reader attempted to comprehend the writer's ideas in print. Reading may involve the decoding and comprehension processes.According to research, children's academic achievement can benefit greatly from enjoyable reading. Similarly, children who read for pleasure on a daily basis not only outperform children who do not read, but they also develop a larger vocabulary, broaden their general knowledge, and gain an understanding of other cultures. Reading aloud can help you determine whether your child is doing better in school than in their social life.

They struggled to understand the reading text and received a low reading ability score; at the most recent meeting of assessing reading short functional text, the majority of students did not achieve a score higher than the minimum criteria (KKM). The requirements that students must meet in order to pass a specific lesson are known as the minimum criteria. SMK Negeri 3 OKU Selatan requires a minimum English achievement score of 70. The table below depicts the students' ability to read short functional text.

Motivation is an internal and external drive within a person that drives existence, passion, interest, needs, hopes, aspiration, respect, and honor. There are two factors that influence motivation: internal factors and external factors (Tambunan, 2018). An internal motivator is one that originates within the individual. According to (Ushioda & Griffiths,2008) mentions that internal factor of motivation or we can call as intrinsic motivation is the desire to do something as an end in itself, for its own self- sustaining pleasurable reward of enjoyment, interest, challenge or skill and knowledge development. However, an external motivator is a factor that influences motivation and comes from the person's environment. Learning motivation is an internal process that periodically activates, guides, and maintains behavior. Learning motivation is determined by the consequences of strengthening, human needs, dissonance or incompatibility, attribution of failure or success, or expectations of success opportunities (Mendari, 2010).

It means that learning motivation is the encouragement of students' desires to learn and consider it as a whole need. We can assess students' motivation based

on their behavior in the classroom, where motivation has a large impact on students' learning outcomes.

Using interactive learning media that is fun and interesting will increase students' motivation to learn, which will affect students' learning outcomes, particularly in reading ability, and the application that can cover the entire students' problem related to the internet network. The authors used smart app creator as a learning media to improve the eleventh-grade students' motivation and reading ability in the Engineering Program at SMK Negeri 3 OKU Selatan. Smart App Creator is an interactive learning media that includes sound, an attractive background, and a quiz. Smart App Creator can be combined with animation to make the content more interesting.

Smart App Creator is also well-known for producing high-quality animations. "Advanced Animation" contains animation features. (Suryaningtyas,2019). Smart App Creator is simple to use and requires no programming knowledge. Everyone has the ability to use smart app creator to create a project-specific app..

Suhartati claims (2021). "The Flippef classroom learning model was developed using Android Smart App Creator (SAC) as a media platform." The researcher's goal in this study, on the other hand, is to improve students' reading abilities through the use of Smart App Creator software, which is based on Android learning media.

Smart App Creator is simple to use and does not require any programming skills. Everyone can use smart app creator to create applications that are appropriate for their project.Based on (Abidin & Arifin,2021) explains that Smart Apps Creator (SAC) is a new application for creating effective learning media.

The researcher is interested in conducting a study titled " Improving Reading Ability and Motivation with a Smart App Creator of 11th Grade Engineering Students at SMK Negeri 3 OKU Selatan: Action Research in Class". A later study, "Smart App Creator 3 Khoirudin et al., "To Improve Student Learning Outcomes During the Covid-19 Pandemic,". (2001), was published. Khoirudin et al. use Smart App Creator Maker as a platform for junior high school students' learning activities. The study authors and Khoridin et al. share an interest in using smart app creator to improve student learning outcomes. However, the author's study and Khoirudin et al. Khoirudin et al. Previous research has found that smart app creators (SAC) improve reading ability and motivation. As a result, the researchers attempted to conduct a study titled "Improving reading ability and motivation with a smart app creator of eleventh grade students SMK Negeri 3 OKU Selatan Engineering Program."

MATERIALS AND METHOD

A. Materials

The following procedures must be followed in order to obtain accurate analysis results: (1) Observation, (2) Reading Test, (3) analyzing data, and (4) Documentation

B. Method

This study was carried out as a Classroom Action Research (CAR) in three cycles. This study was classified as action research because it centered on problem solving during the teaching and learning process, with the primary goal of improving students' reading ability and motivation. The four stages of classroom action research are planning, action, observation, and reflection (CAR). This type of classroom action research can also be done to follow a model by Kemmis and Mc Taggart(1988). Students in grade XI of the Engineering Program at SMK Negeri 3 OKU Selatan participated in this study, a group of 30 students with varying levels of knowledge and ability.

This research looked at, A guide interview was used by the authors., in which they asked the informant about something they had previously prepared. Following the teaching and learning process, the writers conduct student interviews.To ensure the validity of the interview results, the authors used triangulation. The writers used interviews and observation to confirm the accuracy of the data. The data gathered from observation, testing, and interviews with collaborators was discussed by the writers in order to determine the treatment's strengths and weaknesses. The authors gathered information through two types of observations: teacher and student observations. The teacher's observation sheet is organized based on some item specifications, and each item consists of a question with a scoring and grading system. The observation sheets of students are organized in accordance with the guidelines for determining students' learning motivation and reading ability.

RESULTS

This investigation began when a problem in an English class of eleventh grade engineering students was discovered. This study was carried out in three stages. Each cycle includes three meetings. The following was the procedure for each cycle:

1. The learners were expected to comprehend the lesson via Smart App Creator during the first meeting..

2. In the second meeting, the learners were expected to comprehend the lesson using Smart App Creator..

3. The students responded to the researcher's test items during the

third meeting.

During the course of treatment or learning, an observation is made. An interview was conducted following the teaching learning process. Based on the data collected, the results of cycles 1–3 were as follows.

Table 1. Student Motivation

an increase in student motivation				
Observation's Outcome			Improvement	
Cycle 1	Cycle2	Cycle3	Cycle 1 to Cycle 2	Cycle 2 to Cycle 3
50%	70%	94%	20%	24%

Table 2. Reading Ability Improvement

No	Statement	Cycle 1	Cycle 2	Cycle 3	Improvement Presentation
1	Reading Ability	50%	66%	86%	Cycle 1 to 2 = 16% Cycle 2 to 3 = 20% Totally = 36%
2	Students who reach the minimum good criteria	15	20	26	
3	Students who did not reach the minimum completeness criteria	15	10	4	

The results of the third post test revealed that 26 students met the minimum completeness criteria and only four students did not, resulting in an 86% pass rate and a 14% failure rate. Because the percentage of students' results that meet the minimum completeness criteria pass the research indicator, or 86% > 75%, the researchers and collaborators decided to end the cycle in the third cycle.

DISCUSSION

This study was carried out by the researcher in order to determine how a smart app creator can improve students' reading abilities and motivation. The students' reading ability was very low at the start of this research; nearly all students were unable to identify the main idea, generic structure, and functional of text in the reading section. The smart app creator was used as a medium by the researcher

to assist students in improving their reading skills. The table displayed how students' performance improved from cycle 1 to cycle 3.

CONCLUSION

Students in the grade XI Engineering Program at SMK Negeri 3 OKU Selatan may benefit from the use of smart app creator. The smart app creator application could then help grade XI Engineering Program students at SMK Negeri 3 OKU Selatan improve their reading skills and Motivation

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