ELT Echo : The Journal of English Language Teaching in Foreign Language Context

journal homepage: https://syekhnurjati.ac.id/jurnal/index.php/eltecho

DEVELOPING AUTOPLAY BASED READING MATERIALS FOR SENIOR HIGH SCHOOL STUDENTS

Hendi Hidayat[a], Tohidin[b], Sumadi[c]

[a] Tarbiyah and Teacher Training Faculty, IAIN Syekh Nurjati Cirebon, Indonesia
[b] Tarbiyah and Teacher Training Faculty, IAIN Syekh Nurjati Cirebon, Indonesia
[c] Tarbiyah and Teacher Training Faculty, IAIN Syekh Nurjati Cirebon, Indonesia

[*]Corresponding author: Indonesia. E-mail addresses: hendilegowo86@gmail.com

a r t i c l e   i n f o

a b s t r a c t

This study was intended to develop autoplay-based Reading learning media that meet the valid, practical, and effective criteria. The method used in this research is research and development method with ADDIE development design (Analyze, Design, Development, Implementation, and Evaluation). This study adopts questionnaires and tests for data collection. The results of the study shows that the autoplay-based reading learning media were categorized as valid due to the average expert validation results were 90.67 (valid). Besides, it is also indicated that autoplay based media was in practical criteria. It can be known from the results of student responses to the application of autoplay-based reading learning media which were 85%. The score was categorized as good, or it was practical for the learning instruction. Its was also found that autoplay based media was effective due to the average value of student learning outcomes were 87.

INTRODUCTION

It can be said that in this 21st century, people have realized that Information and Communication technology (ICT) has become one of the foundations for modern society. ICT has now been widely used in the process of teaching and learning English. Many countries consider the importance of ICT and try to master the basic skills and concepts of ICT as part of the educational process in the teaching and learning process, including Indonesia. This is due to the ability of technology to provide a dynamic and proactive learning and teaching environment. Learning environments that incorporate ICT can provide the possibility for interactive learning, where students take an active role, receive feedback (from teachers and/or from automated devices) and thereby enhance their understanding and build new knowledge. Therefore, integrating ICT in teachers' daily teaching is a must. They also must replace their traditional way to the modern equipment and facilities.

It can be denied that technology nowadays are applied widely and rapidly, especially in the context of teaching and learning instruction. This is because technology provides many tools to improve the quality of teaching and learning processes. Rosnaini and Arif (2008) argued that ICT integration is the process of determining where and how technology fits into teaching and learning scenarios. This allows anyone to log into the website from anywhere at any time to use free information from the internet. Furthermore, research around the world has shown that ICT can lead to improved student learning as well as better pedagogical practices.

Information and communication technology (ICT) can be also defined as a combination of 'Informatics technology' with other related technologies, especially communication technology (Unesco, 2002). ICT products are vary for teaching and learning purposes and also have relevance to education, such as e-mail, audio conferencing, teleconferencing, interactive radio counseling, television lessons, radio broadcasts, , interactive voice response systems, audio cassettes and CD ROMs have been used in education for different purposes.

The latest curriculum requires teachers to integrate the media in the teaching and learning process through the use of computer technology (Goodwyn, 2000: 12). He added that the use of technology intrinsically has the goal of motivating students. In other words, ICT can capture the interest and enthusiasm of students in the classroom. However, if we only focus on the aspects of interest and enthusiasm in students, it will be a relative and not a permanent method in the teaching and learning process because student interests will always change over time. The use of technology will only be of value if it provides an intrinsic benefit. We must consider the practical aspects of technology to make it more valuable to assist teachers in the teaching and learning process.

Because of the importance of using ICT in the teaching and learning process, several researchers have conducted several studies on ICT. Costa et al. (2012) have discussed tangible and effective ways to integrate Information and Communication Technology (ICT) into school curricula. To do so, they took advantage of several years of careful deliberation on this issue. More specifically, from their recent work, they developed the "Learning Outcomes" projection organized by the Portuguese Ministry of Education in 2010. To explain and share the work being done on ICTs, this study presents and discusses the rationale for supporting the learning outcomes framework. ICT is based on four main competency

domains: Information, Communication, Production and Security. After clarifying the concepts of teaching and evaluation strategies used in the project, they discussed the implications these examples might have in teachers' decisions about choosing content, pedagogy, resources, and evaluation methods.

In another study, researchers explored and analyzed the Information Communication Technology curriculum, policies, and assessments between the eduction system in Vietnam and Australia at secondary education level. It was found that despite sharing a common set of trends, Australia's ICT curriculum, policies and assessments differed markedly from their Vietnamese counterparts. These differences can be explained by economic and cultural factors, national education trends, ICT strategies, and the degree of implementation in schools (Tran et al., 2015).

ICT promotes a nig effect on the development of educational curricula in many countries. Nisar et al. (2011) reported a study on the application and impact of ICT in the education sector which specifically focused on education in Pakistan. They applied convenient sampling to collect data from the Rawalpindi district of Pakistan and collected data from 429 respondents from 5 colleges and universities. The results of the study shows that the availability and application of ICT enhance students' knowledge and learning skills. This concluded that the existence of ICT increases the efficiency of education and requires the making of policies related to the education sector.

When globalization becomes an issue of worldwide people, it was noticed that ICT has become a focus in the field of teaching and learning. There have been several studies conducted on ICT in Indonesia due to various parties can question the government's readiness to implement the latest curriculum called the 2015 curriculum. This illustrates that previous and recent national education policies, teachers, and school administrators have not been synergized. Elmunsyah (2014) conducted a study that focused on the ICT model based on the national education policy for Indonesian vocational high schools. This study concluded that an ICT model based on national education policies is proposed as a solution to improve the quality of school education, especially in Indonesian vocational high schools.

Apart from research on how important the use of ICT in the teaching and learning process is, Harendita (2013) promotes a content analysis on the resilience of Indonesian teachers to Information and Communication Technology. This study was conducted to take a closer look at the resilience of ICT applied by Indonesian teachers. Although the Government

of Indonesia has made efforts to address the problem of access to ICT through the provision of software and hardware in schools, the use of ICT in teaching and learning remains low. In this regard, the resilience of teachers to ICT is held responsible for causing problems. Therefore, research was conducted to find the root cause of Indonesian Teachers' Resilience to ICT.

The Government of Indonesia through the Minister of State Apparatus Efficiency as Head of the Indonesian Telematics Coordination Team in his letter number 133 / M.PAN / 5/2001 has prepared a Five-Year Action Plan for the Development and Implementation of Information and Communication Technology (ICT) in Indonesia. This plan includes, among other things, a plan for implementing the use of technology in education from 2001 to 2005, which includes the development and implementation of an ICT Curriculum, also considering the use of ICT as an important part of curriculum and learning in schools, universities, and training centers.

As the latest curriculum used in Indonesia called Curriculum 2013 which is the product of a long thought in the ministry of education, it demands the integration of Information and Communication Technology (ICT) in the field of education. Because we cannot underestimate globalization and ignore the digital era which has massively shifted the traditional era into modern, industrial and commercial society.

While Indonesia is preparing for the paradigm shift, the Indonesian Ministry of Education has tried to develop a perfect mindset since the 2013 Curriculum, which was written in the Regulation of the Minister of National Education and Culture number 69 of 2013 concerning the basic framework and structure of the curriculum. in Senior High School / Madrasah Aliyah which is specifically explained in the rationale of curriculum development 2013 which is described in point 3 in the aspect of mindset renovation that "Isolated teaching and learning systems are transformed into learning by means of networks (learners can gain knowledge from anyone and from which can be reached and obtained via the internet)", the use of ICT in the teaching and learning process is very necessary.

Furthermore, the core competencies in class XI SMA are "Understanding, applying, and analyzing factual, conceptual, procedural, and metacognitive knowledge based on their curiosity about science, technology, art, culture, and humanity in seeing humanity, nationality, countries, and civilizations regarding clauses and phenomenal events, as well as applying procedural knowledge in certain fields of study according to talents and interests for

problem solving. The description of core competencies in grade 11 SMA only tells us that this curriculum requires teachers to be aware of the use of technology in the teaching and learning process.

Involving the teaching and learning process in high school with the use of technology unconsciously requires teachers to be familiar with ICT. As a learning process, teachers can give some assignments to students by using the internet as a technology product that can be accessed anywhere and anytime according to the guidelines provided by the Ministry of National Education and Culture.

The importance of effective learning and teaching process requires some appropriate resources, including teaching materials to improve student learning process. Schools need to select, adapt and, if necessary, develop relevant resources to support student learning. Indonesia has realized the development of ICT in education, because the latest curriculum is proof of their commitment to develop teaching and learning processes in Indonesia. The Ministry of National Education and Culture has issued guidelines for teachers and students in terms of textbooks to help them engage the lessons in which they will be used in the classroom. To do so, each and every school needs to select or create learning and teaching resources to support the textbook. In some situations, textbooks can be the basis for lesson content, the balance of skills taught and the types of language exercises students use (Richards, 2001). According to the Oxford Advanced Learner's DTIKionary, a textbook is defined as "a book that teaches a particular subject and which is used primarily in schools and colleges" (Hornby, 2000: 1238).

Considering the function of teaching materials for students and teachers in the teaching and learning process especially English, there is no doubt that it will continue to play an important role in language teaching and provide useful resources for teachers and students, especially when the teaching materials used involve the use of ICT. Wang and Reeves (2003) also argued that new emerging technologies such computers and the Internet have attracted many researchers to conduct research and practice focused on improving education through technology. As mentioned in the previous explanation, the ICT integration of in Indonesian education seems to give many potential impacts so that the Government of Indonesia has made the right decision to include ICT-oriented activities in the curriculum especially in teaching and learning English.

Thus, one alternative to enhance students' understanding and skill of English is through developing autoplay-based teaching materials. Hayumuti, Susilo & Manahal (2016) concluded that autoplay based learning media are able to give a concrete image of the concept of subject matter which must be understood by the students. The research conducted by Yueh, Lin & Sheen (2013) concluded that learning using interactive autoplay can help students in improving conceptual understanding of the subject matter. The absence of autoplay-based learning media makes teachers unable to visualize the subject matter so that students find difficulty in understanding the concepts of the material.

Based on the rationale discussed in the background of this study on the crucial parts of the development of technology and how it supports teaching and learning, The writer conducted research and development of autoplay-based English teaching materials in Cirebon district madrasah. This was intended to develope autoplay-based reading learning materials for class X at Madrasah Aliyah in Cirebon district to improve students' understanding in learning Reading.

METHOD

Research Design and Steps of the Research

Research and development method was applied as the method of this research with the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model. This model are well known for its effectiveness in developing teaching materials (Afandi and Badarudin, 2011). The model was chosen due to its intensity to describe a systematic approach to instructional development and its characteristic as general learning model and suitable for research and development.

The ADDIE model has 5 stages of development, namely Analysis, Design, Development, Implementation, and Evaluation. The ADDIE model development flow can be described as follows:

Figure 1. ADDIE Model Development Flow
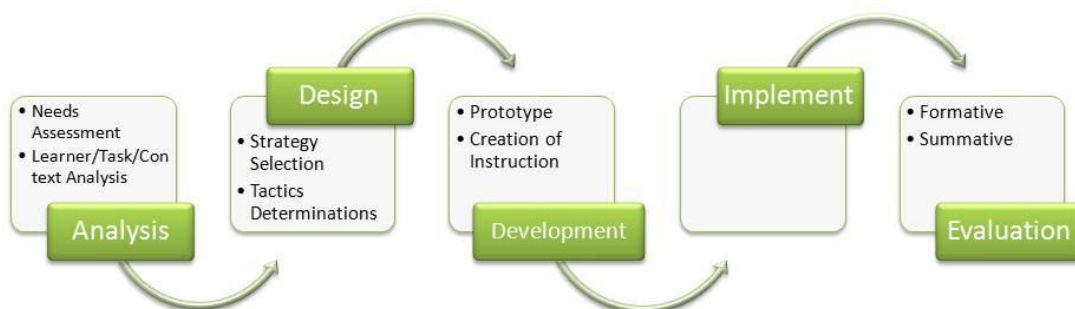
The model is started by the analysis stage. This stage becomes a process to describe what students will learn, in the form of analyzing needs; identifying problems; and conducting task analysis (Afandi and Badarudin, 2011). The second stage is design. The design is prepared by studying the problem, then looking for a solution through the identification of the needs analysis stage carried out in the previous process. One of the goals of this stage is to determine the right learning strategy so that students can achieve the goals in the educational process, especially in achieving the competency standards that have been set and determined in the learning process.

The next stage is development. The writer attempts to compile and design teaching materials in this stage based on information gained from various previous stages. Developers modify existing teaching materials into autoplay-based reading learning media for class X, and determine learning models and strategies that are tailored to the characteristics of students. The steps in developing teaching materials/learning media are by developing an Interface Design (Interface), developing a presentation of material with an animated display of illustrations, product packaging in the form of a Compact Disk (CD) which will be designed with an attractive cover display, and can used in PCs. After the production of autoplay-based English learning media products in class X, testing is carried out in the form of validation by expert judgment. Validation was carried out by material experts, media experts, and learning experts. If after validation, improvements must be made, it will enter the revision stage. After the autoplay-based English learning media (reading) in class X is feasible to use, the implementation stage is carried out.

Teaching materials are applied in the learning instruction in the implementation stage. The target is to obtain data which can be applied as a basis for determining the level of effectiveness and attractiveness of the resulting product. The delivery of learning materials is carried out in small group trials and field trials. Small group trials were conducted by taking a sample of 24 students with random sampling used for product trials. Meanwhile, field trials were conducted on tenth grade students of Madrasah Aliyah in Cirebon Regency. Field trial activities are intended to determine the level of attractiveness and effectiveness of teaching materials before they are used in the actual scope. The results of the data obtained from this trial were analyzed and used to improve the overall development of teaching materials based on graphic video-based English learning media in class X at Madrasah Aliyah Negeri 3 Cirebon Regency.

Evaluation stage is the last stage in the ADDIE development model. The writer evaluates the developed product in this stage. The stage is conducted to determine the level of effectiveness and practicality of the autoplay based media. The test is conducted through comparing the situation before and after applying the new system (before-after) (Sugiyono, 2009). The target user trial subjects were students of class X both as a control group and an experimental group at Madrasah Aliyah Negeri 3 Cirebon Regency.

FINDINGS AND DISCUSSION

Summary of Problems and Needs related to Reading Learning Media

The initial stage of the research was carried out by applying a needs analysis to find out the potential and problems faced by teachers in their reading learning media. Researchers visited 5 schools that are members of the English Language MGMP (Subject Teacher Conference) in the KKM area of MAN 3 Cirebon. The 5 madrasas are: MAN 3 Cirebon, MANU Putra Buntet Pesantren, MANU Putri Buntet Pesantren, MAAI Mertapada, and MAS Suwargi Buwana Jati.

Researchers conducted interviews / informal interviews with English teachers at the madrasa to obtain data on problems and needs related to English teaching materials / reading. The results can be seen as shown in the following table.

Table 1 Summary of Problems in Reading Learning Media

No	Problems related to Learning Instruction	Problems related to Teaching Materials
1	Most students do not understand the content of the reading because the theme is considered heavy	The existing reading themes are often not relevant to the learning target
2	Most students have difficulty understanding the vocabulary contained in the text	The existing reading themes do not accommodate Islamic content konten
3	Students feel they are not active in reading learning	The existing reading themes have not accommodated local wisdom
4	Comprehension tes dianggap sulit untuk dikerjakan	Existing teaching materials have not been packaged attractively with pictures
5	Students have difficulty explaining the contents of the reading	Learning media from the internet is often not in accordance with basic competencies
6.	Students are less motivated in learning reading	

Based on the problem summary table above, it is known that the English teacher involved in the interview wanted a reading learning media that was in accordance with basic competencies, accommodated Islamic themes and local wisdom, and was able to attract their attention in learning English, especially reading.

Design of Autoplay-Based Reading Learning Media

The next step taken by the author in making reading learning media is to analyze the syllabus related to the basic competencies specified in reading learning. The results of the syllabus document analysis can be seen in the table below.

Table 2 Types of Text Based on Basic Competencies in the Syllabus

No	Basic Comptencies of Class X	Text Type
1	4.8 Capturing meaning in descriptive, oral and written, simple texts about people, tourist attractions, and famous historical buildings.	Descriptive Text
	4.9 Editing oral and written descriptive texts, simple, about people, tourist attractions, and famous historical buildings, taking into account social functions, text structures, and linguistic elements that are correct and in context.	

	4.10 Compose simple oral and written descriptive texts about people, tourist attractions, and famous historical buildings, taking into account social functions, text structures, and linguistic elements that are correct and in context.	
2	4.11 Capturing the meaning of the announcement. 4.12 Prepare written notification text (announcement), very short and simple, taking into account social functions, text structure, and linguistic elements that are correct and in context.	Announcement Text
3	4.13 Capturing the meaning of oral and written recount texts, simple, about experiences, activities, events, and events. 4.14 Compose oral and written recount texts, simple, about activities, events, events, taking into account social functions, text structures, and linguistic elements that are correct and in context	Recount Text
4	4.15 Capturing the meaning of spoken and written narrative texts in the form of simple short stories.	Narrative Text

Based on the table above, it is known that there are four types of texts specified in the class X syllabus, namely: Descriptive Text, Announcement, Recount, and Narrative Text. The results of the analysis of the syllabus documents at the XI and XII grade levels can also be concluded that each grade level experiences four different types of texts.

Furthermore, the researcher compiled teaching materials based on the four types of texts and processed them through a learning media maker software, namely iSpring 8.0. iSpring is a software that can be integrated with Microsoft Power Point. The features offered by iSpring are quite comprehensive, such as: material slides, for making interactive assessments with rich media, videos, drag-n-drops, branching, and flexible scoring and testing rules. In addition, iSpring is equipped with a conversation simulation to practice team communication skills. Built-in TalkMaster tools include background and character libraries for developing

realistic dialogue simulations with branching and scoring. Furthermore, iSpring offers more visual learning materials with iSpring e-Learning interactions that can be created quickly and easily with the iSpring Suite. iSpring provides a set of ready-made templates for creating timelines, references, glossaries, catalogs, and FAQs. The iSpring display can be seen in the image below.
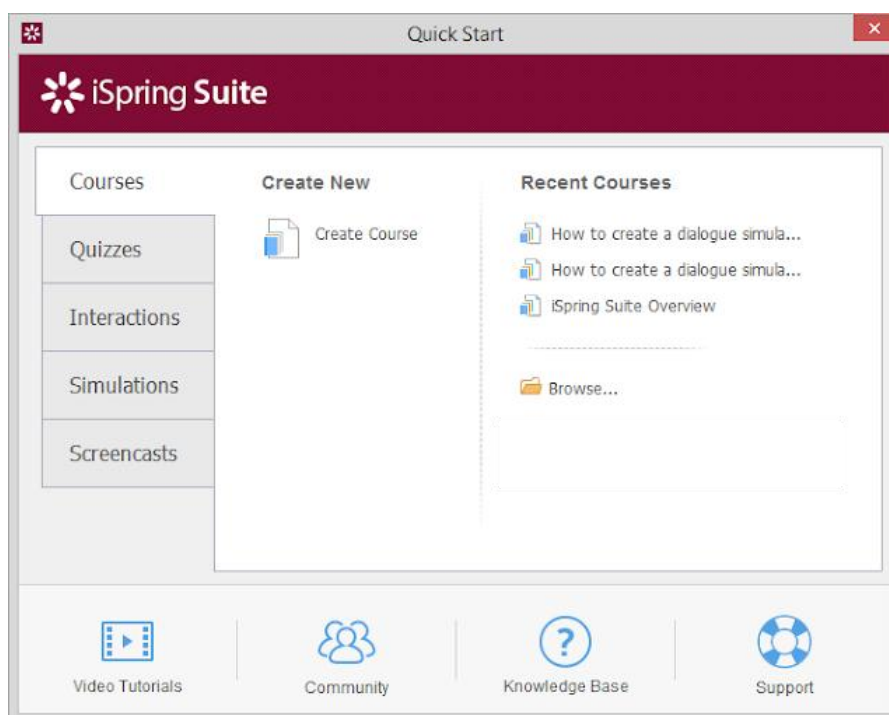

Figure 2 iSpring 8.0 Software

Validation Results of Reading Learning Media

After passing through the stage of developing reading learning media which was made based on the needs analysis carried out previously, the next stage in this study was expert validation. Validity test was conducted by three validators which consist of English material experts, learning media experts, and practitioners in learning English, data obtained as table 4.2 below:
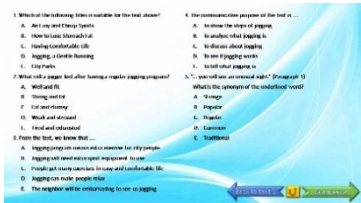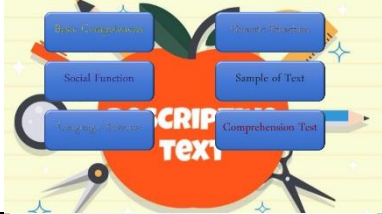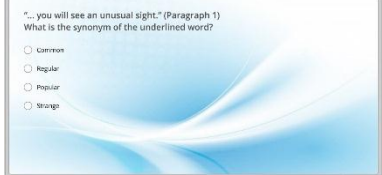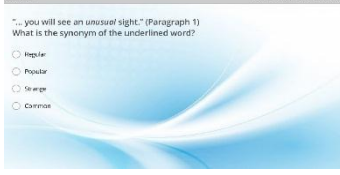
Table 3 Recapitulation of Learning Media Validation Results

Validator	Score	Notes
ELT Expert	93	Valid and need minor revision
Learning Media Expert	88	Valid and need minor revision
Practician	91	Valid and need minor revision
Average	90,67	Valid and need minor revision

The table shows that the average assessment result of 3 validators resulted 90.67. This can be concluded that the developed learning media is categorized as valid but need to be revised slightly. The validator gives recommendation for revising the autoplay-based reading learning media product through changing the test model into automatic form in the form of multiple choice and filling, by adding the "definition" feature to the menu, adding underlines to words in the quiz.

The description of the results of the revision of the learning media developed is as follows:

Table 4 Revision of Learning Media

Points Revised	Before Revision	After Revision
Replace the test mode in text 1 with an automatic mode of multiple choice type.		
Changed the test mode on text 2 with an automatic mode of type entry.		
Added definition feature to menu		
Adding an underscore to a word in a quiz		

Learning Media Practicality Test Results

Students responses to application of autoplay based media in the learning instruction are conducted to assess the practicality of the developed learning media. The data on the results of student responses to the use of autoplay-based reading learning media are as follows:

a) Small group trial

In this phase, the test was conducted on 6 students consisting of two children who were considered to be capable of good, two children with moderate/intermediate abilities, and two children with low abilities. The results of student responses to the use of autoplay-based reading learning media are listed in table 4.5 below:

Tabel 5 The Results of Student Response

Respondent	Score
Respondent 1	33
Respondent 2	49
Respondent 3	49
Respondent 4	47
Respondent 5	40
Respondent 6	40
Total	258

The table above shows that the total score of student responses to the application of autoplay-based reading learning media at the small group trial stage is 258. Then the percentage of student responses can be calculated as it follows:

$$\text{Percentage} = \frac{\sum x}{\sum x_i} \, x \, 100 \, \%$$

$$\text{Percentage} = \frac{258}{300} \, x \, 100 \, \% = 86\%$$

The results shows that the percentage of student responses to the applictaionof autoplay-based reading learning media is 86%. The score is included in the good category. Hence, autoplay-based reading learning media was practically applied in the learning instruction.

a) Field / Big Scale Trial

This field /big scale trial was conducted on 24 students of class X at MAN 3 Cirebon. The data on student responses to the application of autoplay - based learning media are as shown in table 4.6 below:

Table 6 Student Response Results in Field/Big Scale Trials

Respondent	Score
Respondent 1	44
Respondent 2	41
Respondent 3	43
Respondent 4	49
Respondent 5	47

Respondent 6	33
Respondent 7	49
Respondent 8	46
Respondent 9	43
Respondent 10	42
Respondent 11	49
Respondent 12	44
Respondent 13	40
Respondent 14	47
Respondent 15	40
Respondent 16	37
Respondent 17	40
Respondent 18	48
Respondent 19	45
Respondent 20	42
Respondent 21	44
Respondent 22	40
Respondent 23	42
Respondent 24	35
Total	1030

The data shows that the total score of student responses to the application of autoplay-based reading learning media at the small group trial stage is 1030. Then the percentage of student responses can be calculated as it follows:

$$Percentage = \frac{\sum x}{\sum x_i} x\ 100\ \%$$

$$Percentage = \frac{1030}{1200} x\ 100\ \% = 85\%$$

The results shows that the percentage of student responses to the application of autoplay-based reading learning media is 85%. The score is included in the good category. Hence, autoplay-based reading learning media was practically applied in the learning instruction.

Based on the results described above, it shows that the developed autoplay-based reading learning media were valid due to the average expert validation results which resulted 90.67 (valid). Besides, It is also categorized as practical since the student responses to the application of autoplay-based reading learning media resulted 85%. The score indicated good category. Hence, autoplay based learning media are practically applied in the learning instruction of reading. Futhermore, it ais also categorized as effective since the average score of student learning outcomes resulted 87.

The successful criteria achieved in this study because autoplay-based reading learning media application in the learning instruction has several benefits, among them are: 1) It provides an interactive process and easy feedback, 2) It provides learners in determining the topic of the learning process, and 3) It provides easy systematic control in the learning instruction. This were confirmed by some research conducted by Smith & Woody (2000), Zhang & Zhou (2003), Zhang, Zhou, Briggs & Nunamaker (2006), Tüzün, Yılmaz-Soylu, Karakus, nal & Kızılkaya (2009), and Juanda (2012) which concluded that the application

of autoplay media in the learning instruction was able to enhance learning motivation, learning activities, and learning outcomes.

CONCLUSION

Based on the results of the needs analysis, it is known that the English teacher involved in the interview wants a reading learning media that is in accordance with basic competencies, accommodates Islamic themes and local wisdom, and is able to attract their attention in learning English, especially reading.

The types of texts specified in reading learning based on the Basic Competencies contained in the syllabus include Descriptive Text, Announcement, Recount, and Narrative Text. The results of the analysis of the syllabus documents at the XI and XII grade levels can also be concluded that each grade level experiences four different types of texts.

The results of the research concluded also that the developed autoplay-based reading learning media can be categorized as valid since the average expert validation resulted 90.67 (valid). Besides, it is also categorized as practical since the student responses to the application of autoplay-based reading learning media resulted 85%. Furthermore, tt is also categorized as effective since the average value of students learning outcomes resulted 87.

REFERENCES

Afandi dan Badarudin. 2011. *Perencanaan Pembelajaran*. Bandung: Alfabeta

Botirca, O.M. 2007. *Teaching English with Video*. Universitatea din Pitesti: Diacronia.ro BDD-A5588

Costa, F. A., Cruz, E., & Fradão, S. (2012). *ICT Curriculum Integration in the Context of the Learning Outcomes in Portugal.* In Proceedings of INTED2012 Conference (pp. 6150-6159). INTED.

Elliott, P. 2004. *Planning for learning. In Brooks V., Abbott I. and Bills, L. (eds) Preparing to Teach in Secondary Schools*. Buckingham: Open University Press.

Elmunsyah, Hakkun. 2014. *A national education policy-based ICT model for Indonesian vocational high schools (VHS).* Global Journal of Engineering Education Volume 16, Number 3, 2014.

Galloway, L. (2007). *Can broadband access rescue the rural economy?.* Journal of Small Business and Enterprise Development, 14(4), 641-653.

Goodwyn, Andrew. 2000. *English in Digital Age: Information and Technology and the Teaching of English*. Wales: British Library.

Harendita, Monica. 2013. *Why Resist? A Closer Look at Indonesian Teachers' Resistance to ICT*. International Journal of Indonesian Studies, Vol 1.

Hayumuti, H., Susilo, H., & Manahal, S. (2016). *Penggunaan Autoplay Cd Interaktif dalam Peningkatan Aktivitas dan Hasil Belajar IPA Tema Selalu Berhemat Energi di Kelas IV Sdn Klanderan Kediri.* Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan, 1(7), 1437-1441.

Hornby, A.S. 2000. Oxford Adanvence Learners' Dictionary.USA: Oxford University Press

Kennewell, Stev. 2007. A *practical Guide to Teaching ICT in the secondary school*. London: Routledge.

Leask, et al. 2000. *Teaching and learning with ICT in the Primary School.* London: Routledge.

Nisar, M. Wasif, Ehsan Ullah Munir and Shafqat Ali shad. 2011. *Usage and Impact of ICT in Education Sector; A Study of Pakistan*. Australian Journal of Basic and Applied Sciences, 5(12): 578-583, 2011ISSN 1991 8178.

Pang, Elizabeth S., Muaka, A., Bernhardt, E. B., and Kamil, M. L. (2003). *Teaching Reading*. International Academy of Education.

Richards, Jack C. 2001. *Curriculum Development in Language Teaching*. Cambridge: Cambridge University Press.

Rodriguez F. and Wilson, E. 2000. *"Are Poor Countries Losing the*

Ross, P. E., Burns, P. C., & Roe, B. D. (1996). *Teaching Reading in Today"s Elementary School: Sixth Edition.* USA: Houghton Mifflin Company.

*Information Revolution?"*info Dev Working Paper, (Washington DC: World Bank).

Rosnaini, M & Ari, M. 2008. *Factors Influencing ICT Integration in the Classroom: Implication to Teacher Education*. Austria: EABR & TLC Conference Proceeding.

Sugiyono. 2009. *Metode Penelitian Pendidikan*. Bandung: Alfabeta

Tran, T. M., & Stoilescu, D. 2015. *An analysis of the content, policies and assessment of ICT curricula in the final years of secondary schooling in Australia and Vietnam: A comparative educational study*. Journal of Information Technology Education: Research, 15, 49-73.

UNESCO. 2002. *Information and Communication Technology in Education*. Paris: Division of Higher Education.

Winch, G., Johnston R. R., March, P., Ljungdahl, L., & Holliday, M. (2006). *Literacy, Reading, Writing, and Children"s Literature*: Third edition. Australia: Oxford University Press.

Yueh, Hsiu-Ping; Lin, Weijane; Huang, Jo-Yi; Sheen, Horn-Jiunn. 2012. Effect of students' engagement on autoplay-assisted instruction. An International Journal. Volume 4. No.3. Hal: 346-358.

Yusri, Iin Karmila and Robert Goodwin. 2013. *Mobile Learning for ICT Training: Enhancing ICT Skill of Teachers in Indonesia.* International Journal of e Education, e-Business, e-Management and e-Learning, Vol. 3, No. 4, August 2013.